



Board of Trustees

LOS ANGELES COMMUNITY COLLEGE DISTRICT
770 Wilshire Boulevard, Los Angeles, CA 90017 213/891-2000

AGENDA

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
LEGISLATIVE & PUBLIC AFFAIRS COMMITTEE MEETING
Educational Services Center – Board Room
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, May 10, 2017
3:00 p.m. – 4:15 p.m.**

Committee Members

Mike Fong, Chair
Mike Eng, Vice Chair
Sydney K. Kamlager, Member
Robert B. Miller, Staff Liaison
Marvin Martinez, College President Liaison
Laurence B. Frank, College President Liaison Alternate

Agenda

(Items may be taken out of order)

I. ROLL CALL

II. PUBLIC SPEAKERS*

III. NEW BUSINESS

A. Federal Update

B. State Update

C. Bills – Consideration for Support:

- AB 19 (Santiago) The California Community College Promise
- SB 539 (de Leon) Community College Completion Incentive Grant
- AB 343 (McCarty) Special Immigrant Visa/Refugee Instate Tuition
- AB 669 (Berman) California Community Colleges Economic and Workforce Development Program
- AB 559 (Santiago) BOG Fee Waiver Online Availability
- AB 387 (Thurmond) Minimum Wage: Health Professionals: Interns
- AB 1037 (Limon) Work/Volunteer Program for AB540 Students
- AB 1665 (Garcia) Internet for All Now Act of 2017
- AB 705 (Irwin) Multiple Measures Report

*Members of the public are allotted three minutes time to address the agenda issues.

OLD BUSINESS

IV. DISCUSSION

V. SUMMARY- NEXT MEETING Mike Fong

VI. ADJOURNMENT

If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.

AB 19 (Santiago)

The California Community College Promise

Bill Summary

AB 19 creates the California Community College (CCC) Promise Program to provide tuition-free education at a CCC for one academic year for all first-time, full-time (12 units or more) students.

Existing Law

The CCC Board of Governor's Fee Waiver (BOGFW) waives enrollment fees (\$46/unit) for students who (1) meet residency criteria; (2) maintain minimum academic and progress standards; and (3) demonstrate financial need via various methods (Education Code § 76300).

Background

In 2015, former President Obama proposed two years of tuition-free community college for eligible students. Modeled off the Tennessee Promise (which provides two years tuition-free at a community or technical college in Tennessee to certain state residents) and California's own Long Beach Promise (which provides one year tuition-free to eligible students), Obama's proposal has prompted extensive debate across the nation on college access and affordability.

Realizing the benefits of such programs, many community college districts throughout California—and across the U.S.—have implemented local Promise Programs.¹ These Promise Programs have been demonstrated to:

- Expand access to financial aid;
- Promote equity;
- Increase enrollment;
- Improve academic performance; and
- Boost college completion rates.

¹ <http://bit.ly/2IA3EQV>

Need for AB 19

In 2025, California faces an estimated shortage of one million college degree and certificate holders needed to sustain the state's workforce.

To help meet this demand, AB 19 enacts a CCC Promise Program to provide a year of tuition-free education to all first-time, full-time, CCC students.

By creating a college-going culture throughout California, this measure will expand access to financial aid, promote equity, increase enrollment, help improve academic performance, and boost completion rates.

Support

Los Angeles Community College District (sponsor)
Los Rios Community College District (sponsor)
Peralta Community College District (sponsor)
San Diego Community College District (sponsor)
San Francisco Community College District (sponsor)

Opposition

None on file

For More Information

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program completion rates were 49% for 2014-15 and 47% in 2015-16.⁴ Likewise, less than one-half of CCC students complete a degree to transfer within six years.⁵

Over the last five years, the Legislature and the Governor have invested heavily in CCC student success efforts. CCCs have received an additional \$577 million for student success programs, including student equity plans, basic skills, extended opportunity programs and services, and institutional effectiveness. All of these initiatives are designed to increase student completion, particularly for low-income and underserved students. It is unclear, however, if all of these initiatives are working together in a cohesive, integrated manner to establish a system focused on student completion. For example, at a particular community college, do administrators and faculty associated with each one of these initiatives work together to design a singular system of assessment, advising, and support services for students?

Research indicates that “most community colleges are poorly designed for students, who often have difficulty navigating the myriad of choices available to them when selecting academic programs and courses. Due to this plethora of choices, students often end up taking a winding path through college, characterized by excess units, extra years in college, and high dropout rates.”⁶ The Legislative Analyst Office argues that colleges must change how they implement student services, instruction and administrative practices.⁷

In the 2017 January Budget, the Governor put forth a proposal to implement “Guided Pathways” at CCCs. This initiative is meant to implement systemic change at each college to do the following: improve student knowledge of what courses to take to meet their completion objectives; monitor student progress toward completion; and develop clear learning outcomes for students. According to the Governor, “the expectation is to improve completion rates, reduce-time-to-degree, increase California students’ employment opportunities, and reduce student debt.”⁸

In order for the guided pathway initiative to work, CCCs must integrate their existing student success programs - student equity plans, basic skills, extended opportunity programs and services, etc. – to support a cohesive system focused on student completion.

California’s future economic success depends upon an educated and skilled workforce. According to the Public Policy Institute of California, current college graduation rates will hit the state’s workforce with a shortage of 1.1 million workers who qualify for jobs that require a bachelor’s degree in 2030.

CCCs enroll approximately 1.2 million students. CCCs are a critical piece in eliminating the projected shortfall of bachelor degrees. More CCC students must transfer to a four year university or complete a career pathway that will enable them to earn a higher paying job. Currently, less than 50% of CCC students complete a degree or transfer related outcomes. Likewise, students who complete higher level career technical education coursework earn 13.4% more, on average, than students who do not complete this coursework.⁹

Higher education is the passport to opportunity and economic success for all California children. The state’s ability to make CCCs more affordable and create a system focused on completion is a key component to the growth of California’s economy.

⁴2017-18 Budget: Higher Education Analysis, Legislative Analyst Office, February 2017

⁵California Community College Student Success Scorecard 2016

⁶2017-18 Budget: Higher Education Analysis, Legislative Analyst Office, February 2017

⁷2017-18 Budget: Higher Education Analysis, Legislative Analyst Office, February 2017

⁸The 2017-18 Governor’s Budget Summary

⁹California Community College Student Success Scorecard 2016

PROPOSAL:

- Establishes the Community College Completion Incentive Grant (CCIG), which provides an additional \$4,000 in financial aid to CCC students receiving the existing Full-Time Student Success Grant, if they complete 15 units. With this additional funding, an eligible CCC Student will receive a total of approximately \$10,700 in financial aid from state and federal sources.¹⁰
- Establishes the Guided Pathways Initiative and require participating CCCs to integrate existing student success programs with the purpose of increasing student completion.

Support:

For more information, please contact: Kimberly Rodriguez, Office of Senator De León, at (916) 651-4024.

¹⁰Assumes the California Community College Student receives the federal Pell Grant, Cal Grant B Access Award, and the existing CCC Full-Time Success Grant.

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**AB 343 (McCarty): Special Immigrant Visa/Refugee Instate Tuition
FACT SHEET**

Staff Contact: Bryan C. Singh, (916) 319-2007

ISSUE

The wars in Afghanistan and Iraq have displaced many families, causing many to flee their homes in search of a better life. During the wars, many Afghani and Iraqi nationals have assisted or were employed by the U.S. government as translators or advisors. Under the National Defense Authorization Act of 2006, certain Afghani and Iraqi nationals were provided special immigrant status in the U.S.. Through the end of 2015, more than 37,000 individuals were granted special immigrant visa (SIV) status under this program.

A SIV is granted to a special immigrant who qualifies for a green card (permanent residence) under the United States Citizenship and Immigration Services (USCIS) special immigrant program. In order to apply for this immigration status, an individual must fill out a petition documenting his or her circumstances and submit the petition to USCIS. These applicants go through a thorough application and security screening process.

Recently, a large number of refugees and individuals with SIVs have come to California. The largest numbers of refugees are in the counties of Monterey, San Diego, and Sacramento. As of 2016, Sacramento County welcomed 3,261 refugees. Many of these families have escaped war and persecution in order to improve the lives of their family, but encounter numerous barriers when assimilating into the U.S. such as the cost of higher education.

Tuition and fees vary for California resident students and nonresident students depending on the segment. Current tuition and fees at the University of California for resident students is \$12,294 and a nonresident is \$38,976 a year. At the California State University, full time resident students pay \$5,472 and nonresident students pay the full time resident tuition and an additional \$254 per unit. California Community Colleges, resident students pay \$46 per unit and nonresident fees are determined by the district, but the statewide average is \$234 per unit.

SOLUTION

Nonresident students who meet specified criteria are exempt from out of state rates for tuition/fee purposes. State law exempts veterans from state residency requirements. Individuals who are SIV and refugees have to wait 1-year to establish residency to qualify for instate tuition. This bill would extend the same residency requirements of veterans to refugees and SIVs for in-state tuition/fees.

AB 343 will provide refugees and individuals with SIVs access to higher education by waiving the 1-year residency requirement so these students are eligible for instate tuition. This bill would ensure that SIV and refugee students are able to pursue their education, rebuild, and improve their lives and the lives of their family.

SUPPORT

Niles Sisters Development Initiative

(As introduced/amended DATE)

AB 669 (Berman)

California Community Colleges Economic and Workforce Development Program

SUMMARY

AB 669 would ensure that the California Community Colleges Economic Workforce Development Program (EWD) can continue to serve the needs of the California economy, businesses, and students. Specifically, AB 669 would extend the sunset for EWD Program through July 1, 2023.

BACKGROUND

The California Community Colleges (CCC) system serves 2.1 million students. Existing law establishes economic development as part of the core mission of the CCC system and authorizes the EWD Program, until January 1, 2018.

The EWD Program was codified in 1991 to formalize efforts, dating back to 1986, to coordinate statewide technical training and small business programs. The EWD Program supports the CCC system mission by providing grants to education and industry specialists that:

- help develop industry-aligned curriculum;
- provide training and work-based learning opportunities;
- conduct labor market research;
- connect colleges with business, industry, and other education providers.

In the 2014-15 fiscal year the EWD Program funded 93 grants statewide, totaling \$22.8 million.

In 2016, the Chancellor's Office released a report that shows some of the EWD Program's successes:

- 59,879 total people were trained;
- 2,456 students were enrolled in work-based learning;
- 1,105 students placed in jobs;
- 9,850 employees retaining jobs; and
- 11,364 business served.

In 2012, SB 1402 (Lieu) extended the previous program sunset for the EWD Program from January 1, 2013 to January 1, 2018.

THIS BILL

By facilitating partnerships through grants, the EWD Program enables the creation of tools to better serve students and workers. However, this valuable program is set to expire on January 1, 2018.

AB 669 would extend the program until July 1, 2023. The sunset date would match the fiscal year to better align the program with the budget. This bill would ensure that the EWD Program continues to help provide future economic stability for students while providing the skilled workforce necessary to meet California's needs.

SUPPORT

None on File

OPPOSITION

None on File

CONTACT

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AB 559 (Santiago)

BOG Fee Waiver Online Availability

Bill Summary

AB 559 would make it easier for community college students to apply for the Board of Governors (BOG) fee waiver. Specifically, this bill will require that the BOG fee waiver be made available online at all campuses so that it is able to be completed and submitted electronically.

Existing Law

Education Code § 76300 provides that eligible students at California community colleges be granted a BOG fee waiver if they meet certain criteria and have submitted an application to their college's financial aid office.

Background

For eligible students, the California Community Colleges BOG Fee Waiver permits enrollment fees to be waived. Students may qualify for financial reasons, if they are homeless, former foster youth, or are eligible for other social services. Some California community colleges offer the BOG Fee Waiver online through CCC Apply; however this option is available in less than 30% of districts. Even fewer colleges offer this option directly through their campus websites. This results in a critical gap in student access to the program depending on where students apply.

Instead of allowing students to submit the BOG Fee Waiver online, most colleges instead rely on paper applications that must be submitted in-person or through the mail. This may create challenges for students who have difficulties with transportation or who would prefer to submit the form electronically from home.

Need for AB 559

Although community colleges in California are among the most affordable in the nation, in particular because of programs like the BOG Fee Waiver, there is a need to address the accessibility of this program for all students. For those students applying to campuses where forms are not easily accessible and able to be submitted online, filling out and submitting paper applications creates an unnecessary obstacle to accessing student aid. AB 559 would address the problem by ensuring that all community college campuses provide the means for the BOG Fee Waiver to be completed and submitted online.

We live in an increasingly digital world. Printing, filling, and submitting paper forms is becoming increasingly obsolete, especially for young people. AB 559 is a simple fix to ensure as many students as possible have easy access to financial aid resources.

Sponsors

None on file.

Support

None on file

Opposition

None on file

For More Information

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AB 387 – Minimum wage: health professionals: interns.

IN BRIEF

Allied health professionals are required to work hundreds of unpaid clinical hours to successfully complete their training programs. This requirement creates a barrier for low-income students and working adults, which prevents them from entering into good middle-class jobs.

BACKGROUND

California has more than 600,000 allied healthcare professionals with employment expected to grow to one million by 2030.¹ More than half of those occupations require a license or certification. These are careers like Respiratory Therapist, Vocational Nurse, Surgical Technologist, Medical Assistant and Certified Nursing Assistant. These jobs typically offer good wages and benefits providing a path to the middle class, but entry can be difficult as students are required to contribute significant hours of unpaid work to achieve their degrees.

Every year, more than 50,000 Californians are in training to become an allied health professional, and on average they tend to be white, older and predominantly female.² Clinical hour requirements vary from as few as 160 hours for Medical Assistants to as many as 1850 hours for a Radiologic Technologist. The clinical hour requirement is in addition to in-classroom course work requirements meaning that some students are in school 30-50 hours a week plus the time they spend studying outside of their course work and clinical hours. In fact, most programs at the community college level recommend that students not work because of the demanding nature of the programs.

Requiring students to contribute significant hours of unpaid work is an unrealistic burden for individuals with families to support. This explains some of the racial and ethnic achievement gaps in Healthcare Career Technical Education Programs.³ The disparities in success for healthcare training programs result in a less culturally competent workforce with only 25% of the healthcare workforce

being Latino, compared to 40% of California's population. This is a problem because a number of studies have pointed to cultural competency as a key factor in better health outcomes.⁴

Students in allied healthcare programs are not paid; however in traditionally male professions, individuals are compensated for their labor, even while in training. In healthcare once students show competency they are able to carry out the day to day functions of medical care with indirect supervision. This creates a direct benefit to the industry, while the worker receives no payment for their labor. In fact, we estimate that in California allied health professionals contribute up to 25 million unpaid clinical hours a year.

SOLUTION

This bill would provide that any person engaged in a period of supervised work experience to satisfy requirements for licensure, registration, or certification as an Allied Health Professional be subject to the minimum wage law.

By requiring healthcare providers to fairly compensate allied health professionals with at least the minimum wage, more individuals from underrepresented communities will be able to complete the required clinical training requirements for allied health professions, thereby increasing the overall numbers and diversity of the students in the pipeline.

SUPPORT

SEIU (Sponsor)

FOR MORE INFORMATION

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¹ Kemp, *Help Wanted: Will California Miss Out on a Billion dollar Industry*, The California Wellness Foundation

² Bohn, McConville, and Gibson, *PPIC Career Technical Education in Health*, 2016

³ Ibid

⁴ McConville, Bohn, Beck, PPIC, *California's Health Workforce Needs*, 2014

AB 1037

Cal Grant B Service Incentive Grant Program

Assemblymember
Monique Limón
37TH DISTRICT



THIS BILL

AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the California Student Aid Commission (CSAC), as a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study (FWS) programs.

BACKGROUND

In 2012, President Obama announced the Deferred Action for Childhood Arrivals (DACA) policy. DACA benefits are available to certain people who entered the US as children and meet several requirements. DACA-eligible individuals may request consideration of deferred action for up to two years and are eligible for work authorizations. Deferred action does not provide lawful status. The future of DACA is uncertain, as the program may be phased out by the federal administration. If DACA is phased out, students may lose eligibility to work and participate in traditional work study programs.

AB 540 (Firebaugh, Chapter 814, Statutes of 2001) qualifies undocumented students for in-state resident fees/tuition payments at a Community College, the California State University, and the University of California. Specifically, a student is eligible if they:

- Attended high school in California for three or more years
- Graduated from a California high school
- Are enrolled at an accredited institution of higher education in California, and files an affidavit stating that he/she has applied to legalize his/her immigration status or will apply as soon as he/she is eligible

Education Code §69508.5 establishes the California DREAM Act, which makes AB 540 students eligible to apply for Cal Grant Entitlement awards, institutional financial aid and CCC Board of Governors Fee Waiver.

The California Dream Act application is open to all students, regardless of immigration status. More than 40,000 students completed the Dream Act application, but CSAC does not keep track of how many are undocumented.

Existing federal financial aid programs are not available to undocumented students.

PURPOSE

AB 1037 provides an opportunity for AB 540 students to access incentive grants, regardless of eligibility to work, to help fill their unmet financial aid gaps.

In 2014-15, seven UC campuses offered institutionally funded work-study awards, typically \$2,000 per year, to AB 540 students with DACA status. Some of these programs were established with one-time funding and the on-going availability of the programs is unknown. To date, work-study programs for AB 540 students are not available on any CSU campuses.

California has embraced undocumented students and has enacted measure to allow them access to benefits that help pay for higher education expenses. AB 1037 will further these efforts via a statewide expansion of Dreamer work-study programs and will provide students an opportunity to explore and gain experience in their selected career path.

SUPPORT

California Student Aid Commission (Sponsor)
California Community Colleges Chancellor's Office
California Immigrant Policy Center
The Education Trust-West

OPPOSITION

None on File.

STAFF CONTACT

AB 1037

Cal Grant B Service Incentive Grant Program

Assemblymember
Monique Limón
37TH DISTRICT



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Assemblymember Eduardo Garcia, 56th Assembly District

AB 1665— Internet for All Now Act of 2017

Updated: 3/9/17

Jointly Authored by: E. Garcia, C. Aguiar-Curry, C. Holden, K. McCarty

BACKGROUND

In 2008, the Legislature established the California Advanced Services Fund (CASF) to support deployment of *broadband* into *unserved and underserved* areas to help close the Digital Divide in rural and urban low-income communities.

The availability of high-speed Internet access, including both wired and wireless technologies, is essential to 21st century infrastructure for economic competitiveness and quality of life.

CASF is administered by the California Public Utilities Commission (CPUC) and revenues are generated from a small fee on phone bills (a few cents per month which is less than 1% for most customers).

However, too many Californians—especially people of color, people living in rural areas and people living in areas with high poverty rates—do not have access to this crucial *broadband* technology.

Economic studies confirm that the use of *broadband* advanced communications services technologies increases economic productivity as a foundation for increased efficiency in organizational operations and enhanced profitability in business.

Broadband infrastructure also is vital to the operation and management of other critical infrastructure, such as energy generation systems and the power grid, water supply systems, and public safety and emergency response networks.

The California Legislature must provide the pivotal leadership to finish the job of closing the Digital Divide in California—it is vital for the economy, environment, education and equity.

ISSUE

The CPUC reports that broadband infrastructure deployment applications significantly exceed available funds in CASF.

Thus, additional collections surcharges into CASF need to be authorized by the Legislature.

BILL SUMMARY

The **Internet For All Now Act** (AB 1665) is a landmark piece of legislation to ensure California continues to be a national leader in Digital Inclusion.

AB 1665 extends the California Advanced Service Fund (CASF) and authorizes additional collections of a modest fee on telephone bills to support broadband infrastructure deployment and adoption in unserved and disadvantaged communities. Internet access should be treated as a right, not a luxury. It is a basic necessity to access education, health care and economic opportunity. This bill will ensure vulnerable communities across the state are not left behind in the 21st century.

This bill does not involve a new fee or tax and does not burden the General Fund.

The specifics regarding the total amount of funds to be collected overall (and annually) and the principles and provisions for implementation are being negotiated among stakeholders.

SUPPORT

- Access Humboldt
- Access Sonoma Broadband
- California Center for Rural Policy
- California Emerging Technology Fund (*Sponsor*)
- California Foundation for Independent Living Centers
- California Partnership for the San Joaquin Valley
- Chicana/Latina Foundation
- Community Centers Inc.
- Community Technology Network
- Computers for Classrooms
- El Concilio
- Fresno Housing Authority
- iFoster
- Imperial Valley Economic Development Corporation
- Loaves, Fishes, and Computers
- Manchester Community Technologies
- Partnership for Los Angeles Schools
- Peoples' Self-Help Housing
- Puente de la Costa Sur
- Radio Bilingüe, Inc.
- Redwood Coast Connect

- Southeast Community Development Corporation (SCDC)
- Tahoe Prosperity Center
- Technology Exchange
- The Stride Center
- Valley Vision
- YMCA of Great Long Beach, Youth Institute
- Youth Policy Institute

FOR MORE INFORMATION

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AB 705 (Irwin) Multiple Measures Reform

SUMMARY

AB 705 will require California Community Colleges (CCC) to use high school transcript data, including grades and grade point average, to maximize the probability that a student will enter and complete college-level English and math courses within one year. It will also increase access to college-level courses by requiring community colleges to match Education Title 5 Regulations and prove students are highly unlikely to succeed in college-level courses before placing them into remedial education.

BACKGROUND

Remediation – also known as developmental or basic skills – is intended to improve students’ success in college-level English and math. However, under current policies, being placed into a remedial English or math course can substantially reduce students’ chances of completing college-level courses. A recent PPIC report found that 80% of students entering community college enroll in at least one remedial course in English, math, or both; of that population, minority students, especially Latino and African American students, are overrepresented; and most of these students never advance to or successfully complete college-level coursework. In fact, PPIC states that, “In its current form, developmental education may be one of the largest impediments to success in California’s community colleges.”¹

Much evidence-based research has shown that placement tests alone have been poor predictors of a student’s success in college.² As a result, “tens of thousands of students who could succeed in college-level courses, and others who simply need a refresher, may be spending one or more semesters taking remedial courses they really don’t need.”³

This negatively affects students in several ways. First, the added time needed to complete the courses can add years to a student’s completion goal. Second, students

must pay for all remedial courses and financial aid may be exhausted before transferring to a four-year institution. Third, students can suffer psychologically knowing that they covered the coursework in high school but now must take remedial education for which they are overqualified. This contributes to high attrition rates before students reach college-level courses when they would have otherwise completed college-level courses under different placement policies.

While there has been significant progress made to improve and accelerate community college students’ pathways toward reaching their goal to earn a degree, advance their career, or transfer to a four-year institution, research shows that many students are still placed into remedial courses despite being prepared for college-level courses.⁴

Under current regulations, community colleges are prohibited from requiring students to take a pre-requisite course unless they are highly unlikely to succeed in a higher-level course without it. However, this policy is not often followed and many colleges rely overwhelmingly on the assessment test. A different evidence-based approach calls for the use of multiple measures, beyond just traditional placement test scores, in assessment and placement policies. However, while colleges are currently being encouraged to use multiple measures of assessment, including high school grades, there is still wide variance in how colleges are using this key indicator of student success in college-level work.

THIS BILL

AB 705 seeks to address these disparities and incorporate evidence-based research to improve the success of community college students. Specifically, this bill will codify the use of a key student success indicator – high school transcript data – to maximize the probability that students complete college-level coursework in English and math over a one-year period, and restrict colleges from enrolling students in remedial

¹http://www.ppic.org/content/pubs/report/R_1116MMR.pdf

²<http://ccrc.tc.columbia.edu/publications/predicting-success-placement-tests-transcripts.html>

³http://www.learningworksca.org/wp-content/uploads/2012/02/F9_QUANTITATIVE-LEAP.pdf

Last Updated 26-Apr-17

⁴<http://ccrc.tc.columbia.edu/publications/high-stakes-placement-exams-predict.html>



AB 705 (Irwin) Multiple Measures Reform

education unless research proves that those students are deemed highly unlikely to succeed in college-level coursework.

Other states, including North Carolina⁵ and Connecticut⁶, have successfully implemented a centralized multiple measures reform initiative. If California students have the skills to graduate, and pursue careers or further their education, they should not be hampered by an outdated and ineffective system. By helping them move through at a rate that matches their potential, this bill will allow students to graduate faster and increase their likelihood for success.

SUPPORT

Campaign for College Opportunity
California Acceleration Project
Los Angeles Area Chamber of Commerce
The California Latino Leadership Network
The Education Trust-West
Central Valley Higher Education Consortium (CVHEC)
Los Angeles Urban League
Long Beach City College
Cuyamaca College
Youth Policy Institute
Center for Urban Education, University of Southern
California Rossier School of Education
Imperial Valley Community College
Student Senate for California Community Colleges,
Region III
A Place Called Home
Women's Foundation of California
Two individual professors

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⁵<http://www.researchforaction.org/wp-content/uploads/2016/01/RFA-Gates-Multiple-Measures-Phase-1-March-2014.pdf>

⁶ <http://www.acenet.edu/news-room/Pages/Lumina-State-Policy-Review-Report.aspx>