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Information

Legislative Committee

Status of Legislation

Executive Summary: Staff will present the status of those legislative measures on which the Commission has adopted a position and those of interest to the Commission.

Recommended Action: For information only

Presenter: Erin Sullivan, Assistant Consultant,
Office of Governmental Relations

Strategic Plan Goal

III Communication and Engagement

- ◆ Advise the Governor, Legislature, and other policy makers as appropriate regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

August 2013

Status of Legislation

The *Status of Legislation* agenda item is brought to the Commission to provide updates on the status of bills on which the Commission has taken a position and on the Commission's sponsored bills. Bill updates are listed according to the position adopted by the Commission on each bill.

Sponsor

SB 576 (Block) Teacher Credentialing: Commission on Teacher Credentialing

Introduced: 02/22/2013

Location: Assembly Floor

Summary: This bill would authorize the Board of Governors of the California Community Colleges to appoint an alternate representative to serve as an ex officio member to the Commission in absence of the California Postsecondary Education Commission's representative.

Seek Amendments

SB 5 (Padilla) Teacher Credentialing

Introduced: 12/03/2012

Location: Assembly Floor

Summary: This bill would authorize a program of professional preparation to include up to 2 years, or the equivalent of 2/5 of a 5-year program, of professional preparation.

Support

AB 449 (Muratsuchi) Educator Misconduct: Reports to Commission on Teacher Credentialing

Introduced: 02/19/2013

Location: Senate Floor

Summary: This bill specifies that the superintendent of a school district or county or an administrator of a charter school must report certain changes in employment status to the Commission or face potential adverse action against their credential. The bill also proposes that misdemeanor monetary sanctions may be applied by the criminal justice system for the refusal or willful neglect of a superintendent or charter administrator to make the specified report of educator misconduct to the Commission. Additionally, AB 449 makes clear that a change in employment status due solely to unsatisfactory performance or reduction in force, as specified, is not an allegation of misconduct prompting initial review by the Commission's Committee of Credentials (COC).

Legislation of Interest

SB 368 (Pavley) Acceptance of Coursework: Education Specialist Programs

SB 368 proposes to place in statute, guidelines adopted by the Commission on Teacher Credentialing (Commission) pursuant to AB 2226 (Chap. 233, Stats. 2008), *Comparability of Coursework for Sponsors of Special Education Teacher Preparation Programs*, to further the goal of encouraging teacher preparation programs to accept coursework completed in other Commission approved programs so that candidates can earn an added authorization without completing duplicative coursework or experience.

AB 349 (Gatto) Classified employees: allegations of misconduct: reports

AB 349 would create reporting requirements for school administrators pertaining to classified employees related to changes in employment status based on allegations of misconduct. The reports, as defined, would be made to the California Department of Education (CDE) who would maintain the information in a searchable, non-public database and would develop a process, as specified, to determine the circumstances under which a person's name would be removed from the list. The bill includes legislative intent that the Commission on Teacher Credentialing enter into an interagency agreement for a minimum of three years with the CDE in order to provide assistance in the administering of the provisions of the bill.

AB 1348 (John A. Perez) Postsecondary education: California Higher Education Authority

AB 1348 would repeal the provisions establishing and providing for the duties of the California Postsecondary Education Commission (CPEC) and establish and provide for the duties of the California Higher Education Authority (CHEA), under the administration of a 13-member board of directors, as defined. It is the intent of the legislature that the board of directors be appointed by July 1, 2014.

SB 173 (Liu) Education funding: adult health and safety education

SB 173 proposes the Department of Education and the Office of the Chancellor of the California Community Colleges work jointly to align student assessment policies, performance data and accountability systems, teacher qualifications, and fee policies for adult education courses. The bill would reduce the number of categories of adult education courses authorized to be offered by K-12 districts and community colleges in order to receive state funding and declare legislative intent that adult education funding be allocated on the basis of enrollment and performance beginning in 2015-16. Finally, the bill would require the Commission on Teacher Credentialing and the Academic Senate for the California Community Colleges to make joint recommendations on reciprocity standards for adult education instructors that shall be submitted to the legislature by July 1, 2014.

SB 192 (Liu) Early learning and educational support services

SB 192 would reorganize and recast the Child Care and Developmental Services Act of 1980 as the Early Learning and Educational Support Act. The bill requires information to be provided to parents seeking early education and care services regarding option for high-quality early

education and learning support programs and services. The bill also modified statutory staffing rations, the definition of migrant agricultural worker family, requires the consolidation of early education program contracts, and changes terminology from “child care and development” to “early learning and educational support.” This bill would require the Superintendent of Public Instruction (SPI) to administer the early learning and educational support program and would require the SPI to develop standards for the implementation of high-quality early learning and educational support programs based on certain indicia of quality, including, but not limited to, educators who foster school readiness, healthy development, and improved child outcomes, who possess the appropriate and required educational qualifications and experience, including credentials or permits, as required by the Commission on Teacher Credentialing, and who meet applicable licensing standards.