

Date of Hearing: April 18, 2017

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 1533 (O'Donnell) – As Amended April 6, 2017

SUBJECT: Pupil instruction: College Promise Partnership Act

SUMMARY: Removes the June 30, 2017 sunset date on the Long Beach College Promise Partnership Act, thereby allowing this program to continue indefinitely.

EXISTING LAW:

- 1) Authorizes the Long Beach Community College District (LBCCD) and the Long Beach Unified School District (LBUSD), until June 30, 2017, to enter into a partnership regarding concurrent enrollment (also referred to as dual enrollment), to provide participating students with an aligned sequence of high school and college coursework leading to "capstone college courses"—either (a) lower-division for credit courses transferable to the California State University (CSU) or University of California, or (b) college-level, occupational courses that are a part of a sequence of career technical education (CTE) courses leading to a degree or certificate. (Education Code Sections 48814 and 76003 et al.)
- 2) States that the purpose of the partnership is to provide a seamless bridge to college for pupils not already college bound and to reduce the time needed for advanced students to complete programs.
- 3) Requires the LBCCD to annually report to the California Community College (CCC) Chancellor's Office regarding moneys used for the partnership and to provide an independent evaluation of the partnership to the Chancellor's Office and the Legislature by December 30, 2016.
- 4) Authorizes the LBCCD to admit any student participating in the partnership, and authorizes, for purposes of receiving state apportionments, the LBCCD to include high school pupils who attend a community college within the district and participate in the partnership, provided that no school district has received reimbursement for the same instructional activity.
- 5) Authorizes LBCCD to assign priority for enrollment and course registration to any of the following:
 - a) Students pursuing and making satisfactory academic progress toward a degree, certificate, transfer, or basic skills objective;
 - b) Students pursuing and making satisfactory academic progress, pursuant to an approved individual education plan, toward a career development objective; and,
 - c) Students participating in the partnership.

FISCAL EFFECT: According to the Assembly Appropriations Committee analysis of original authorizing legislation, no direct state costs. Any additional costs to LBCCD and LBUSD will not be state-reimbursable, as continued operation of the partnership is permissive. To the extent

participation in the partnership results in students more quickly completing their educational goals, the college, and other students seeking courses at the college, will benefit from these efficiencies.

COMMENTS:

Background and Purpose. Concurrent, or dual, enrollment refers to the practice of allowing students to take college courses and earn college credit while still in high school. Concurrent enrollment has historically been used by academically advanced high school students who were likely to attend college anyway. In recent years, regionally-based programs have been developed to target student populations less likely to attend college. These programs often blend high school and college coursework to allow students to simultaneously earn a high school diploma and credit toward a college degree.

Since 1994, the Long Beach Educational Partnership has worked to provide a “seamless education” for Long Beach students from preschool to graduate school. In 2008, the Partnership, with the support and commitments of LBUSD, LBCCD, and California State University Long Beach (CSULB), implemented the Long Beach College Promise, providing all LBUSD students a guarantee of the opportunity to receive a college education, by offering concurrent enrollment opportunities, a tuition free semester at LBCCD, guaranteed college admission, early and continued outreach, and multiple pathway support.

SB 650 (Lowenthal), Chapter 633, Statutes of 2011, which established the Long Beach Promise Program in statute as a pilot program, allowed LBCCD to deviate from existing concurrent enrollment requirements in two significant ways. First, the district was authorized to provide priority enrollment to participating students. Second, the program was not subject to summer term enrollment caps and requirements of pupils to first obtain a recommendation for participation from their high school principal, and instead required these pupils to obtain parental consent and to complete the augmented California Standards Test. Students in the program also would receive enhanced counseling services. This bill eliminates the pending, June 30 sunset date on the provisions of this program.

Evaluation Report. SB 650 required LBCCD to contract for an independent evaluation of the pilot program, which was released in February 2017. This evaluation examined both qualitative and quantitative aspects of the promise program through interviews and analysis of data. The report documents many of experiences and lessons learned by staff of both districts during implementation. Some of the major conclusions of this report are summarized below:

- SB 650 has allowed LBCCD and LBUSD to bridge their institutions' efforts to successfully transition students from high school to college. Both institutions recognize that the steps to college success go outside the boundaries of their own institution. SB 650 compelled faculty at both institutions to get down to the curricular level in order to map the alignment of courses.
- Though SB 650 was enacted in the fall of 2011, due to the ongoing state budget crisis, LBCCD was unable to support the new program for several years. Implementation began in 2013-14, and the cohort of students participating in dual enrollment in spring 2016, which was afforded priority enrollment in open, for-credit courses, was considered as the first SB 650 cohort.

- While previously dual enrollment numbered around 50-80 students, the district anticipates that the summer 2017 cohort will consist of 500-1,000 students.
- Students participating in the program reported numerous benefits, including gaining familiarity with the college campus, entering college with some credits already earned, developing relationships with other students and professors, gaining experience with the college classroom setting and college expectations. Students also reported that the experience made them take college more seriously and provided additional confidence in becoming full-time LBCC students.
- In general, students in dual enrollment have outperformed other students, in terms of preparation for college, successful completion of college-level English and math and completing 25 transferable units in their first year, and earning a degree, certificate, or transferring to a four-year school within four years of graduation.

Promise Programs Expanding. As part of the 2016-17 Budget Act, the Legislature provided \$15 million in one-time competitive grants for establishing or expanding CCC promise programs. A budget trailer bill, AB 1741 (Rodriguez), was the implementing legislation for the grant program. Upon receiving and evaluating grant applications, the CCC Chancellor's Office, which is administering the program, recommended 14 districts to receive grants of either \$1.5 million (for multiple colleges within a district) or \$750,000 (for single-campus districts or for a single campus within a multi-college district). These grants were awarded by the CCC Board of Governors last month, and LBCCD was one of the recipients. As determined by the Chancellor's Office and the BOG, the successful applicants were those districts who best demonstrated how their promise program would meet the following goals:

- 1) Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school.
- 2) Increase the percentage of high school graduates within the region who are placed in college-level Math and English at a public postsecondary university in California.
- 3) Increase the percentage of students from the region who: earn associate degrees or career technical education certificates; successfully transfer from a community college to UC or CSU; graduate with a bachelor's degree.
- 4) Reduce and eliminate achievement gaps for students from groups that are underrepresented in postsecondary education.

Comment. Given that LBUSD and LBCC have had several years to implement their partnership programs, including the provisions of SB 650, their experiences can benefit the many other such partnerships getting under way throughout the state. Continuing the modest administrative flexibility provided to Long Beach through SB 650 seems like a reasonable approach, in part to ascertain whether such provisions should be extended in the future to other partnerships as they mature.

Amendment. With the pending June 30, 2017 sunset date, the author is asking the committee to adopt an urgency clause to the bill.

Prior Legislation.

- 1) AB 288 (Holden), Chapter 618, Statutes of 2015, authorized community college districts and school districts, until 2022, to enter into and operate College and Career Access Pathways (CCAPs), for purposes of offering or expanding dual enrollment opportunities for students who may not be college bound or who are underrepresented in higher education. Students participating in a CCAP are can receive priority enrollment, as specified.
- 2) AB 526 (Holden), Chapter 431, Statutes of 2016, clarified that student participating in a CCAP are not included in the summer session concurrent enrollment cap.

REGISTERED SUPPORT / OPPOSITION:

Support

City of Long Beach
Long Beach City College
Long Beach Unified School District

Opposition

None on file.

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