

Date of Hearing: April 10, 2019

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 1729 (Smith) – As Introduced February 22, 2019

SUBJECT: Pupils: attendance at community college

SUMMARY: Extends inoperative dates for the prohibition of certain community course enrollments from being counted toward the 5 percent limitation of K-12 pupils per grade level allowed to be recommended for community college summer attendance. Specifically, **this bill:**

- 1) Prohibits for the 5 percent limitation of K-12 pupils per grade level allowed to be recommended for community college summer attendance, if the course in which the pupil is enrolled:
 - a) Is part of a College and Career Access Pathways (CCAP) program in which a majority of the pupils served are unduplicated for the purposes of the local control funding formula,
 - b) Meets one of the following criteria:
 - i) The course is a lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University
 - ii) The course is a college-level, occupational course for credit assigned a priority code of “A,” “B,” or “C,” pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence
- 2) Prohibits all physical education community college course enrollment of K-12 students from being counted toward the 5 percent limitation of pupils in any particular grade level allowed to be recommended for community college summer attendance.

EXISTING LAW:

- 1) Permits the governing board of a school district to determine which pupils would benefit from advanced scholastic or vocational work and authorize those pupils, upon recommendation of the principal of the pupil’s school of attendance, and with parental consent, to attend a community college during any session or term as special part-time or full-time students and to undertake one or more courses of instruction offered at the community college level.
- 2) Requires the governing board of a school district, if it denies a request for a special part-time or full-time enrollment at a community college for any session or term for a pupil who is identified as highly gifted, to issue its written recommendation and the reasons for the denial within 60 days.

- 3) Requires a pupil to receive credit for community college courses that he or she completes at the level determined appropriate by the governing boards of the school district and community college district.
- 4) Permits the principal of a school to recommend a pupil for community college summer session only if that pupil meets all of the following criteria:
 - a) Demonstrates adequate preparation in the discipline to be studied
 - b) Exhausts all opportunities to enroll in an equivalent course, if any, at his or her school of attendance.
- 5) Prohibits a principal, for any particular grade level, from recommending for community college summer session attendance more than 5 percent of the total number of pupils who completed that grade immediately before the time of the recommendation.
- 6) Prohibits for the 5 percent limitation of pupils allowed to be recommended for community college summer attendance if the course in which the pupil is enrolled:
 - a) Is part of a College and Career Access Pathways (CCAP) program in which a majority of the pupils served are unduplicated for the purposes of the Local Control Funding Formula (LCFF),
 - b) Meets one of the following criteria:
 - i) The course is a lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University
 - ii) The course is a college-level, occupational course for credit assigned a priority code of "A," "B," or "C," pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence
 - c) And the high school principal who recommends the pupil for enrollment provides the Chancellor of the California Community Colleges, upon the request of that office, with the data required.
- 7) Requires, on or before March 1 of each year, the Chancellor of the California Community Colleges to report to the Department of Finance the number of pupils recommended who enroll in community college summer session courses and who receive a passing grade.
- 8) Prohibits the Board of Governors of the California Community Colleges from including enrollment growth related to this section of law as part of its annual budget request for the California Community Colleges.
- 9) Requires that numbers 6, 7, and 8, above, become inoperative on January 1, 2020.

FISCAL EFFECT: Unknown.

COMMENTS:

Need for the bill. According to the author, “Dual enrollment is a great opportunity for high school students to take rigorous courses, get ahead on college credits, and can even set students on a path to graduate early. Studies show that the more exposure a student has to higher education, particularly with on-campus experiences, the more likely these students are to get on a successful college track. AB 1729 will allow more high school students to participate in dual enrollment programs on community college campuses during the summer session.”

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.

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.
- 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.

A program evaluation of a three-year study tracking outcomes for thousands of students across California shows that career-focused dual enrollment programs can provide important benefits for those who are underachieving and underrepresented in higher education. According to a July 2012 paper from the Community College Research Center, Teachers College at Columbia University, “Broadening the Benefits of Dual Enrollment Reaching Underachieving and Underrepresented Students with Career-Focused Programs” those that participated in dual enrollment were, on average, more likely to graduate from high school, more likely to transition to a four-year college (rather than a two-year college), less likely to take basic skills courses in college, more likely to persist in postsecondary education, and accumulating more college credits than comparison students.

“Dual enrollment provides high school students with an early college experience that can help them improve their academic and nonacademic skills, help them understand what will be required of them in college, and encourage future college attendance by showing them that they are indeed capable of doing college work.”

College and Career Access Pathways Partnership (CCAP). Community college districts have several statutorily authorized methods by which apportionment can be claimed for minors

enrolled by the district. However, a variety of conditions must be met by CCC districts that admit special part-time students.

In an effort to expand the availability of dual enrollment programs to a broader range of students, AB 288 (Holden) Chapter 618, Statutes of 2015, created another category of special admit options, the CCAP. The intent of this new pathway was to serve lower achieving students in an effort to reduce remediation, increase degree completion, decrease time to degree, and stimulate interest in higher education among high school students who may not already be college bound or who are underrepresented in higher education.

Prior and related legislation. AB 30 (Holden) of this session proposes to streamline the process for developing CCAP partnerships, in part by: changing the conditions of how CCAP partnership agreements may be adopted; authorizing high school pupils to complete only one community college application for the duration of their attendance; changing the due date the California Community Colleges (CCC) Chancellor submits the CCAP partnership summary report; and, extending the sunset of the CCAP partnership. This bill is pending before this Committee.

AB 288 (Holden), Chapter 618, Statutes of 2015 authorizes the governing board of a community college district (CCD) to enter into a CCAP partnership with the governing board of a school district, in its immediate service area, with the goal of developing seamless pathways from high school to California Community Colleges (CCC) in order to offer or expand dual enrollment opportunities for students who may not be college bound or who are underrepresented in higher education; and, outlines the conditions that must be met prior to the adoption of the CCAP agreement. Requires, on or before January 1, 2021, the CCC Chancellor to report to the Legislature, an evaluation of the CCAP partnerships, an assessment of trends in the growth of special admits system-wide and by campus, and, based upon the data collected recommendations for program improvements.

REGISTERED SUPPORT / OPPOSITION:

Support

None on file.

Opposition

None on file.

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