

AMENDED IN ASSEMBLY APRIL 6, 2015
AMENDED IN ASSEMBLY MARCH 19, 2015
CALIFORNIA LEGISLATURE—2015–16 REGULAR SESSION

ASSEMBLY BILL

No. 770

Introduced by Assembly Member Irwin

February 25, 2015

An act to add Part 54 (commencing with Section 88800) to Division 7 of Title 3 of the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 770, as amended, Irwin. Community colleges: basic skills-~~and innovation strategies~~. *program*.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state.

This bill would establish a financial grant and professional development funding program, which would authorize the governing board of a community college district to apply to the chancellor for ~~funds~~ *multiyear financial grants and professional development funding upon appropriation of funds for that purpose*, for purposes of community colleges within the district ~~adopting to adopt or expanding~~ *expand* the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of

underprepared students toward achieving postsecondary educational and career goals.

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. The Legislature finds and declares all of the
2 following:

3 (a) Over 70 percent of students enrolling, for the first time, in
4 courses offered by campuses of the California Community Colleges
5 are classified as underprepared for college-level work and in need
6 of remediation.

7 (b) National research has found that, regardless of incoming
8 preparation levels, the more semesters of remediation students are
9 required to take, the less likely those students are to complete
10 college-level English and mathematics courses, which are gateway
11 courses to most postsecondary degree and credential programs,
12 and for transfer to four-year postsecondary institutions.

13 (c) Research in California has demonstrated that relatively few
14 students who enter remediation ultimately attain a postsecondary
15 degree, credential, or transfer to a four-year institution, and that
16 students of color are disproportionately affected.

17 (d) Drawing on national initiatives aimed at increasing student
18 completion of college-level English and mathematics courses,
19 efforts in California have demonstrated the success of innovative
20 ways to deliver English and mathematics remediation.

21 (e) In those pilot efforts, students' odds of completing
22 college-level English courses more than double, and their odds of
23 completing college-level mathematics courses are more than four
24 times higher in comparison to students in traditional remediation.
25 However, at most community college campuses, these new
26 approaches are offered on a small scale and are not available to
27 most students.

28 SEC. 2. Part 54 (commencing with Section 88800) is added to
29 Division 7 of Title 3 of the Education Code, to read:

1 PART 54. COMMUNITY COLLEGES BASIC SKILLS
2 INNOVATION PROGRAM

3
4 CHAPTER 1. GENERAL PROVISIONS
5

6 88800. A financial grant and professional development funding
7 program, administered by the chancellor, is hereby established.
8 The chancellor shall distribute multiyear financial grants and
9 professional development funding, upon appropriation by the
10 Legislature for this purpose, to the governing board of a community
11 college district that applies and satisfies the requirements of this
12 part. Moneys allocated pursuant to this program shall be expended
13 for community colleges within the district to adopt or expand the
14 use of evidence-based models of academic assessment and
15 placement, remediation, and student support that accelerate the
16 progress of underprepared students ~~towards~~ *toward* achieving
17 postsecondary educational and career goals.

18 88805. (a) The governing board of a community college district
19 may apply for funds pursuant to this part for the purpose of making
20 more effective, evidence-based practices available to significantly
21 more underprepared students who enroll at campuses of the
22 California Community Colleges. A community college within the
23 district may receive funds for purposes of implementing these
24 evidence-based practices for the first time or expanding
25 evidence-based practices that are in effect as of the date of the
26 district's application for funds.

27 (b) The evidence-based strategies implemented or expanded
28 pursuant to subdivision (a) shall include innovative basic skills
29 improvement strategies that have demonstrated effectiveness in
30 accelerating the progress of underprepared students toward, and
31 increasing the number of underprepared students who successfully
32 achieve, one or more of the following goals:

33 (1) Completing a college-level English or mathematics course,
34 or both, within ~~three semesters after initial enrollment at a~~
35 ~~participating community college.~~ *a three-course sequence or less.*

36 (2) Earning eight units applicable to a college certificate or
37 degree.

38 (3) Earning a college certificate or degree approved by the
39 California Community Colleges.

1 88810. (a) In order to receive a grant, the governing board of
2 a community college district shall demonstrate in its application
3 for funding that the community colleges that are to participate in
4 the grant program will redesign their curriculum, career pathways,
5 assessment and placement procedures, or any combination thereof,
6 to implement, or expand the use or application of, one or more of
7 the following practices and principles:

8 (1) Adopting placement tests and related policies that include
9 multiple measures of student performance, including grades in
10 high school ~~courses~~ *courses, especially overall grade point*
11 *average*, and input from counselors.

12 (2) Increasing the placement of students directly in gateway
13 English and mathematics courses and career pathways
14 supplemented by remediation.

15 (3) Aligning content in remedial courses with the students'
16 programs of *academic or vocational* study to target students' actual
17 needs.

18 (4) ~~To the extent possible, ensuring that underprepared students~~
19 ~~complete college-level English or mathematics courses, or both,~~
20 ~~within a two-course sequence. Completing a college-level English~~
21 ~~or mathematics course, or both, within a three-course sequence~~
22 ~~or less.~~ Students pursuing mathematics-intensive courses of study
23 may require a longer sequence of mathematics coursework.

24 (5) Contextualizing remedial instruction in foundational skills
25 for the industry cluster, pathways, or both, in which the student
26 seeks to advance.

27 (6) Providing proactive student support services that are
28 integrated with the instruction provided.

29 (b) Each participating community college shall be responsible
30 for all of the following:

31 (1) Developing a plan based on one or more of the
32 evidence-based principles and practices described in subdivision
33 (a) that demonstrates a clear strategy for ensuring that all of the
34 following occur within a ~~5-year~~ *five-year* period:

35 (A) A significant share of the underprepared students who enroll
36 at participating community ~~colleges~~² *colleges* within the
37 community college district achieve one or more of the three goals
38 listed in subdivision (b) of Section 88805.

39 (B) Underprepared students who are enrolled at the community
40 college achieve the goals listed in subdivision (b) of Section 88805

1 within a shorter time period than before the implementation of this
2 part at the community college.

3 (2) Ensuring that its faculty participate in professional
4 development regarding academic programs or new curriculum
5 developed or expanded pursuant to this part, using grant funds to
6 support that faculty participation.

7 (3) Annually reporting to the chancellor's office on program
8 outcomes, disaggregated by demographic characteristics of its
9 students, for purposes of measuring progress compared to the
10 community college's performance before its implementation of
11 this part. These reports should include all of the following:

12 (A) The number and percentage of underprepared students
13 served by the grant program.

14 (B) The number and percentages of these underprepared students
15 achieving each of the three goals listed in subdivision (b) of Section
16 88805.

17 (C) The number of faculty involved and faculty needs regarding
18 the innovation and operation of courses pursuant to this part.

19 (c) The chancellor's office shall be responsible for all of the
20 following:

21 (1) Administering the grant program, and distributing and
22 monitoring awards to recipient community college districts.

23 (2) Developing application criteria, administrative guidelines,
24 and other requirements for purposes of administering the grant
25 program.

26 (3) (A) Aggregating, analyzing, and reporting annually the
27 information submitted pursuant to paragraph (3) of subdivision
28 (b) to the Legislature on the progress of the grant program in
29 achieving its prescribed purpose.

30 (B) A report to be submitted pursuant to this paragraph shall be
31 submitted in compliance with Section 9795 of the Government
32 Code.

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