

January 6, 2022

The Honorable Jose Medina
Chair, California State Assembly Higher Education Committee
1020 N Street, Room 173
Sacramento, CA 95814

RE: AB 1187 (Irwin): Supervised Tutoring at Community Colleges – SUPPORT AS AMENDED 1/3/2022

Dear Chair Medina,

The Institute for College Access & Success (TICAS) would like to express support for Assembly Bill 1187 by Assemblymember Jacqui Irwin. TICAS is a trusted source of research, design, and advocacy for student-centered public policies that promote affordability, accountability, and equity in higher education. We have long championed meaningful, student-centered, and evidence-based financial aid reform in California.

AB 1187 will increase student access to supervised tutoring by authorizing community colleges to claim funding for tutoring support in credential/degree-applicable and transfer-level courses. This funding is crucial for campuses to assist students who have experienced learning loss associated with the COVID-19 pandemic and need additional, individualized support services.

A robust body of evidence demonstrates that traditional developmental education sequences have negative implications for students' odds of completing their educational goals.ⁱ Even for students who do successfully complete a degree or transfer pathway, requiring students to take remedial education results in additional time-to-complete and cost burdens for students. TICAS is currently undertaking a project to -- for the first time -- evaluate the additional college cost and financial aid implications of completers who were enrolled in developmental education courses. California has implemented impactful developmental education reform in California community colleges via AB 705; however, work remains to ensure full implementation of these policy changes across all colleges.

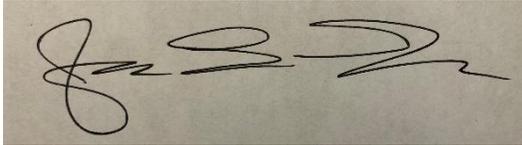
Research has consistently identified tutoring as a promising practice for community colleges to increase and sustain student success.ⁱⁱ However, current California law states that colleges can claim apportionment funding for supervised tutoring in remedial basic skills courses, such as remedial English or math, but not for credit-bearing courses. Full AB 705 implementation will result in more students enrolling directly into transfer-level courses, but unfortunately under current law colleges are not eligible to claim funding for tutoring support in these classes. AB 1187 will provide funding to colleges to offer strong academic support, like supervised tutoring, that we know are critical to ensure student success in transfer-level coursework.

Colleges need the flexibility to use supervised tutoring to support student learning as they implement new placement practices required by AB 705. AB 1187 will provide colleges that flexibility and support

them in using supervised tutoring as a tool for raising student achievement and success across the course catalog.

For these reasons, TICAS strongly supports AB 1187 and requests your AYE vote when it is heard in the Assembly Higher Education Committee.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read 'Jessica Thompson'.

Jessica Thompson

Associate Vice President

The Institute for College Access & Success

Cc: Assemblymember Jacqui Irwin, 44th District
Honorable Members, Assembly Appropriations Committee
Natasha Baker, Principal Consultant, Assembly Appropriations Committee

ⁱ Marisol Cuellar Mejia, Olga Rodriguez, and Hans Johnson. October 2019. *What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California's Community Colleges*. Public Policy Institute of California. <https://bit.ly/3G2Qvc4>.

ⁱⁱ Gabriel-Millette, Christie. 2016. "The Effects of Tutoring on Academic Performance." San Bernardino Valley College Research, Planning, and Institutional Effectiveness.