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Information

Legislative Committee

Status of Legislation

AGENDA INSERT

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, Consultant, Office of Governmental Relations

Strategic Plan Goal

III Communication and Engagement

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

April 2015

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.

Support

AB 163 (Williams) Teaching credential: American Indian language-culture credential

As Amended: March 16, 2015

Status: Passed by Assembly Committee on Education and referred to Assembly Committee on Appropriations. Not yet set for hearing.

Summary: Existing law requires the Commission on Teacher Credentialing (CTC), upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian languages credential to a candidate who has demonstrated fluency in that tribal language, passed a criminal background check and submitted an application and fee. This bill would additionally require the CTC, upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian *language-culture* credential with an American Indian language authorization, an American Indian *culture* authorization, or both.

AB 163 would authorize individuals who demonstrate an understanding of Native American culture, as specified, to teach American Indian Culture in public schools. Modeled after Wisconsin statutes, this bill would institute the following provisions:

- Upon recommendation of the tribal government of a federally recognized Indian tribe in California, require the Commission to issue an American Indian Culture Authorization to a candidate who meets the following requirements:
 - Demonstrated understanding of American Indian culture based on an assessment developed and administered by the recommending federally recognized Indian tribe
 - Successfully completed a criminal background check for credentialing purposes
 - Submitted an application, fee and recommendation for the credential to the Commission through the federally recognized Indian tribe
- Allows for Authorizations in both American Indian Languages and Culture for candidates who qualify for both Authorizations
- For candidates who have already received an American Indian Languages Credential under prior legislation, allows the tribe that recommended the candidate for the American Indian Languages Credential to determine if the candidate may add the American Indian Culture Authorization to the preexisting Languages Credential, or if the

candidate must reapply for the American Indian Culture Authorization as a new initial credential

As with the credential with the Language Authorization, the credential with the Culture Authorization would be issued initially for a two-year period and renewed for an additional three-year period upon recommendation of the tribal government (unless added to an existing American Indian Languages Credential). After the three-year period, the credential holder would be eligible for a clear credential with the Culture Authorization upon application and the recommendation of the tribal government, in consultation with the applicant's public school employer. Holders of the Authorization would be prohibited from teaching any other subject area in the public schools unless they also hold a "valid teaching credential issued by the State of California."

Each federally recognized American Indian tribe would be encouraged to develop a written and oral assessment that should be successfully completed before an applicant is recommended for an American Indian Culture Authorization. The assessment method and content would be developed by each federally recognized Indian tribe based upon the following determinations:

- Demonstrated understanding of culture and its practices, including, without limitation, rituals and tradition, social institutions and relationships, holidays and festivals, health practices and traditions, patterns of work and leisure and culinary traditions and practices
- The standard of knowledge required to qualify for an American Indian Culture Credential in that tribal culture
- Standards for effective teaching methods to be evaluated in the classroom

Upon agreement by the tribe, each tribe recommending a candidate for an American Indian Culture Authorization would develop and administer a technical assistance program guided by the *California Standards for the Teaching Profession*. The program could include direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, and other assistance intended to enhance the professional performance and development of the American Indian Culture teacher.

Public school personnel, responsible for evaluating teachers in accordance with local governing board policy, would be required to provide individuals employed to teach on the basis of the American Indian Culture Authorization with information on the teaching personnel evaluation process and with information on the *California Standards for the Teaching Profession*.

Summary of Amendments: The March 16 amendments to this bill included changing all references to the credential from *languages-culture* to *language-culture*, and replacing the word *ritual* with *ceremonies*, as requested by a tribal member, to better reflect that particular part of the candidates' understanding being assessed.

2015-16 Legislation of Interest

Education – General

AB 47 (McCarty) State preschool program: report

Introduced: December 1, 2014

Status: Set for hearing in Assembly Committee on Education, April 29, 2015.

Summary: This bill would require the Department of Education to report to the Legislature and Department of Finance, by June 1, 2016, a plan for expanding the state preschool program to all eligible low-income children who do not have access to one year of state preschool or transitional kindergarten. The bill would require the report to contain an analysis of the need for new facilities for the state preschool program in order to provide access to all eligible children.

AB 141 (Bonilla) Teacher credentialing: beginning teacher induction programs

Introduced: January 9, 2015

Last Amended: April 7, 2015

Status: Passed by Assembly Committee on Education and referred to Assembly Committee on Appropriations. Placed on Suspense file by Assembly Committee on Appropriations.

Summary: This bill seeks to require, beginning with hiring for the 2016-17 school year, a school district, county office of education or charter school that hires a beginning teacher to provide that teacher with a beginning teacher induction program that is approved by the Commission on Teacher Credentialing and the Superintendent of Public Instruction or one of the alternative programs, as defined in law, and would prohibit a local educational agency from charging a fee to a beginning teacher to participate in an induction program.

AB 575 (O'Donnell) Teachers: best practices teacher evaluation system: administrator evaluation

Introduced: February 24, 2015

Last Amended: April 7, 2015

Status: Set for hearing in Assembly Committee on Education, April 22, 2015.

Summary: This bill would

- Require, as of July 1, 2018, the governing board of each school district and the governing body of each charter school to adopt and implement a locally negotiated best practices teacher evaluation system described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators.

- Require these governing bodies to seek public comment on the evaluation system and to establish and define job responsibilities for certificated employees on which they will be assessed and evaluated.
- Require an evaluation at least every 3 years of certificated employees who have been employed at least 10 years with the school district, even for those employees whose previous evaluations have met or exceeded standards; charter school would be required to comply.
- Require employing school districts to establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement.
- Add the above provisions to the list of provisions that may not be waived, as currently provided by statute.
- Include Legislative intent language that adequate resources be provided to train evaluators, continue robust beginning teacher induction programs and support struggling educators.

SB 42 (Liu) Postsecondary education: California Commission on Higher Education Performance and Accountability

Introduced: December 2, 2014

Last Amended: April 7, 2015

Status: Passed by Senate Committee on Education and referred to Senate Committee on Appropriations. Not yet set for hearing.

Summary: This bill would change the composition of and rename the California Postsecondary Education Commission (CPEC) as the California Commission on Higher Education Performance and Accountability (CHEPA) and would recast and revise its functions, responsibilities and membership. Additionally, the bill would amend statute to replace the CPEC appointee to the Commission on Teacher Credentialing with an appointee from CHEPA and delete the provision providing for an appointee by the Chancellor of the California Community Colleges.

Student Financial Aid

AB 200 (Alejo) Student financial aid: Competitive Cal Grant A and B awards

Introduced: January, 29, 2015

Last Amended: March 11, 2015

Status: Passed Assembly Committee on Higher Education and referred to Assembly Committee on Appropriations. Not yet set for hearing.

Summary: This bill would require that a total of 45,000 Competitive Cal Grant A and B awards be granted for the 2016-17 academic year, that 80,000 be granted for the 2017-18 academic year, and that 100,000 be granted for the 2018-19 academic year and each year thereafter.

SB 15 (Block) Postsecondary education: financial aid**Introduced:** December 1, 2014**Last Amended:** March 25, 2015**Status:** Passed by Senate Committee on Education and referred to Senate Committee on Appropriations. Not yet set for hearing.

Summary: This bill would increase the total number of Competitive Cal Grant A and B awards granted annually to 30,000 and would increase the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary educational institutions to \$9,084 for the 2015-16 award year and each award year thereafter. The bill would also establish, commencing with the 2015-16 academic year, the Graduations Incentive Grant program to provide eligible matriculating undergraduate students of California State University (CSU) with financial need attending a campus of the CSU with financial aid for up to three college years, specified eligibility criteria and require the CSU to make an annual report to the Legislature. The program would only be operative in a fiscal year if the Trustees of the California State University determine that sufficient funding has been provided for purposes of the program for that fiscal year in the annual Budget Act or another status. The bill includes Legislative intent language to appropriate funds for the 2015-16 fiscal year to the University of California (UC) to eliminate a specified tuition increase and to appropriate funds to both the UC and the CSU to provide additional course offerings and support services for students.

SB 62 (Pavley) Student financial aid: Assumption Programs of Loans for Education: Governor's Teaching Fellowships Program**Introduced:** December 30, 2014**Last Amended:** April 7, 2015**Status:** Passed by Senate Committee on Education and referred to Senate Committee on Appropriations. Not yet set for hearing.

Summary: This bill would among other things, require a participant in the Assumption Program of Loans for Education to teach in a teaching field with a critical shortage of teachers and to demonstrate financial need and revise the information that the Superintendent of Public Instruction (SPI) is required to furnish to the California Student Aid Commission (CSAC) annually regarding the program. As pertains to the Governor's Teaching Fellowships program, this bill would remove the Department of Education and add the SPI and CSAC to the list of entities with which the Chancellor's office of the California State University is required to collaborate; and, the bill would delete the definition of "high-priority school" and define instead an "eligible school" for purposes of implementation and administration of the program. Finally, the bill specifies that recipients may not participate in both the APLE and Governor's Teaching Fellowship programs.