

California's Linked Learning Related Bills

<http://www.linkedlearning.org/en/policy/proposed-legislation/state-laws/>

Working with partners across the state, the **Linked Learning Alliance** is helping to create and implement policy that advances the broader Linked Learning field. Over the years, we have seen a great deal of progress in state policy in favor of the expansion and sustainability of the Linked Learning approach. Below is a list of chaptered legislation that highlight advances in state policy to date.

Current Policy Opportunities - 2016-17

AB 169 (O'Donnell) **Teaching credential: teacher recruitment: High Need Teacher Grant Program**

Establishes the Golden State Teacher Grant Program, which provides a one-time \$20,000 grant to students enrolled in a teacher preparation program who commit to teach in high-need fields for four years upon attaining their credential. "High need fields" include: Special Education, Bilingual Education, Science, STEM, and other fields as identified through Commission on Teacher Credentialing (CTC) analysis.

Passed Assembly, awaiting action in Senate

AB 394 (Medina) **California State University: assessment and course placement of admitted students**

Requires CSUs to implement multiple measures approach to student assessment and course placement, including placing significant weight on a student's high school transcripts (or community college transcripts for transfer students) when assigning these students to English and mathematics courses.

Passed Assembly, Awaiting action in Senate Appropriations Committee

AB 410 (Cervantes) **Teacher credentialing: beginning teacher induction programs: fees**

Prohibit districts, county offices, and charter schools from charging induction fees for beginning teachers and those participating in alternative programs. These programs may be required for employment, and can cost several hundred to several thousand dollars out of pocket for new teachers.

Passed Assembly, awaiting action in Senate

AB 705 (Irwin) **Seymour-Campbell Student Success Act of 2012: matriculation: assessment**

To increase the likelihood of completing college-level English and math coursework within the first year, requires Community Colleges to use high school coursework, high school grades, and/or high school grade point for course placement. A college may also require a student to enroll in concurrent support if it will lead to meeting transfer requirements.

Passed Assembly, awaiting action in Senate

SB 436 (Allen) California STEM Professional Teaching Pathway Act of 2017

Establishes the California STEM Professional Teaching Pathway for the purpose of recruiting, training, supporting, and retaining qualified science, technology, engineering, and mathematics (STEM) professionals, including military veterans, as mathematics and science teachers in California. The bill would appropriate an unspecified amount of funds for activities such as developing and distributing statewide recruitment materials encouraging interested STEM professionals to pursue teaching careers and accessing financial aid.

Passed Senate, awaiting action in Assembly

SB 577 (Dodd) Public postsecondary education: community college districts: teacher credentialing programs of professional preparation

Creates a process to allow Community Colleges to offer a teaching credentialing program once accredited by the CTC on the basis of standards of program quality and effectiveness. Under current law, only CSUs and UCs may offer credentialing programs.

Passed Senate, awaiting action in Assembly

2015

AB 288 (Holden-D) Public schools: College and Career Access Pathways partnerships

Authorizes a community college district and a local school district to enter into a College and Career Access Pathways partnership, which would allow specified high school students to take up to 15 units in relevant courses.

SB 618 (Pavley – D) Educational Apprenticeships: State Grant Program.

Establishes a statewide educational apprenticeship grant program administered by the Department of Education. Funding would be allocated in state budget. Apprenticeship programs must be new, innovative for pupils, and provide clear pathways for gainful employment in emerging industries relevant to the local economy.

2014

SB 1200 (Padilla-D) Public Postsecondary Education: Computer Science Standards

Stems from a provision of the Donahoe Higher Education Act which requires online CSU and requests the UC to establish a uniform set of model academic standards for high school courses for pupils who wish to attend those institutions. This bill would require the Trustees of the California State University, and would request the Regents of the University of California, to establish a uniform set of academic standards for high school computer science courses, for purposes of recognition for undergraduate admission at their respective institutions.

SB 1221 (Hancock –D) Educational programs: Competitive Grant Programs

Requires a certification that each applicant for 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program grants - or partners in an application - agrees to provide information on participating pupils' school day attendance rates and program attendance to the California Department of Education.

AB 1797 (Rodriguez – D) Apprenticeship Programs

Would require the Division of Apprenticeship Standards to establish and coordinate a stakeholders group that includes representatives of health care providers, employers or employer organizations, hospital systems, community clinics, patients, caregivers, and patient advocacy organizations after consulting with the CWIB, CDE, and CCC system. The stakeholders would be responsible for identifying opportunities for apprenticeships, identify and develop specific requirements and qualifications for entry into apprenticeships, establish standards for corresponding pre-apprenticeship skills training programs, and work with designated entities to identify, assess, and prepare a pool of qualified candidates seeking to enter apprenticeship.

AB 2148 (Mullin – D) Workforce Development: Annual Report Cards

Requires the California Workforce Investment Board to aid the Governor in the development of an annual report card measuring state's human capital investments in workforce development and that provides status reports on credential and degree attainment and wage gain outcomes of workforce education and training programs. Additionally, requires the board to assist the Governor in the development of an annual workforce metrics dashboard that measures the state's human capital investments in workforce development and that provides, among other things, a status report on credential attainment, training completion, degree attainment, and participant earnings from workforce education and training programs. Authorizes the State Department of Education to collect the social security numbers of adults participating in adult education programs for these purposes, as specified.

2013

SB 5 (Padilla, D) Teacher Credentialing

Implements recommendation's from the Task Force on Educator Excellence. Authorizes professional preparation programs for teachers to include up to two years (or two-fifths of a 5 year program) of professional preparation, raising the one-year limit imposed in 1970.

SB 118 (Lieu – D) Education & Workforce Investment Systems

Provides that the California Workforce Investment Board is responsible for assisting the Governor in the alignment of the education and workforce investment systems to the needs of the 21st century workforce. Requires the board to assist the Governor in targeting resources to specified industry clusters, and leverage state and federal funds, to ensure that resources are invested in activities that meet the needs of specified industry sectors, and advance the education and employment of students and workers. Also requires the creation of a California Industry Sector Initiative in order to align and leverage federal, state, and local Workforce Investment Act funding streams, identify specified industry sectors and clusters, provide skills-

gap analysis, and establishing specified eligibility criteria for the Workforce Investment Act eligible training provider list. Specifies the purpose of workforce investment programs to increase industry certification and degree outcomes, and clarifies language regarding career pathways and sector partnerships, among other terms, for the purposes of workforce investment programs. Clarifies appropriate collaborators to be involved in sector or industry partnerships.

SB 379 (Hancock – D) School Attendance: Early & Middle College High Schools

Would require a charter school that operates an early college high school or middle college high school to offer at least 80% of the instructional time at the charter school schoolsite. Pupils enrolled in grade 11 or 12 and attending classes at a CSU, UC or community college as a special part-time student would be required to attend the charter school for a minimum of 50% of the minimum minutes of instruction required. To receive full per-pupil funding, would require that pupils not enrolled in classes at a local UC, CSU or community college to attend school for a minimum of 67% of the minimum minutes of instruction.

SB 440 (Padilla – D) Student Transfer Achievement Reform Act

Encourages the use of transfer model curricula as the preferred basis for associate degrees for transfer. Requires community college districts to create an associate degree for transfer in every major offered by that district that has an approved transfer model curriculum before the commencement of the 2014-15 academic year. Requires CSU campuses to accept transfer model curriculum-aligned associate degrees for transfer in each CSU degree options within a major field, and to give priority to students holding these degrees over other community college transfer students. This bill would provide that the guarantee of admission for those community college students described above includes admission to a program or major and concentration that is either similar to the student's community college transfer model curriculum-aligned associate degree for transfer or may be completed with 60 semester units of study beyond that degree for transfer, the determinations to be made by the campus to which the student is admitted.

AB 484 (Bonilla – D) Measurement of Academic Performance & Progress (MAPP)

Re-authorization bill for the state's student assessment program. Authorizes the Superintendent to not provide API scores for the 2013-14 and 2014-15 school years, while the state transitions to new assessment and accountability systems. Establishes the Measurement of Academic Performance & Progress (MAPP) to succeed the Standardized Testing and Reporting (STAR) Program. Beginning in the 2013-14 school year, the bill would also suspend all STAR assessments until common core-aligned assessments are implemented.

AB 547 (Salas – D) 21st Century High School After-School Safety & Enrichment for Teens (ASSET) Program

Adds career exploration to the list of activities which may satisfy the academic assistance element of programs receiving ASSET grants.

SB 590 (De Leon – D) Professional Development for Classified Employees

Would require a local educational agency, if expending funds for professional development, to consider the needs of all schoolsite employees. Use of funds for classified employee professional development would include training to promote pupil learning and achievement and enhance parent involvement among other goals.

2012

SB 1070 (Steinberg – D) **Career Technical Education Pathways Program**

Establishes the Career Technical Education Pathways Program through June 2018. Requires Chancellor of the CA Community Colleges and Superintendent to jointly administer contracts and competitive grants which align secondary and post-secondary CTE curricula, increase rates of industry-recognized certification, promote partnerships between education and industry, promote articulation, provide professional development, and expand work-based learning opportunities. Requires grantees to submit outcomes-based data for continued funding. Provides funding for Linked Learning Recognition of Study, the Linked Learning Pilot Program administered by CDE, and the validation of reliable college- and career-readiness measures.

ANALYSIS

SB 1291 (Evans) **Extends the California Training Benefits Program until January 2019.**

Requires automatic eligibility to be issued to teachers who have been laid off, if they are participating in a credential preparation program or training program approved by the Commission on Teacher Credentialing for additional certification in math, science, or special education.

SB 1316 Exempts early and middle college high schools from the 240-minute minimum school-day requirement, setting the requirement at 180 minutes for any pupil who is in Grades 11 or 12 and enrolled part time at a UC or CSU institution, or if the pupil is a special part-time student enrolled in a community college.

SB 1458 (Steinberg – D) School accountability: Academic Performance Index: graduation rates
Evolves the Academic Performance Index (API) to include more indicators of college and career readiness, permitting inclusion of middle and high school promotion rates as well as attendance and graduation. It caps standardized test value on the index at 40 percent for high schools, and sets a 40 percent minimum for those scores at primary and middle schools. Establishes growth targets for schools, and the state, based upon the previous years' API score. Permits the Superintendent, with Board approval, to develop school quality review panels convened locally as a complement to the API, pursuant to budget appropriation. Requires annual, transparent explanation of current API elements to the public and LEAs by the Superintendent, and a one-year waiting period after State Board approval for implementation of new elements. (Note: This measure is a follow up by Senator Steinberg to SB 547, vetoed in 2011 by Governor Brown, which would have evolved the API into an Education Quality Index (EQI) consisting of a State Assessment Index, a Graduation Rate Index, a College Preparedness Index, and a Career Readiness Index.)

2011

AB 230 (Carter – D) **Enrollment Priority: Middle College High School Students**

Exempts students attending a middle college high school from low priority enrollment at a community college if the student is seeking to enroll in community college courses that are required for the student's middle college high school program.

AB 250 (Brownley – D) **Common Core Implementation**

Establishes a structure for the implementation of the common core state standards by developing and adopting curriculum frameworks and professional development opportunities that are aligned to the common core state standards.

SB 611 (Steinberg – D) **University of California Curriculum Integration Institute**

Establishes in statute the University of California Curriculum Integration Institute.

SB 612 (Steinberg – D) **Subject Matters Project: Career Technical Education**

Adds a career education focus to the California Subject Matter Projects.

SB 650 (Lowenthal – D) **College Promise Partnership Act**

Gives enrollment priority at the Long Beach Community College District to Long Beach Unified School District students as part of the Long Beach College Promise.

AB 790 (Furutani – D) **Linked Learning Pilot Program**

Establishes a Linked Learning pilot program, to be administered by the California Department of Education. Note: Fulfills an action item called for in the AB 2648 report, Multiple Pathways to Student Success.

AB 835 (Mitchell – D) **Economic & Workforce Development Program - High School Pupils**

Authorizes community college districts to enroll high schools students who are not a resident of that district in SB 70 programs that are designed to serve high school and/or community college districts.

AB 1304 (Block – D) Authorizes the Commission on Teacher Credentialing to develop **Linked Learning teacher standards**.

AB 1330 (Furutani – D) Changes **graduation requirements** so that students could complete a course in career technical education as an alternative to the requirement that students complete a course in visual or performing arts or foreign language.