

Date of Hearing: April 10, 2024

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 2019 (Vince Fong) – As Amended March 21, 2024

**[Note: This bill was double referred to the Assembly Higher Education Committee and was heard by that Committee as it relates to issues under its jurisdiction.]**

**SUBJECT:** Early and middle college high schools and programs

**SUMMARY:** Establishes early and middle college programs to be equivalent to early college high schools (ECHS) and middle college high schools (MCHS) related to instructional time and apportionment. Requires the California Department of Education (CDE) to submit an annual report regarding early and middle college programs and high schools. Specifically, **this bill:**

1) Defines the following terms to mean:

- a) “Middle college high school or program” is structured as a broad-based, comprehensive instructional program focusing on college preparatory and school-to-work curricula, career education, work experience, community service, and support and motivational activities. Authorizes the specific design of a middle college high school to vary depending on the circumstances of the community college or school district. Requires the basic elements of the middle college high school to include, but not be limited to, the following:
  - i) Curriculum that focuses on college and career preparation;
  - ii) A reduced adult-student ratio;
  - iii) Flexible scheduling to allow for work internships, community service experience, and interaction with community college student role models; and
  - iv) Opportunities for experiential internships, work apprenticeships, and community service.
- b) “Early college high school or program” is an innovative partnership between charter or non-charter public secondary schools and a local community college, the California State University (CSU), or the University of California (UC) that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. States that early college high schools are small, autonomous schools that blend high school and college into a coherent educational program. Authorizes, in early college high schools, pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned to be applied toward completing an associate or bachelor’s degree, transferring to a four-year university, or obtaining a skills certificate.

2) States that a day of attendance for a pupil enrolled in grade 11 or 12 at an early college program or a middle college program is 180 minutes of attendance if the pupil is also

enrolled part-time in courses at the CSU or the UC for which academic credit will be provided upon satisfactory completion of enrolled courses.

- 3) States that a day of attendance for a pupil enrolled in an early college program or a middle college program, who is also a special part-time student enrolled in a community college, and who will receive academic credit upon satisfactory completion of enrolled courses, is 180 minutes of attendance.
- 4) States that a day of attendance for a pupil enrolled in an early college program or a middle college program, who does not satisfy (4) or (5) above is 240 minutes of attendance.
- 5) Requires each school district, county office of education (COE), or charter school with an MCHS or program or an ECHS or program, to, beginning on or before March 1, 2027, and each March 1 thereafter, prepare and submit an annual report to the CDE. Requires the report to include all of the following information regarding the middle college high school or program or the early college high school or program:
  - a) The total number of high school pupils, disaggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws;
  - b) The total number of college-level courses, by course category and type;
  - c) The total number and percentage of successful course completions, by course category and type;
  - d) Course and program outcomes for pupils, disaggregated by grade level, gender, socioeconomic status, race and ethnicity, and other disproportionately impacted groups.
- 6) Requires, on or before May 1, 2027, and each May 1 thereafter, the CDE to aggregate the information reported pursuant (1), above, and submit a report of the information to the Legislature and the Department of Finance (DOF).

**EXISTING LAW:**

- 1) Requires the California Community Colleges (CCC) Chancellor's Office (CCCCO) to report to the DOF and Legislature annually on the amount of full-time equivalent students (FTES) claimed by each CCC district for high school pupils enrolled in non-credit, non-degree applicable, and degree applicable courses; and provides that, for purposes of receiving state apportionments, CCC districts may only include high school students within the CCC district's report on FTES if the students are enrolled in courses that are open to the general public, as specified. Additionally, requires the governing board of a CCC district to assign a low enrollment priority to special part-time or full-time students in order to ensure that these students do not displace regularly admitted community college students. (Education Code (EC) 76001, and 76002)
- 2) Establishes MCHS. Requires each MCHS to be structured as a broad-based, comprehensive instructional program focusing on college preparatory and school-to-work curricula, career education, work experience, community service, and support and motivational activities. Authorizes the specific design of an MCHS to vary depending on the circumstances of the

community college or school district. Requires the basic elements of the MCHS to include, but not be limited to, the following:

- a) A curriculum that focuses on college and career preparation;
  - b) A reduced adult-student ratio;
  - c) Flexible scheduling to allow for work internships, community service experience; and
  - d) Opportunities for experiential internships, work apprenticeships, and community service. (EC 11300)
- 8) States that ECHS are small, autonomous schools that blend high school and college into a coherent educational program. In ECHS, pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transferring to a four-year university, or obtaining a skills certificate. (EC 11302)
- 9) Requires that the minimum schoolday in a high school is 240 minutes, except in an evening high school, an ECHS, an MCHS, a regional occupational center, an opportunity school, and in opportunity classes, a continuation high school, in continuation education classes, in late afternoon or Saturday occupationally organized vocational training programs conducted under a federally approved plan for vocational education, and for students enrolled in a work experience education program, as specified. (EC 46141)
- 10) Requires that a day of attendance for a pupil enrolled in grade 11 or 12 at an ECHS or MCHS is 180 minutes of attendance if the pupil is also enrolled part-time in courses of the CSU or the UC for which academic credit will be provided upon satisfactory completion of enrolled courses. (EC 46146.5)
- 11) Requires that a day of attendance for a pupil enrolled in an ECHS or MCHS, who is also a special part-time student enrolled in a community college, and who will receive academic credit upon satisfactory completion of enrolled courses, is 180 minutes of attendance. (EC 46146.5)
- 12) Requires that a day of attendance for a pupil enrolled in an ECHS or MCHS who does not satisfy (10) or (11) above is 240 minutes of attendance. (EC 46146.5)
- 13) Requires that, for a charter school that is an ECHS or MCHS, for purposes of calculating classroom-based average daily attendance (ADA) for classroom-based instruction apportionments, at least 80% of the instructional time offered by the charter school to be at the schoolsite, and the charter school to require the attendance of a pupil enrolled in grade 11 or 12 for a minimum of 50% of the minimum instructional time required, as specified, if the pupil is also enrolled part-time in courses of the CSU or the UC for which academic credit will be provided upon satisfactory completion of enrolled courses. (EC 46146.5)
- 14) Requires that, for a charter school that is an ECHS or MCHS, for purposes of calculating classroom-based ADA for classroom-based instruction apportionments, at least 80% of the instructional time offered by the charter school to be at the schoolsite, and the charter school to require the attendance of a pupil for a minimum of 50% of the minimum instructional time

required to be offered as specified if the pupil is also a special part-time student enrolled in a community college, and who will receive academic credit upon satisfactory completion of enrolled courses. (EC 46146.5)

15) Requires that, for a pupil enrolled in a charter school that is an ECHS or MCHS and who does not satisfy the attendance and enrollment requirements in (13) or (14), above, for purposes of calculating classroom-based ADA for classroom-based instruction apportionments, at least 80% of the instructional time offered by the charter school to be at the schoolsite, and the charter school to require the attendance of the pupil for a minimum of 67% of the minimum instructional time required to be offered as specified. (EC 46146.5)

16) Requires ECHS and MCHS to be subject to annual audits, as specified. (EC 46146.5)

**FISCAL EFFECT:** Unknown

**COMMENTS:**

***Need for the bill.*** According to the author, “Higher education unlocks many opportunities, especially for disadvantaged students, but many schools have stepped up by partnering together to expand dual enrollment. Dual enrollment programs are tried and true ways to open more doors to California students. Students and administrators in the Central Valley are often faced with issues of funding, scheduling, and the sheer distance between school sites, so AB 2019 helps remedy these problems so students can take full advantage of educational opportunities.”

***Key provisions of the bill.*** This bill proposes to establish that early college and middle college programs are equivalent to ECHSs and MCHSs. This change will have at least the following anticipated impacts: 1) clarify that programs have the same instructional time requirements for attendance and apportionment as schools, 2) make programs and schools potentially eligible for future funding opportunities, and 3) clarify confusion in the field. The EC is permissive unless otherwise specified, and there is ambiguity in current law as to whether these are schools, programs, or both (see *Are Early Colleges and Middle Colleges programs or schools?* section, below). Throughout California there exist both types, however, current law does not require the CDE or other entity to keep a record of or maintain a list of these schools and programs, nor is there enough information to measure course offerings or determine student outcomes.

Current law states that ECHSs and MCHSs have a shorter minimum day (180 minutes) than all other 9-12 grade schools (240 minutes) when the students are dually enrolled in a community college, CSU, or UC and receive a full unit of ADA. Absent dual enrollment, ECHSs and MCHSs are required to have a minimum day of 240 minutes (see *Instructional time requirements and generating ADA for apportionment* section, below). The current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide) procedures for the 2023-24 Audit Guide require auditors to test compliance for attendance generated in ECHSs and MCHSs. The 2024-25 proposed Audit Guide procedures will include an update to specify that attendance generated in either a school or program is checked in the annual audit pending official adoption by the Education Audit Appeals Panel (EAAP) of the 2024-25 audit guide later this spring (see *Audit Guide requirements* section, below).

Given the lack of information about existing schools and programs, including basic information regarding how many exist, how many students are enrolled, and the number of college-level courses taken and successfully completed, this bill also requires the CDE to create an annual report with this information, as provided by the schools and programs.

***Early College High Schools.*** ECHSs are small, autonomous schools that blend high school and college into a coherent educational program. The EC declares that ECHSs are innovative partnerships between charter or non-charter public secondary schools and a local community college, the CSU, or the UC that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. According to the CDE, “ECHSs facilitate a greater participation of at-risk, low-income, and students of color in college level courses. ECHSs potentially decrease high school drop-out rates while increasing students’ access to post-secondary education. Students are rewarded for hard work by the opportunity to accelerate at typically minor cost to the student.”

ECHSs operated by school districts must offer at least 180 days of instruction per year. All students in grades 9-12 are required to be offered at least 64,800 instructional minutes each year. In addition, students must be scheduled for at least the minimum school day in order for a day to count as a day of instruction. Current law exempts an ECHS operated by school districts from the 240-minute minimum school day requirement for students who are concurrently enrolled. Current law provides that a minimum school day for an ECHS student is 180 minutes if the student is a special part-time student enrolled in a community college under specified provisions, or the student is enrolled in grades 11 or 12 and is also enrolled part-time in classes at CSU or UC campuses.

Charter ECHSs must offer students at least 175 instructional days. Similar to school districts, all 9-12 grade students in charter ECHSs must be offered at least 64,800 instructional minutes per year and at least 80% of the instructional time offered by the charter school must be at the school site to generate classroom based attendance. For charter ECHSs, current law reduces the minimum 80% instructional time scheduling requirement in order to generate classroom based attendance to 50% if the student is a special part-time student enrolled in a community college under specific provisions, or the student is in grades 11 or 12 and is also enrolled part-time in classes at the CSU or the UC campuses. For students that are enrolled at a charter ECHS and not enrolled in courses of a CSU, a UC, or as special part-time students at a community college under specified provisions, current law reduces the minimum 80% instructional time scheduling requirement to 67% in order to generate classroom based attendance.

***Middle College High Schools.*** MCHSs are secondary schools located on a college campus. According to the CDE, “these schools offer challenging academic programs designed to serve high-potential, high-risk students. MCHSs feature effective support services, small class size, and the opportunity for students to concurrently take some college classes at typically minor cost to the student.”

MCHSs operated by school districts must offer at least 180 days of instruction per year. All students in grades 9-12 must be offered at least 64,800 instructional minutes each year. In addition, students must be scheduled for at least the minimum school day in order for a day to count as a day of instruction. Current law exempts an MCHS operated by school districts from the 240-minute minimum school day requirement for students that are concurrently enrolled. Current law provides that a minimum school day for a MCHS student is 180 minutes if the

student is a special part-time student enrolled in a community college under specified provisions, or the student is enrolled in grades 11 or 12 and is also enrolled part-time in classes at CSU or UC campuses.

Charter MCHSs must offer students at least 175 instructional days. Similar to school districts, all 9-12 grade students in charter MCHS must be offered at least 64,800 instructional minutes per year and at least 80% of the instructional time offered by the charter school must be at the school site to generate classroom based attendance. For charter MCHS, current law reduces the minimum 80% instructional time scheduling requirement in order to generate classroom based attendance to 50% if the student is a special part-time student enrolled in a community college under specific provisions, or the student is in grades 11 or 12 and is also enrolled part-time in classes at the CSU or the UC campuses. For students that are enrolled at a charter MCHS and not enrolled in courses of a CSU, a UC, or as special part time students at a community college under specified provisions, current law reduces the minimum 80% instructional time scheduling requirement to 67% in order to generate classroom based attendance.

***Instructional time requirements and generating ADA for apportionment.*** Current law establishes instructional time requirements for students in grades K-12. Current law also specifies minimum day requirements for dually enrolled students. In order to generate a full apportionment for a school district, an student must be offered school for the minimum day. Current law permits ECHS and MHCS students of a school district who are enrolled in part-time courses to have a minimum day of 180 minutes (240 minutes in traditional grade 9-12 schools) and generate a maximum of one full ADA. Current law prohibits a community college and school district from both counting a community course taken by a high school student to count toward time and apportionment requirements. The minimum day requirements for students dually enrolled in a school district and on a part-time basis in a CSU, UC, or CCC setting are as follows:

- *Grades 11 and 12 Enrollment in CSU or UC where not enrolled in an ECHS and MCHS:* For students in grades 11 and 12 that are not enrolled in an ECHS or MCHS but are enrolled part-time in classes of a CSU or UC, the minimum day is 180 minutes. Students who are scheduled for 180 minutes generate three-quarters of an ADA.
- *Grades 9-12 enrollment in CCC where not enrolled in an ECHS or MCHS:* For students in grades 9-12 that are not enrolled in an ECHS or MCHS but are enrolled as special part-time students at a CCC, the minimum day per is 180 minutes. Students who are scheduled for 180 minutes generate a maximum three-quarters of an ADA.
- *Enrollment in Grades 11 and 12 non-charter ECHS or non-charter MCHS and enrolled in CSU or UC:* For students in grades 11 and 12 that are enrolled in a non-charter ECHS or non-charter MCHS and are enrolled part time in courses of a CSU or UC, the minimum day is 180 minutes. Students who are scheduled for at least 180 minutes of instructional time that meets statutory instructional time requirements generate a maximum of one full ADA.
- In addition, current law specifies that the governing board of a school district that maintains an ECHS or MCHS may schedule classes in these schools so that students dually enrolled part-time in courses of a CCC, CSU, or UC and a non-charter ECHS or non-charter MCHS attend classes at the non-charter ECHS or non-charter MCHS for at least 900 instructional

minutes during any five-school day period or 1,800 instructional minutes during any 10-school day period.

- *Enrollment in a non-charter ECHS or non-charter MCHS and CCC:* For students that are enrolled in a non-charter ECHS or non-charter MCHS and are enrolled as special part-time students at a CCC, the minimum day is 180 minutes. Non-charter ECHS or non-charter MCHS students who are dually enrolled in a CCC and scheduled for at least 180 minutes of instruction that meets the statutory instructional time requirements generate a maximum of one full ADA.
- In addition, current law specifies that the governing board of a school district that maintains an ECHS or MCHS may schedule classes in these schools so that students dually enrolled part-time in courses of a community college, CSU, or UC and a non-charter ECHS or non-charter MCHS attend classes at the non-charter ECHS or non-charter MCHS for at least 900 instructional minutes during any five-school day period.
- *Enrollment in a non-charter ECHS or non-charter MCHS where not enrolled in CSU, UC or CCC:* For students enrolled in a non-charter ECHS or non-charter MCHS that are not enrolled part-time in courses of a CSU or UC or as special part-time students at a CCC, the required minimum day is 240 minutes.

School District Conditions	Required Days	Required Minutes	Minimum Daily Instructional Minutes Requirement								
Applicable to all school districts	180	<table border="0"> <tr> <td>K</td> <td>36,000</td> </tr> <tr> <td>1-3</td> <td>50,400</td> </tr> <tr> <td>4-8</td> <td>54,000</td> </tr> <tr> <td>9-12</td> <td>64,800</td> </tr> </table>	K	36,000	1-3	50,400	4-8	54,000	9-12	64,800	<p>School districts have minimum day requirements by law.</p> <p>A day that doesn't meet these requirements is not considered an instructional day.</p> <p>Grades 9-12: 240 minutes</p> <p>ECHS &amp; MHCS: 180 minutes (dual enrollment)</p> <p>ECHS &amp; MHCS: 240 minutes (non-dual enrollment)</p>
K	36,000										
1-3	50,400										
4-8	54,000										
9-12	64,800										

Charter Schools	Required Days	Required Minutes	Minimum Daily Instructional Minutes Requirement
Applicable to all charter schools	175	K 36,000 1-3 50,400 4-8 54,000 9-12 64,800	Charter schools do not have minimum day requirements by law.  However, charter schools do have annual day and minute requirements.

**Are Early and Middle Colleges programs or schools?** Over the last several years, an unknown number of Early College programs and Middle College programs were established. These *programs*, rather than *schools*, appear to be operating as programs within an existing high school. ECHSs and MCHSs are specified in existing law, and are authorized to provide a reduced number of instructional minutes in order to accommodate a fraction of the student’s time for their enrollment and participation in college courses, while still receiving a full apportionment for the school district or charter school maintain the ECHS or MCHS. It is unclear how many Early College programs and Middle College programs are utilizing this instructional time and ADA authorization for ECHSs and MCHSs. Because Early College programs and Middle College programs may not be standalone schools, their accountability metrics may be included in their larger high school’s results.

This bill seeks to explicitly extend the instructional time and ADA authorization to Early College programs and Middle College programs.

**Audit Guide requirements.** The current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide) procedures for the 2023-24 Audit Guide require auditors to test compliance for attendance generated in EHCSs and MCHSs in Section N (for school districts), and Section BB (for charter schools). From the 2023-24 Audit Guide:

N. MIDDLE OR EARLY COLLEGE HIGH SCHOOLS

1. Determine if the school district has a school that meets the definition of a middle college high school as described in EC 11300 or early college high school as described in EC 11302.
2. Select a representative sample of pupils and determine if those pupils met the instructional time and enrollment conditions set forth in EC section 46146.5 or 46160(a)(2).
3. State in a finding the number(s) of inappropriately reported units of ADA, by grade span, identified through the foregoing audit procedures and an estimate of their dollar value.

The proposed 2024-25 Audit Guide procedures will include an update to specify that attendance generated in either a school or program is checked in the annual audit pending official adoption by the Education Audit Appeals Panel (EAAP) of the 2024-25 audit guide later this spring.

**The Budget Act of 2023 provided funding to support dual enrollment.** The Budget Act of 2023 (Chapter 52, Statutes of 2022) included two proposals to support dual enrollment. The Golden



State Pathways Program is a new competitive grant program intended to improve college and career readiness. Grantees will be required, as it relates to dual enrollment, to provide high school students to a program that includes the opportunity to earn at least 12 college credits; provide articulated pathways from high school to postsecondary education and training that are aligned with regional workforce needs, and collaborate with other entities—such as institutions of higher education and employers—to increase the availability of college and career pathways that address regional workforce needs. Of the \$500 million allocated for the program, at least \$425 million is to be used for implementation grants to support grantees to collaborate with their program partners, up to \$50 million is for regional consortium development and planning grants (for grantees to collaboratively plan with their program partners), and up to \$25 million can be used for CDE to contract with up to ten LEAs to provide technical assistance to grantees.

The 2023 Budget Act also included \$200 million for the Dual Enrollment Funding Opportunity Program, a competitive grant program aimed at increasing programs that provide high school students with access to college-level courses. Of this amount, \$100 million is available for LEAs to apply for one-time grants of up to \$250,000 for planning and starting up middle and early college high schools on K-12 school sites. This funding opportunity is available to ECHSs, MCHS, Early College programs, and Middle College programs. The remaining \$100 million is available for one-time grants of up to \$100,000 to establish College and Career Access Pathways (CCAP) agreements that allow students to take some community college courses at their high school. Priority will be given to LEAs with at least half of their student population consisting of English learner students, as well as those that have higher than the state average rates of high school dropouts, suspensions or expulsions, child homelessness, foster youth, or justice-involved youth.

**Dual Enrollment.** According to the United States Department of Education's Institute of Education Sciences Transition to College, What Works Clearinghouse Report of February 2017, dual enrollment programs allow high school pupils to take college courses and earn college credits while still attending high school. Historically, dual enrollment targeted higher-achieving students through Advanced Placement exams or attending community college to take advanced courses after the student had exhausted courses offered at their high school campus. However, within the last decade, policymakers and educators have utilized dual enrollment as a strategy to help more students earn college credit and ease the transition to college.

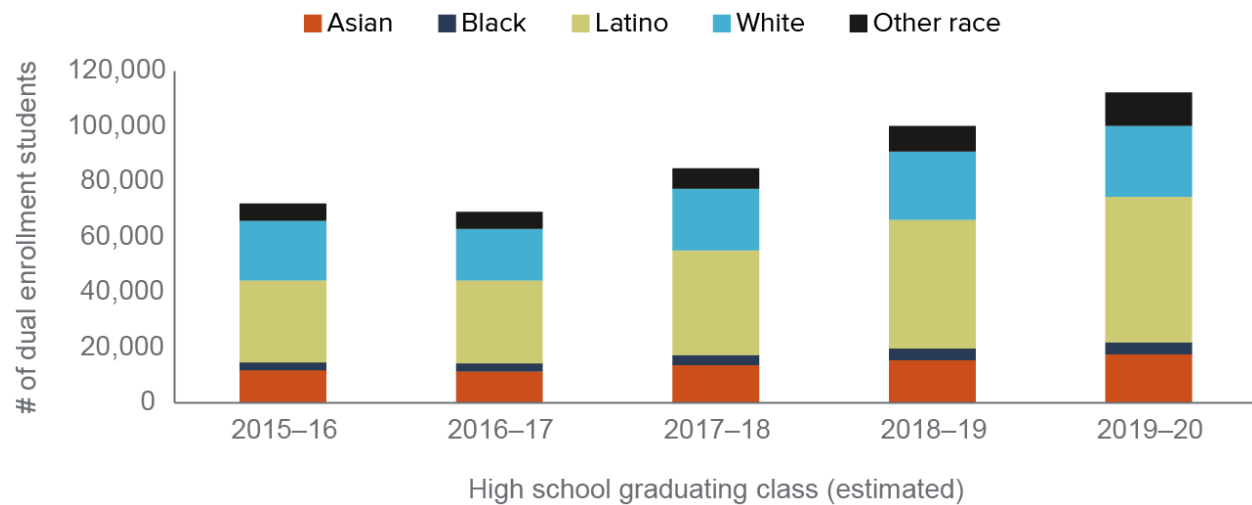
Such programs also referred to as concurrent enrollment, dual credit, or early college programs, are designed to increase college access and degree attainment, especially for students typically underrepresented in higher education. According to the report, dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms:

- 1) Allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to them as high school pupils (this could reduce the need for developmental coursework);
- 2) Students who accumulate college credits early and consistently are more likely to attain a college degree; and
- 3) Many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

In August 2019, the National Center for Education Statistics published findings from the *High School Longitudinal Study of 2009*. The data collected represented a cohort national study of the course taking behavior of high school students from 2009 to 2013. The study found that 89% of high schools in the nation offer dual enrollment programs, but only 11% of students participated in dual enrollment programs. Recent research from the UC Davis Wheelhouse in collaboration with the California Education Lab and Policy Analysis for California Education, found California has not only exceeded the national average of dual enrolment participation but has increased dual enrollment participation from 11.3% in 2015-2016 to 18.2% in 2018-19.

According to a 2021 policy brief from The Public Policy Institute of California (PPIC), *Dual Enrollment in California*, more than 112,000 California high school students graduating in the 2019–20 school year participated in dual enrollment—an increase of 56% from 2015–16. The growth is attributed in part to the authorization of CCAPs in 2016 and higher Latino student participation. After high school, students who participated in dual enrollment enroll at two- and four-year colleges at higher rates compared to all high school graduates.

Figure 2: Participation in Dual Enrollment at Community Colleges has Been Growing



Source: PPIC

In California, high school students or their parents can petition their school board for permission to attend college courses on a college campus for dual credit via traditional dual enrollment or a CCAP partnership agreement. Figure 3 highlights the major difference between these two types of dual enrollment.

Figure 3: Two Major Types of Dual Enrollment in California

	Traditional Dual Enrollment	College and Career Access Pathways
Target Population	Typically advanced high school students who are college bound.	High school students “who may not already be college bound or who are underrepresented in higher education.”
Location of Classes	Typically a CCC campus.	Typically a high school campus.

Instructor	Regular CCC faculty.	High school teachers meeting CCC faculty qualifications or regular CCC faculty.
CCC Apportionment Funding	College can claim only if class is open to the general public.	College can claim even if class is restricted to high school students.
Enrollment Fee	Colleges may charge students (though fee typically is waived).	Colleges are prohibited from charging students.
Textbooks and Supplies	Students generally are required to purchase.	Schools/colleges must provide to students free of charge.
Number of CCC Districts Participating	All 72 local CCC districts.	51 CCC districts with local agreements (2020).
Minimum Instructional Hours Per Day for High Schools to Claim ADA Funding	Four hours.	Three hours.
ADA = average daily attendance.		

Source: Legislative Analyst's Office

**Related legislation.** AB 2588 (Chen) of the 2023-24 Session would require the CDE to conduct a study regarding the participation, performance, and outcomes of college readiness programs including, but not limited to, international baccalaureate, advanced placement, dual and concurrent enrollment, ECHS, MCHS, and career and technical education.

AB 2617 (Holden) of the 2021-22 Session would have established a grant program administered by the CDE for the purpose of increasing participation in dual enrollment programs at designated LEAs. This bill was held in the Senate Appropriations Committee.

AB 181 (Committee on Budget), Chapter 52, Statutes of 2022, included funding for two programs to support dual enrollment: \$500 million for the Golden State Pathways Program, and \$200 million for the Dual Enrollment Funding Opportunity Program, a competitive grant program aimed at increasing programs that provide high school students with access to college level courses.

AB 2364 (Holden), Chapter 299, Statutes of 2016, requires a community college district to exempt all special part-time students, as specified, from nonresident fees and allows these students to be reported as resident FTES to receive associated state apportionments.

**Arguments in support.** The Kern County Superintendent of Schools Office writes, “AB 2019 (Fong) would expand access to college level courses and expose students who historically have been underrepresented in college enrollment to be introduced to post-secondary opportunities and build their confidence and familiarity with college level courses. Evidence suggests that students enrolled in dual enrollment courses are more likely to pursue a college degree. Furthermore, AB 2019 (Fong) aims to streamline pathways by removing barriers promoting collaboration between high schools and community colleges, prepare students for college and the workforce, and finally, promotes equity and inclusion to ensure underrepresented students receive the supports they need to attend and be successful in college.”

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

Alameda County Office of Education  
California Association of School Business Officials (CASBO)  
California Association of Suburban School Districts  
California County Superintendents  
California High School District Coalition  
Cerro Coso Community College  
Kern County Superintendent of Schools Office  
Office of The Riverside County Superintendent of Schools  
Sierra Sands Unified School District

**Opposition**

None on file

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