

AMENDED IN ASSEMBLY AUGUST 8, 2013

AMENDED IN ASSEMBLY AUGUST 6, 2013

AMENDED IN SENATE MAY 24, 2013

AMENDED IN SENATE MAY 1, 2013

AMENDED IN SENATE APRIL 17, 2013

**SENATE BILL**

**No. 524**

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**Introduced by Senators Lara and Steinberg**  
(Coauthor: Assembly Member Garcia)

February 21, 2013

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An act to add Chapter 16.5 (commencing with Section 11550) to Part 7 of Division 1 of Title 1 of the Education Code, relating to pupil instruction.

LEGISLATIVE COUNSEL'S DIGEST

SB 524, as amended, Lara. Pupil instruction: Pathways Curriculum Task Force.

Existing law establishes a system of public elementary and secondary schools in this state, and authorizes local educational agencies throughout the state to operate schools and provide instruction to pupils in kindergarten and grades 1 to 12, inclusive (K-12). Existing law also establishes a system of postsecondary education in the state that consists of 4 segments: the University of California, the California State University, the California Community Colleges, and independent institutions of higher education.

This bill would express the intent of the Legislature to develop a voluntary K-12 curriculum to educate pupils and their families about college and career opportunities. The bill would require the

Superintendent of Public Instruction to appoint, and provide staff for, a ~~14-member~~ 12-member Pathways Curriculum Task Force. The bill would specify the qualifications and duties of the members of the task force. The bill would require the task force to establish specified learning goals for pupils at elementary, middle, and high school levels and help pupils to achieve these goals. The bill would require the task force to develop a pathways curriculum that, among other things, would provide materials, resources, and information for K-12 pupils and their families to gain a comprehensive understanding of available opportunities in postsecondary educational institutions.

The bill would express the intent of the Legislature that local educational agencies consider adopting all or parts of the career and college pathways curriculum, but would specify that adoption of the curriculum would not be mandatory and that local educational agencies may decline to participate.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

- 1 SECTION 1. (a) The Legislature finds and declares all of the
- 2 following:
- 3 (1) California makes a major investment in three
- 4 world-renowned systems of higher education: the University of
- 5 California, the California State University, and the California
- 6 Community Colleges. In addition, California is home to prestigious
- 7 independent universities and a significant number of vocational
- 8 and specialized private institutions. Yet many pupils complete
- 9 their senior year of high school with little understanding of these
- 10 institutions, poor knowledge of financial aid programs, and few
- 11 tools for making wise postsecondary educational choices. Pupils
- 12 from disadvantaged backgrounds, pupils who would be the first
- 13 in their families to go to college, and pupils with poor academic
- 14 records are often the least informed.
- 15 (2) The lack of information about postsecondary educational
- 16 opportunity erodes the effectiveness of California's investment in
- 17 higher education, and exacerbates attempts to provide skilled
- 18 workers for California's economy. According to the Public Policy
- 19 Institute of California, California will need one million more
- 20 college graduates by 2025 than current trends will produce.

1 California’s evolving economy will also need significantly more  
2 skilled workers with associate degrees and career certificates.  
3 California cannot afford to let pupils reach adulthood uninformed  
4 of the institutions and programs available to help them become  
5 productive members of society.

6 (3) The Legislature recently broadened the Academic  
7 Performance Index to include indicators of college and career  
8 preparedness, in addition to state test scores. To assist schools in  
9 improving these new benchmarks, some classroom attention to  
10 college eligibility requirements and the value of postsecondary  
11 education and training could be helpful to schools and local school  
12 districts.

13 (4) Pathway guidance is too often left to chance. The  
14 development of opportunities for school districts to incorporate  
15 such guidance into their programs is an appropriate school  
16 responsibility. Effective pathway instructional programs can be  
17 an efficient and effective way to complement the important work  
18 of school counselors.

19 (5) Postsecondary education and training has become  
20 increasingly expensive in both public and private institutions;  
21 student and family debt burden has grown dramatically in recent  
22 years. It is in the state’s interest to ensure that students and families  
23 understand the serious nature of student indebtedness, receive  
24 information on maximizing access to grant and work opportunities  
25 to reduce indebtedness, and are provided with alternatives and  
26 strategies to avoid excessive debt.

27 (b) It is the intent of the Legislature to develop a K–12  
28 curriculum to educate pupils and their families about the rich array  
29 of college and career opportunities available and how appropriate  
30 K–12 course taking and academic proficiency can ensure that  
31 pupils can meet their college and career goals. It is also the intent  
32 of the Legislature that such a pathway curriculum will educate  
33 pupils and their families about the cost of postsecondary education  
34 and the best ways to pay for it.

35 SEC. 2. Chapter 16.5 (commencing with Section 11550) is  
36 added to Part 7 of Division 1 of Title 1 of the Education Code, to  
37 read:

## 1 CHAPTER 16.5. PATHWAYS CURRICULUM TASK FORCE

2  
3 11550. (a) (1) The Superintendent shall appoint and staff a  
4 Pathways Curriculum Task Force to develop a voluntary curriculum  
5 for kindergarten and grades 1 to 12, inclusive, that will provide  
6 pupils and their families with a basic understanding of  
7 postsecondary educational institutions, options, programs, and  
8 opportunities in California. The task force shall consist of ~~14~~ 12  
9 members, including all of the following:

10 (A) Four persons representing postsecondary education.

11 (B) Four persons representing elementary and secondary  
12 education who are currently either classroom teachers or  
13 counselors, or both.

14 ~~(C) Two public members.~~

15 ~~(D)~~

16 (C) One person representing nonprofit organizations whose  
17 missions are focused on increased participation in postsecondary  
18 education.

19 ~~(E)~~

20 (D) One person with expertise in career preparation or  
21 apprenticeship.

22 ~~(F)~~

23 (E) One parent representative.

24 ~~(G)~~

25 (F) One person representing a nonprofit organization whose  
26 mission focuses on working with parents and families of school  
27 age children.

28 (2) The Superintendent is encouraged to include persons with  
29 specific knowledge and background in college admissions, financial  
30 aid, postsecondary educational opportunities, and development of  
31 a curriculum for kindergarten and grades 1 to 12, inclusive.

32 (b) The task force shall establish learning goals for pupils at  
33 elementary, middle, and high school levels, and shall develop  
34 curriculum to help pupils achieve those goals. The task force shall,  
35 at a minimum, address all of the following topics:

36 (1) The variety of college, university, and technical education  
37 in California.

38 (2) The importance of postsecondary education and training.

39 (3) Ways to finance postsecondary education and training, and  
40 attention to cost-benefit analysis.

1 (4) The A-G course sequence required for admission to the  
2 University of California, postsecondary education admission  
3 requirements, and the community college transfer process.

4 (c) The task force shall solicit and consider input from a broad  
5 range of interested persons, agencies, and organizations, including,  
6 but not necessarily limited to, the Student Aid Commission, the  
7 Bureau for Private Postsecondary Education, specialists in  
8 elementary and secondary curriculum, school counselors, experts  
9 in federal and state financial aid and college admissions, and civil  
10 rights and nonprofit organizations whose missions are related to  
11 career preparation and college access, business, labor, parents, and  
12 pupils.

13 (d) The pathways curriculum developed pursuant to this chapter  
14 shall accomplish all of the following:

15 (1) Be as concise and clear as possible so as to easily integrate  
16 with other curriculum objectives, while still helping pupils gain a  
17 comprehensive understanding of postsecondary educational  
18 opportunity.

19 (2) Include complementary materials for family and guardians  
20 to learn what steps in elementary, middle, and high school they  
21 may take to assist their pupils reach college and career goals, as  
22 well as suggested questions to ask of school officials.

23 (3) Provide a cumulative resource for pupils and their families  
24 who come to California from other states and other countries and  
25 enter the California elementary and secondary education system  
26 at various grade levels.

27 (4) Provide pathway curriculum materials as well as suggestions  
28 for college and work site field trips, guest speakers, and other  
29 innovative means of inspiring and informing pupils and their  
30 families about college and career pathways.

31 (5) Provide information on the availability of, and access to,  
32 the most current information on postsecondary educational  
33 opportunities, including, but not necessarily limited to, federal and  
34 state Internet Web sites devoted to postsecondary educational  
35 opportunity and how best to navigate those sites.

36 (e) The task force shall develop the pathways curriculum within  
37 one year of its first convening, which shall occur no later than  
38 April 1, 2014. The task force shall accomplish all of the following:

39 (1) Transmit the pathways curriculum to the Senate Committee  
40 on Appropriations, the Senate Committee on Education, the

1 Assembly Committee on Appropriations, the Assembly Committee  
2 on Education, the Assembly Committee on Higher Education, the  
3 state board, the Regents of the University of California, the  
4 Trustees of the California State University, the Board of Governors  
5 of the California Community Colleges, the Chancellor of the  
6 California Community Colleges, the Student Aid Commission,  
7 and the Instructional Quality Commission for a three-month review  
8 and comment period.

9 (2) Consider comments and make changes as deemed  
10 appropriate.

11 (3) Transmit the curriculum to the department, where it shall  
12 be available for school district and school use and where it shall  
13 be maintained. The Superintendent shall assume leadership  
14 responsibilities for dissemination of the curriculum to school  
15 districts, county offices of education, charter schools, professional  
16 educational organizations, civic organizations throughout the state,  
17 and the public.

18 (f) The task force shall recommend, and the department shall  
19 determine and implement, an annual process by which the pathways  
20 curriculum shall remain current in the rapidly changing and  
21 complex environment of postsecondary educational opportunity.  
22 The Chancellor of the California State University and the  
23 Chancellor of the California Community Colleges shall, and the  
24 President of the University of California is requested to, provide  
25 cooperation and support to the department in this regard.

26 (g) Schools and school districts may use and deliver this  
27 curriculum in a manner that best suits local needs and resources.

28 SEC. 3. It is the intent of the Legislature that local educational  
29 agencies consider adopting all or parts of the career and college  
30 pathways curriculum. However, adoption is not mandatory, and  
31 local educational agencies may decline to participate.