
SENATE COMMITTEE ON APPROPRIATIONS

Senator Anna Caballero, Chair
2023 - 2024 Regular Session

SB 995 (Padilla) - California State University: High-Quality Teacher Recruitment and Retention Act

Version: April 2, 2024

Urgency: No

Hearing Date: April 15, 2024

Policy Vote: ED. 7 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill Summary: This bill creates the High-Quality Teacher Recruitment and Retention Act as a pilot program to recruit high-quality teaching candidates at three California State University (CSU) campuses in partnership with three California Community College (CCC) campuses.

Fiscal Impact:

- The CSU indicates that this bill could result in General Fund costs of between \$50,000 and \$100,000 per year for each of the three selected campuses for the duration of the pilot program. The campuses would require additional administrative support for outreach, coordination, and advising for students to implement the pilot program.
- The Chancellor's Office estimates one-time Proposition 98 General Fund costs of approximately \$60,000 for the three selected community colleges to participate in the pilot program. These resources would be used to update policies and procedures regarding the availability of the teacher preparation program; update communication and outreach materials; and to coordinate with the CSU on implementation.

Background: Existing law requires the segments of higher education to develop an intersegmental common core curriculum in general education for the purpose of transfer known as the Intersegmental General Education Transfer Curriculum (IGETC). Any student who completes the IGETC course pattern is deemed to have completed the lower division coursework required for transfer to the University of California (UC) or the CSU.

Existing law requires the governing board of each public postsecondary education segment to be accountable for the development and implementation of formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

Existing law requires the Chancellor of CSU, in consultation with the Academic Senate of the CSU, to establish specified components necessary for a clear degree path for transfer students, including specification of a systemwide lower division transfer curriculum for each high-demand baccalaureate major.

Existing law establishes the Student Transfer Achievement Reform (STAR) Act, which, in part, requires, commencing with the fall term of the 2011-12 academic year, a student that receives an associate degree for transfer to be deemed eligible for transfer into a CSU baccalaureate degree when the student meets specified requirements. The STAR Act also requires the CSU and UC to jointly establish a singular lower division general education (GE) pathway for transfer admission into both segments, and the CCC to place students who declare a goal of transfer on an Associate Degree for Transfer (ADT) pathway for their intended major.

Proposed Law: This bill establishes the High-Quality Teacher Recruitment and Retention Act and requires the Chancellor of the CSU, in consultation with the Chancellor of the CCCs, to develop a five-year pilot program to commence with the 2025–26 school year, to recruit high-quality teaching candidates at three CSU campuses in partnership with three CCC campuses that apply to participate in the five-year pilot program.

This bill requires all of the following:

- a) One pilot program shall be at a campus of the CSU that is located in a rural community.
- b) Each pilot program at a CSU campus shall partner with a CCC that has applied to participate in the pilot program and is within close proximity to the CSU campus.
- c) The pilot program shall comply with and build on the STAR Act.
- d) The pilot program shall implement transfer model curriculum and an ADT at a CCC campus that can then be completed at a campus of the CSU that will allow, but not require, a participating student to complete a baccalaureate degree and a teaching credential in four years.
- e) The pilot program shall use dual enrollment practices to fulfill the transfer model curriculum, as needed.

This bill specifies that if a participating student completes their associate ADT at a CCC campus and is in good academic standing, the student shall be guaranteed admission to the teacher training program at the partnering campus of the CSU. It also requires the participating campuses of the CSU, in consultation with the partnering CCC district, to conduct marketing and outreach to local high schools to recruit a diverse pool of participating students.

This bill requires the participating CSU campuses and the partnering CCC districts to assign counselors to participating students to ensure they are completing the correct coursework during their participation in the pilot program, with the counselors being existing counselors who work with students to meet the requirements for an ADT, a baccalaureate degree, and a teaching credential.

Staff Comments: The ADT was designed to simplify the transfer process for students attending a community college. Since its enactment a decade ago, the ADT has made

significant strides in streamlining the transfer process for students, and has become a successful pathway to earning a bachelor's degree. The ADT is a two-year, 60 unit degree that guarantees admission to the CSU and participating private institutions of higher education. Students who earn an ADT are automatically eligible to transfer as an upper-division student in a bachelor's degree program and need only complete two additional years (an additional 60 units) of coursework to earn a bachelor's degree.

This bill requires the development of a five-year pilot program to recruit high-quality teaching candidates at three CSU campuses in partnership with three community college campuses. The pilot program shall implement transfer model curriculum and an ADT at the CSU that will allow students to complete a baccalaureate degree and a teaching credential in four years.

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