

SACRAMENTO REPORT April 10, 2017

The Senate Education Committee met last week and pass legislation that would permit community colleges to offer teacher credentialing programs. Under the bill, SB 577 ([attached](#)) from Senator Bill Dodd, community colleges would be added to the entities that could offer credentials. A community college seeking to do so would have to demonstrate a local need, be approved by the Board of Governors and be accredited to offer the credential by the Commission on Teacher Credentialing.

AB 769 (Allen) ([attached](#)) which would expand the ability of community colleges to offer baccalaureate degrees was scheduled to be heard last week, but due to some concerns of the Chair of the Senate Education Committee will be put off until the Legislature returns from its spring recess this week. The Chair of the Senate Education Committee, Senator Ben Allen is engaging the Author, Senator Jerry Hill on potential amendments. Those amendments will likely remove the provision that allows for duplication of programs if there is not one within 100 miles. The amendments could also reduce the number of new programs from the proposed 15. We will continue to meet with committee membership over the spring recess.

SB 539 (de León) ([attached](#)) was amended last week and contains provisions known as the Community College Student Achievement Program. The bill contains two parts, the first part of the bill contains provisions that provide more specifics to the community college guided pathways program that was proposed in the Governor's January budget proposal. Under the Administration's proposal, there would be broad authority provided to the State Chancellor's Office to develop the guidelines for the Guided Pathways model. Under SB 539 (de León), the components of a guided pathway would be specified in statute. This would include:

- Clearly structured, coherent academic program maps for all academic programs that meet all of the following:
 - o Reflect curriculum aligned with university transfer programs and labor market needs.
- Provide detailed course sequences and progress milestones.
- Represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Student advising and support services that help students transition from high school to community college, explore academic and vocational fields, chose a major, develop a full education plan, and obtain contextualized, integrated academic support to help them pass program gateway courses.
- Procedures and systems to track students' progress in following their education plans, identify students at risk of not progressing in a program, and intervene promptly with advising, academic, and other supports to help those students resume progress or develop a more viable education plan.
- Program-specific student learning outcomes aligned with student goals for transfer or employment, effective teaching practices, and applied learning experiences.

Under the provisions of the bill, districts would need to articulate how they will work with local high schools, UC and CSU institutions and how they will integrate student success initiatives such as SSSP, Student Equity, Basic Skills and Strong Workforce.