

AMENDED IN SENATE AUGUST 18, 2015

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**

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**Introduced by Assembly Member Irwin**

February 25, 2015

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An act to 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 makes~~ 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 require a district to specify in the plan, at a minimum, the number of students to be served, strategies to be employed, and projected results for the plan's implementation.* The bill would establish also require the chancellor's office to determine 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 recipients, and would authorize the chancellor's office to contract with technical assistance providers to assist applicant and recipient colleges in developing and implementing these evidence-based models of academic assessment and placement, remediation, and student support, as specified.

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:

1       88807. In order to receive a grant pursuant to this part, a  
2 community college district shall submit a plan to the Office of the  
3 Chancellor of the California Community Colleges that details the  
4 strategy of a college or colleges within the district for achieving  
5 the goals of the grant program. *A district shall specify in the plan,*  
6 *at a minimum, the number of students to be served, strategies to*  
7 *be employed, and projected results of the plan's implementation.*

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.

39       (6) Developing two- and three-course sequences, as appropriate,  
40 for completion of a college-level English or mathematics course,

1 or both, for underprepared students, by either utilizing technology,  
2 where appropriate, to enhance the adoption of the high impact  
3 practices specified in paragraphs (1) to (5), inclusive, or  
4 implementing other effective basic skills course strategies and  
5 practices not specified in paragraphs (1) to (5), inclusive, subject  
6 to the college providing evidence that substantiates the practice is  
7 effective.

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

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

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

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

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

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

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

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

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

36 (D) Identifies key strategies and implementation benchmarks  
37 for evaluating the progress of campus efforts to implement the  
38 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) Developing the plan in consultation with campus faculty.

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

37       (1) Developing application criteria, administrative guidelines,  
38 and other requirements for purposes of administering the grant  
39 program. Applications that would do one or both of the following  
40 shall be given priority consideration within the application criteria:

1       (A) Scale up existing practices.  
2       (B) Provide services to greater proportions of students.  
3       (2) *Determining the level of funding to be awarded to a recipient*  
4 *community college district based upon the scope and complexity*  
5 *of the work proposed in its plan submitted pursuant to Section*  
6 *88807, as evidenced by the number of students to be served,*  
7 *strategies to be employed, and projected results of the plan's*  
8 *implementation.*

9       (2)

10      (3) Administering the grant program and distributing and  
11 monitoring awards to recipient community college districts.

12      (4) *Consulting with internal and external stakeholders for the*  
13 *purpose of advising on the creation and composition of a team of*  
14 *technical assistance providers to assist a community college in*  
15 *the development and implementation of its plan pursuant to*  
16 *subdivision (c).*

17      (A) *Stakeholders shall include, but not be limited to,*  
18 *representatives from college campuses, faculty, administrators,*  
19 *and other experts with experience implementing evidence-based*  
20 *practices that accelerate students' completion of basic skills*  
21 *courses.*

22      (B) *Technical assistance providers shall have demonstrated*  
23 *that they have expertise in the development, or implementation,*  
24 *or both, of the evidence-based practices outlined in subdivision*  
25 *(a).*

26      (C) *The chancellor's office may contract with identified*  
27 *technical assistance providers to provide assistance in the*  
28 *development and implementation of plans by applicant and*  
29 *recipient community college districts.*

30       (3)

31      (5) Providing the information submitted pursuant to paragraph  
32 (4) of subdivision (c) to the Legislative Analyst's Office.

33      (e) (1) The Legislative Analyst's Office shall aggregate,  
34 analyze, and report the information submitted pursuant to paragraph  
35 (3) of subdivision (d) to the Legislature on the progress of the grant  
36 program in achieving its prescribed purpose. The Legislative  
37 Analyst's Office shall issue an interim report by December 1, 2019,  
38 and a final report by December 1, 2021.

1       (2) (A) The requirement for submitting a report imposed under  
2 this subdivision is inoperative on July 1, 2026, pursuant to Section  
3 10231.5 of the Government Code.

4       (B) A report to be submitted pursuant to paragraph (1) shall be  
5 submitted in compliance with Section 9795 of the Government  
6 Code.

7       (f) (1) Two levels of funding shall be awarded to grant  
8 recipients as follows:

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

14       (B) A recipient college that has at least one evidence-based  
15 practice as specified in subdivision (a) in place, as of the date of  
16 its initial award, that plans to scale up one or more of these  
17 evidence-based practices, or implement at least one additional  
18 evidence-based practice for the first time, or both, provided that  
19 at least two evidence-based practices shall be implemented or  
20 scaled up with these funds, shall receive seven hundred fifty  
21 thousand dollars (\$750,000).

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

24       (3) Depending on the availability of funding, a college that  
25 receives a grant may submit plans to scale up one or more of its  
26 implemented evidence-based practices to receive funds for years  
27 two or three, or both, following the implementation of the plan  
28 described in subdivision (e). Grant priority shall be given to  
29 colleges that have yet to receive funding.

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

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

1       (B) Contextualizing remedial instruction in foundational skills  
2 for the industry cluster, pathways, or both, in which the student  
3 seeks to advance.

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

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

9       (A) Improving the accuracy of student placement.

10      (B) Placing as many students as appropriate directly in gateway  
11 English and mathematics courses that are transferable to the  
12 University of California or the California State University and  
13 career pathways, with remedial instruction integrated as appropriate  
14 for underprepared students.

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

17      (D) Providing proactive student supports.

18      (3) Technical assistance as described in this subdivision shall  
19 be provided during the first three years that a grant recipient college  
20 implements the plan specified in subdivision (c), with emphasis  
21 placed on the first year of implementation. A recipient college or  
22 college district may use grant funds to purchase additional technical  
23 assistance, as appropriate.