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Information

Legislative Committee

Legislative Update

AGENDA INSERT

Executive Summary: This agenda item presents 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: Joshua Speaks, Legislative Representative, 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.

Legislative Update

This agenda item is presented in two parts. Part one provides an update 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. Part two of this agenda item presents an update on the status of bills of interest to the Commission.

Status of Legislation

The Commission has taken a position of "Support" on the following:

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

As Amended: March 16, 2015

Status: Passed by the Senate Committee on Education (6/10/2015) and referred to the Senate Committee on Education. Set for hearing on June 22nd.

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 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. Holders of the specified credential would be authorized to teach American Indian Culture in public schools.

Legislation of Interest

Education – General

AB 47 (McCarty) State preschool program: report

Introduced: December 1, 2014

Last Amended: June 1, 2015

Status: Passed by Assembly (6/3/2015) and transmitted to the Senate. Not yet assigned to a policy committee.

Summary: This bill would require that, on or before January 1, 2017, all eligible children shall have access to the state preschool program in the year before they enter kindergarten, at the discretion of their parents. This requirement is contingent upon the appropriation of sufficient funds in the annual Budget Act. The bill also expresses the intent of the Legislature to provide sufficient funding in the annual Budget Act to provide all eligible low-income children access to

either the state preschool program or a transitional kindergarten program and, expresses further intent that these programs be full-day/full-year programs.

Additional notes: The proposed 2015-2016 Budget Act provides funding for approximately 152,000 preschoolers (of which 54,046 are full-day) out of an estimated 250,000 (125,000 full-day) who are eligible for the program.

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

Introduced: January 9, 2015

Last Amended: June 1, 2015

Status: Passed by Assembly (6/3/2015) and transmitted to the Senate. Not yet assigned to a policy committee.

Summary: This bill seeks to require, beginning with hiring for the 2016-17 school year, and each school year thereafter, 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 at no cost to the teacher. The program must be one 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. The bill makes cost-free provision of induction services a condition for receiving Part A of Title II federal funds pursuant to the federal No Child Left Behind Act of 2001, and would require the State Department of Education to enforce this condition.

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

Introduced: February 24, 2015

Last Amended: June 2, 2015

Status: Passed by Assembly Appropriations committee.

Summary: This bill would

- Require, as of July 1, 2018, the governing board of each school district, and county office of education 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.
- Authorize the State Board of Education, in consultation with the Superintendent of Public Instruction and appropriate education stakeholder groups, to adopt nonregulatory guidance to support the implementation of the teacher evaluation systems required by this bill.
- 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.
- Except as may be negotiated locally in the best practices teacher evaluation system, require an evaluation at least every 3 years of certificated employees who have been

employed at least 10 years with the school district or county office of education, even for those employees whose previous evaluations have met or exceeded standards.

- 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.

Additional notes: This bill mirrors SB 499.

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

Introduced: December 2, 2014

Last Amended: April 7, 2015

Status: Referred to the Assembly Committee on Higher Education. Not yet scheduled for a hearing.

Summary: This bill would rename the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education Performance and Accountability (CHEPA). The bill would also change the composition of the Commission to include four members appointed by the Speaker of the Assembly, four members appointed by the Senate Committee on Rules, and nine members, including the chairperson, appointed by the Governor subject to Senate confirmation. The bill would also recast and revise its functions and responsibilities. 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.

Additional notes: In the 2011-12 budget, the Governor vetoed funding for CPEC citing the agency's ineffectiveness in higher education oversight. In his veto message, the Governor acknowledged the need for coordinating and guiding state higher education policy and requested that stakeholders explore alternative ways these functions could be fulfilled. In a report entitled *Improving Higher Education Oversight*, the Legislative Analyst's Office raised concerns about the future of higher education oversight in the wake of CPEC's defunding. Among other things, the LAO recommended the Legislature re-establish an independent oversight body and increase the body's independence from the public higher education segments, assign the body with limited and clear responsibilities, and develop a more unified governing board appointment process. This bill is intended to enact many of the report's recommendations.

SB 499 (Liu) Teachers: best practices teacher evaluation system: school administrator evaluation

Introduced: February 26, 2015

Last Amended: June 2, 2015

Status: Passed by Senate (6/3/2015) and transmitted to the Assembly. Not yet assigned to a policy committee.

Summary: This bill would, among other changes:

- Make inoperative, as of July 1, 2018, and repeals, as of January 1, 2019, various provisions of the Stull Act.
- Require, beginning July 1, 2018, the governing board of each school district to adopt and implement a best practices teacher evaluation system, to be locally negotiated pursuant to the Educational Employment Relations Act.
- Require a best practices teacher evaluation system to include, but not be limited to, specified attributes of a teacher's performance, such as engaging and supporting pupils in learning, creating and maintaining an effective learning environment, and contributing to pupil academic growth based on multiple measures, as specified, including state and local formative and summative assessments.
- Require that an evaluation system include multiple observations of instructional and other professional practices conducted by evaluators who have been appropriately trained to ensure consistency and demonstrated competence in teaching evaluation.
- Require an evaluation system to contain at least three performance levels.
- Not apply to certificated employees who hold an administrative services credential.
- Authorizes the State Board of Education, in consultation with the Superintendent of Public Instruction and appropriate education stakeholder groups, to adopt non-regulatory guidance to support the implementation of the evaluation system.
- Require, on or before May 1, 2018, or May 1 of the year that precedes the year in which an existing collective bargaining contract will expire, whichever is later, governing boards to seek comment on the development and implementation of an evaluation system and use the comments received to guide the development and implementation.
- Require that any negotiated evaluation system remains in effect until a successor system can be negotiated.
- Require, beginning in July 1, 2018, that educators with permanent status, and at least 10 years of employment, who are highly qualified, must be evaluated at least every 3 years.
- If an employee has received an unsatisfactory evaluation, require that the employing authority provide professional development.
- Prohibit the State Board of Education from waiving any of these evaluation requirements.

Additional notes: This bill mirrors AB 575.

Student Financial Aid

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

Introduced: January, 29, 2015

Last Amended: May 28, 2015

Status: Referred to the Senate Committee on Education. Set for hearing on June 24th.

Summary: This bill would require that a total of 50,000 Competitive Cal Grant A and B awards be granted for each of the 2015-16 and 2016-17 academic years, that 60,000 be granted for the 2017-18 academic year, and each academic year thereafter.

Additional notes: Competitive Cal Grant A and B awards are available to middle and low income applicants who did not receive an entitlement award. Currently there are 22,500 Competitive Cal awards granted annually to a pool of over 300,000 applicants.

SB 15 (Block) Postsecondary education: financial aid

Introduced: December 1, 2014

Last Amended: March 25, 2015

Status: Referred to the Assembly Committee on Higher Education. Not yet scheduled for a 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.

Additional notes: This bill would reverse a scheduled reduction to \$8,056 for new Cal Grant recipients in the 2015-16 award year. This bill is intended to enact policy changes recommended in the Senate's December 2014 comprehensive plan for higher education in California.

SB 62 (Pavley) Student financial aid: Assumption Programs of Loans for Education: Governor's Teaching Fellowships Program

Introduced: December 30, 2014

Last Amended: June 2, 2015

Status: Referred to the Assembly Committee on Higher Education. Not yet scheduled for a 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. The bill would require the program to continue to be implemented as it read on January 1, 2015, for the allocation of funds for loan assumption agreements made before January 1, 2015, and collecting payments from former program participants required to repay program costs as of January 1, 2016, for failing to satisfy the program's requirements. The implementation of the revised program would be contingent upon an appropriation in the annual Budget Act and would require that not more than 1,000 loan assumption agreements be awarded in any academic year.

Additional notes: Received unanimous support in the Senate.