

AMENDED IN SENATE JULY 1, 2015
AMENDED IN ASSEMBLY APRIL 27, 2015
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~~ *amend Section 88810 of, and to add Section 88807 to,* the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 770, as amended, Irwin. Community colleges: basic skills innovation 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.

Existing law establishes a financial and professional development grant funding program, which authorizes the governing board of a community college district to apply to the Chancellor of the California Community Colleges for, and requires the chancellor to distribute, multiyear financial and professional development grant funding to

community colleges within the district. Existing law requires colleges receiving these funds to adopt or 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, as specified. Existing law requires recipient community colleges to report specified information to the chancellor's office on program outcomes. Existing law requires the chancellor's office to be responsible for administering the grant program and distributing and monitoring awards to recipient community college districts, developing application criteria, administrative guidelines, and other requirements for purposes of administering the grant program, and providing the information submitted by community college districts to the Legislative Analyst's Office. Existing law requires the Legislative Analyst's Office to report to the Legislature on the progress of the grant program in achieving its prescribed purpose, as specified.

This bill would require a community college district, in order to receive grant funding, to submit a plan to the Office of the Chancellor of the California Community Colleges that details the strategy of a college or colleges within the district for achieving the goals of the program. The bill would establish levels of funding to be awarded to grant recipients and would set aside \$3,000,000 of the funds appropriated for the program to be used to provide technical assistance to recipient colleges in implementing these evidence-based models of academic assessment and placement, remediation, and student support, as specified.

~~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, and would require the chancellor to distribute, multiyear financial grants and professional development funding upon appropriation of funds for that purpose, not later than 180 days after the chancellor's receipt of the appropriation, for community colleges within the district to adopt or 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. Section 88807 is added to the Education Code,*
2 *to read:*

3 88807. *In order to receive a grant pursuant to this part, a*
4 *community college district shall submit a plan to the Office of the*
5 *Chancellor of the California Community Colleges that details the*
6 *strategy of a college or colleges within the district for achieving*
7 *the goals of the grant program.*

8 *SEC. 2. Section 88810 of the Education Code is amended to*
9 *read:*

10 88810. (a) In order to receive a grant, the governing board of
11 a community college district shall demonstrate in its application
12 for funding, consistent with subdivision (b) of Section 88805, that
13 the community colleges that are to participate in the grant program
14 will redesign their curriculum, career pathways, assessment and
15 placement procedures, or any combination thereof, to implement,
16 or significantly expand the use or application of, two or more of
17 the following evidence-based practices and principles:

18 (1) Adopting placement tests or other student assessment
19 indicators and related policies that may include multiple measures
20 of student performance, including grades in high school courses,
21 especially overall grade point average, results from the common
22 assessment system, and input from counselors.

23 (2) Increasing the placement of students directly in gateway
24 English and mathematics courses that are transferable to the
25 University of California or the California State University and
26 career pathways, with remedial instruction integrated as appropriate
27 for underprepared students.

28 (3) Aligning content in remedial courses with the students'
29 programs of academic or vocational study to target students' actual
30 needs and increase relevance. This paragraph is intended to
31 encourage the development of remedial instruction focused on a
32 student's identified academic need informed by the student's
33 intended course of study.

34 (4) Contextualizing remedial instruction in foundational skills
35 for the industry cluster, pathways, or both, in which the student
36 seeks to advance.

37 (5) Providing proactive student support services that are
38 integrated with the instruction provided.

1 (6) Developing two- and three-course sequences, as appropriate,
2 for completion of a college-level English or mathematics course,
3 or both, for underprepared students, by either utilizing technology,
4 where appropriate, to enhance the adoption of the high impact
5 practices specified in paragraphs (1) to (5), inclusive, or
6 implementing other effective basic skills course strategies and
7 practices not specified in paragraphs (1) to (5), inclusive, subject
8 to the college providing evidence that substantiates the practice is
9 effective.

10 (b) Community colleges are encouraged to collaborate with
11 local school districts serving kindergarten and grades 1 to 12,
12 inclusive, to better articulate English and math instruction between
13 the high schools and the community colleges.

14 (c) Each participating community college shall be responsible
15 for all of the following:

16 (1) Developing a plan based on two or more of the
17 evidence-based principles and practices described in subdivision
18 (a) that demonstrates a clear strategy for ensuring that both of the
19 following occur within a five-year period:

20 (A) A progressively increasing share of the students who enroll
21 at participating community colleges within the community college
22 district achieve the goals listed in subdivision (b) of Section 88805.

23 (B) A significantly greater share of entering students who are
24 enrolled at the community college achieve the goals listed in
25 subdivision (b) of Section 88805 within a shorter time period than
26 before the implementation of the plan at the community college.

27 (2) Ensuring that the plan developed pursuant to paragraph (1)
28 does all the following:

29 (A) Describes the community college's current practices with
30 regard to the selected high impact practices and its readiness to
31 implement the new interventions.

32 (B) Articulates targets for the share of entering students
33 projected to be served by these interventions over the three-year
34 implementation period.

35 (C) Sets goals for the share of entering students who complete
36 a college-level English or mathematics course within three
37 semesters or less after enrollment.

38 (D) Identifies key strategies and implementation benchmarks
39 for evaluating the progress of campus efforts to implement the
40 selected interventions.

1 (E) Details the number of campus faculty likely to be involved
2 in all selected high impact interventions and the plan for addressing
3 their professional and technical assistance needs.

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

8 (4) Commencing in the year that a community college receives
9 a grant and for the following three fiscal years, annually reporting
10 to the chancellor's office on program outcomes, disaggregated by
11 the demographic characteristics, high school grade point average,
12 and initial placement level of its students, for purposes of
13 measuring progress compared to the community college's
14 performance before its implementation of the plan. These reports
15 should include all of the following:

16 (A) The total number and percentage of entering students
17 identified as underprepared before receipt of the grant.

18 (B) The number and percentage of entering students served by
19 the grant program, disaggregated by type of practice implemented.

20 (C) The number and percentage of entering students achieving
21 the goals listed in subdivision (b) of Section 88805.

22 (D) The number of faculty involved and faculty needs regarding
23 the adoption and operation of courses under the plan.

24 (E) If applicable, a narrative describing any subsequent
25 adjustments to the design of the college's basic skills course
26 practices or strategies adopted pursuant to paragraph (6) of
27 subdivision (a).

28 (F) A description of any additional or expanded student supports
29 offered.

30 (G) A narrative describing the community college's efforts to
31 collaborate with local school districts serving kindergarten and
32 grades 1 to 12, inclusive, to better articulate English and math
33 instruction between the high schools and the community colleges.

34 (5) ~~These plans should be developed~~ *Developing the plan* in
35 consultation with campus faculty.

36 (d) The office of the Chancellor of the California Community
37 Colleges shall be responsible for all of the following:

38 (1) Developing application criteria, administrative guidelines,
39 and other requirements for purposes of administering the grant

1 program. Applications that would do one or both of the following
2 shall be given priority consideration within the application criteria:

3 (A) Scale up existing practices.

4 (B) Provide services to greater proportions of students.

5 (2) Administering the grant program and distributing and
6 monitoring awards to recipient community college districts.

7 (3) Providing the information submitted pursuant to paragraph
8 (4) of subdivision (c) to the Legislative Analyst's Office.

9 (e) (1) The Legislative Analyst's Office shall aggregate,
10 analyze, and report the information submitted pursuant to paragraph
11 (3) of subdivision (d) to the Legislature on the progress of the grant
12 program in achieving its prescribed purpose. The Legislative
13 Analyst's Office shall issue an interim report by December 1, 2019,
14 and a final report by December 1, 2021.

15 (2) (A) The requirement for submitting a report imposed under
16 this subdivision is inoperative on July 1, 2026, pursuant to Section
17 10231.5 of the Government Code.

18 (B) A report to be submitted pursuant to paragraph (1) shall be
19 submitted in compliance with Section 9795 of the Government
20 Code.

21 (f) (1) *Two levels of funding shall be awarded to grant*
22 *recipients as follows:*

23 (A) *A recipient college that has no evidence-based practices as*
24 *specified in subdivision (a) in place, as of the date of its initial*
25 *award, that plans to implement two or more evidence-based*
26 *practices for the first time shall receive five hundred thousand*
27 *dollars (\$500,000).*

28 (B) *A recipient college that has at least one evidence-based*
29 *practice as specified in subdivision (a) in place, as of the date of*
30 *its initial award, that plans to scale up one or more of these*
31 *evidence-based practices, or implement at least one additional*
32 *evidence-based practice for the first time, or both, provided that*
33 *at least two evidence-based practices shall be implemented or*
34 *scaled up with these funds, shall receive seven hundred fifty*
35 *thousand dollars (\$750,000).*

36 (2) *Recipient colleges are strongly encouraged to implement*
37 *additional evidence-based practices specified in subdivision (a).*

38 (3) *Depending on the availability of funding, a college that*
39 *receives a grant may submit plans to scale up one or more of its*
40 *implemented evidence-based practices to receive funds for years*

1 two or three, or both, following the implementation of the plan
2 described in subdivision (c). Grant priority shall be given to
3 colleges that have yet to receive funding.

4 (g) (1) Three million dollars (\$3,000,000) of the funds
5 appropriated pursuant to this part shall be set aside statewide for
6 technical assistance to be provided by content experts who are
7 selected through a proposal process, as developed by the
8 chancellor's office, that ensures the identification of appropriate
9 experts who shall provide technical assistance to recipient colleges
10 in the following areas:

11 (A) Improving student placement using multiple measures in
12 accordance with paragraph (1) of subdivision (a).

13 (B) Contextualizing remedial instruction in foundational skills
14 for the industry cluster, pathways, or both, in which the student
15 seeks to advance.

16 (C) Developing and offering effective and shortened English
17 and mathematics remedial course sequences as described in
18 paragraph (6) of subdivision (a).

19 (2) Technical assistance under paragraph (1) shall help colleges
20 achieve the following goals:

21 (A) Improving the accuracy of student placement.

22 (B) Placing as many students as appropriate directly in gateway
23 English and mathematics courses that are transferable to the
24 University of California or the California State University and
25 career pathways, with remedial instruction integrated as
26 appropriate for underprepared students.

27 (C) Helping students complete college-level English or
28 mathematics within a two or three course sequence.

29 (D) Providing proactive student supports.

30 (3) Technical assistance as described in this subdivision shall
31 be provided during the first three years that a grant recipient
32 college implements the plan specified in subdivision (c), with
33 emphasis placed on the first year of implementation. A recipient
34 college or college district may use grant funds to purchase
35 additional technical assistance, as appropriate.

36 ~~SECTION 1. The Legislature finds and declares all of the~~
37 ~~following:~~

38 ~~(a) Over 70 percent of students enrolling, for the first time, in~~
39 ~~courses offered by campuses of the California Community Colleges~~

1 are classified as underprepared for college-level work and in need
2 of remediation.

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

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

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

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

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

26
27 PART 54. COMMUNITY COLLEGES BASIC SKILLS
28 INNOVATION PROGRAM

29
30 CHAPTER 1. GENERAL PROVISIONS

31
32 88800. A financial grant and professional development funding
33 program, administered by the chancellor, is hereby established.
34 The chancellor shall distribute multiyear financial grants and
35 professional development funding, upon appropriation by the
36 Legislature for this purpose, not later than 180 days after receiving
37 the appropriation, to the governing board of a community college
38 district that applies and satisfies the requirements of this part.
39 Moneys allocated pursuant to this program shall be expended for
40 community colleges within the district to adopt or expand the use

1 of evidence-based models of academic assessment and placement,
2 remediation, and student support that accelerate the progress of
3 underprepared students toward achieving postsecondary educational
4 and career goals.

5 ~~88805. (a) The governing board of a community college district~~
6 ~~may apply for funds pursuant to this part for the purpose of making~~
7 ~~more effective, evidence-based practices available to significantly~~
8 ~~more underprepared students who enroll at campuses of the~~
9 ~~California Community Colleges. A community college within the~~
10 ~~district may receive funds for purposes of implementing these~~
11 ~~evidence-based practices for the first time or expanding~~
12 ~~evidence-based practices that are in effect as of the date of the~~
13 ~~district's application for funds.~~

14 ~~(b) The evidence-based strategies implemented or expanded~~
15 ~~pursuant to subdivision (a) shall include innovative basic skills~~
16 ~~improvement strategies that have demonstrated effectiveness in~~
17 ~~accelerating the progress of underprepared students toward, and~~
18 ~~increasing the number of underprepared students who successfully~~
19 ~~achieve, one or more of the following goals:~~

20 ~~(1) Completing a college-level English or mathematics course,~~
21 ~~or both, within a three-course sequence or less.~~

22 ~~(2) Earning eight units applicable to a college certificate or~~
23 ~~degree.~~

24 ~~(3) Earning a college certificate or degree approved by the~~
25 ~~California Community Colleges.~~

26 ~~88810. (a) In order to receive a grant, the governing board of~~
27 ~~a community college district shall demonstrate in its application~~
28 ~~for funding that the community colleges that are to participate in~~
29 ~~the grant program will redesign their curriculum, career pathways,~~
30 ~~assessment and placement procedures, or any combination thereof,~~
31 ~~to implement, or expand the use or application of, one or more of~~
32 ~~the following practices and principles:~~

33 ~~(1) Adopting placement tests and related policies that include~~
34 ~~multiple measures of student performance, including grades in~~
35 ~~high school courses, especially overall grade point average, and~~
36 ~~input from counselors.~~

37 ~~(2) Increasing the placement of students directly in gateway~~
38 ~~English and mathematics courses and career pathways~~
39 ~~supplemented by remediation.~~

- 1 ~~(3) Aligning content in remedial courses with the students’~~
2 ~~programs of academic or vocational study to target students’ actual~~
3 ~~needs.~~
- 4 ~~(4) Completing a college-level English or mathematics course,~~
5 ~~or both, within a three-course sequence or less. Students pursuing~~
6 ~~mathematics-intensive courses of study may require a longer~~
7 ~~sequence of mathematics coursework.~~
- 8 ~~(5) Contextualizing remedial instruction in foundational skills~~
9 ~~for the industry cluster, pathways, or both, in which the student~~
10 ~~seeks to advance.~~
- 11 ~~(6) Providing proactive student support services that are~~
12 ~~integrated with the instruction provided.~~
- 13 ~~(b) Each participating community college shall be responsible~~
14 ~~for all of the following:~~
- 15 ~~(1) Developing a plan based on one or more of the~~
16 ~~evidence-based principles and practices described in subdivision~~
17 ~~(a) that demonstrates a clear strategy for ensuring that all of the~~
18 ~~following occur within a five-year period:~~
- 19 ~~(A) A significant share of the underprepared students who enroll~~
20 ~~at participating community colleges within the community college~~
21 ~~district achieve one or more of the three goals listed in subdivision~~
22 ~~(b) of Section 88805.~~
- 23 ~~(B) Underprepared students who are enrolled at the community~~
24 ~~college achieve the goals listed in subdivision (b) of Section 88805~~
25 ~~within a shorter time period than before the implementation of this~~
26 ~~part at the community college.~~
- 27 ~~(2) Ensuring that its faculty participate in professional~~
28 ~~development regarding academic programs or new curriculum~~
29 ~~developed or expanded pursuant to this part, using grant funds to~~
30 ~~support that faculty participation.~~
- 31 ~~(3) Annually reporting until 2024 to the chancellor’s office on~~
32 ~~program outcomes, disaggregated by demographic characteristics~~
33 ~~of its students, for purposes of measuring progress compared to~~
34 ~~the community college’s performance before its implementation~~
35 ~~of this part. These reports should include all of the following:~~
- 36 ~~(A) The number and percentage of underprepared students~~
37 ~~served by the grant program.~~
- 38 ~~(B) The number and percentages of these underprepared students~~
39 ~~achieving each of the three goals listed in subdivision (b) of Section~~
40 ~~88805.~~

- 1 ~~(C) The number of faculty involved and faculty needs regarding~~
2 ~~the innovation and operation of courses pursuant to this part.~~
3 ~~(e) The chancellor’s office shall be responsible for all of the~~
4 ~~following:~~
5 ~~(1) Administering the grant program, and distributing and~~
6 ~~monitoring awards to recipient community college districts.~~
7 ~~(2) Developing application criteria, administrative guidelines,~~
8 ~~and other requirements for purposes of administering the grant~~
9 ~~program.~~
10 ~~(3) (A) Aggregating, analyzing, and reporting the information~~
11 ~~submitted pursuant to paragraph (3) of subdivision (b) to the~~
12 ~~Legislature on the progress of the grant program in achieving its~~
13 ~~prescribed purpose. The report shall be issued every other year,~~
14 ~~commencing with the first year the Legislature appropriates funding~~
15 ~~for this purpose, until July 1, 2024. The initial report shall be due~~
16 ~~to the Legislature on or before the end of the fiscal year in which~~
17 ~~the Legislature initially appropriates the funds for this purpose. In~~
18 ~~subsequent years, the report shall be due to the Legislature on or~~
19 ~~before July 1.~~
20 ~~(B) (i) The requirement for submitting a report imposed under~~
21 ~~this paragraph is inoperative on July 1, 2028, pursuant to Section~~
22 ~~10231.5 of the Government Code.~~
23 ~~(ii) A report to be submitted pursuant to this paragraph shall be~~
24 ~~submitted in compliance with Section 9795 of the Government~~
25 ~~Code.~~