

Date of Hearing: April 7, 2015

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 889 (Chang) – As Amended March 24, 2015

**[Note: This bill is doubled referred to the Assembly Education Committee and will be heard as it relates to issues under its jurisdiction.]**

**SUBJECT:** Concurrent enrollment in secondary school and community college

**SUMMARY:** Authorizes the governing board of a school district to authorize a pupil to attend a community college during any session or term as a special part-time or full-time student to undertake one or more science, technology, engineering or mathematics (STEM) courses offered at the community college, if said pupil has exhausted all other opportunities to enroll in an equivalent course at the high school of attendance; and, authorizes the governing board of a community college district to enter into a formal partnership with a school district or school districts located within its immediate service area to allow high school pupils to enroll in a community college STEM course if they have exhausted all opportunities to attend elsewhere. Specifically, **this bill:**

- 1) Expresses that it is the intent of the Legislature that this measure provide a smoother transition from high school to college for pupils by providing them with greater exposure to the collegiate atmosphere and to maximize the educational opportunities available to the state's high school pupils by encouraging programs and partnerships between school districts and community college districts.
- 2) Authorizes the governing board of a school district to allow a pupil, upon recommendation of the pupil's principal, and with parental consent, to attend a community college during any session or term as a special part-time or full-time student in order to take one or more STEM courses offered at the community college if that pupil has exhausted all opportunities to enroll in an equivalent course at his/her high school, or at an adult education program, continuation school, regional occupational center or program, or any other program offered by that school district.
- 3) Defines "STEM" to mean a course in science, technology, engineering, or mathematics.
- 4) Specifies that the governing board of a community college district may enter into a formal partnership with a school district or districts located within its immediate service area in order to provide high school pupils who have exhausted all opportunities to enroll in an equivalent STEM course at the high school of attendance, adult education program, continuation school, regional occupational center or program, or any other program offered by the school district, with the opportunity to benefit from a STEM course.
- 5) Specifies that a high school pupil, upon notification from his/her principal that he/she has exhausted all opportunities to enroll in an equivalent course at the high school or attendance, adult education program, continuation school, regional occupational center or program, or any other program offered by the school district, and with parental consent if the pupil is under the age of 18, may attend a community college during any session or term as a special part-time or full-time student.

- 6) Requires that a community college districting participating in the partnership, shall adopt a partnership agreement with each school district partner and that the agreement shall be approved by the governing boards of the community college district and the school district.
- 7) Specifies that prior to the governing boards of the community college district and the school district formally adopting the partnership agreement, both boards, at a regularly scheduled open public hearing of their respective governing boards, shall take public testimony and approve or disapprove the proposed partnership agreement.
- 8) Stipulates that the partnership agreement shall outline the terms of the partnership and may include, but not necessarily be limited to, the scope, nature, and schedule of the STEM courses offered, the academic readiness of pupils that is necessary for them to benefit from the STEM courses offered, and the ability of pupils to benefit from those courses; and, specifies that the agreement may establish protocols for information sharing and joint facilities use.
- 9) Stipulates that a copy of the agreement must be filed with the California Department of Education (CDE) and the California Community Colleges (CCC) Chancellor's Office (CCCCO) before the start of a partnership program.
- 10) Specifies that a pupil shall receive credit for community college courses that he/she completes at the level determined to be appropriate by the governing boards of the school and community college district, as specified.
- 11) Stipulates that a community college district shall not receive a state allowance or apportionment for an instructional activity for which a school district has been, or shall be, paid an allowance or apportionment; and, the attendance of a pupil at a community college as a special part-time or full-time student, as specified, is authorized attendance for which the community college shall be credited or reimbursed, as specified, provided that no school district has received reimbursement for the same instructional activity.
- 12) Specifies that credit courses completed shall be at the level determined to be appropriate by the governing boards of the community college and school districts, per the partnership agreement.
- 13) Allows a special part-time student to enroll in up to, and including, 11 units per semester, or the equivalent thereof, at the community college he/she attends.
- 14) Specifies that the governing board of a community college district may assign an enrollment priority to STEM partnership pupils whom have been admitted as special part-time or full-time students.
- 15) Exempts community college districts and school districts that enter into a STEM partnership from existing concurrent enrollment parameters.
- 16) Requires that for each STEM partnership entered into, the affected community college district and school district shall report annually to the CCCC and CDE all of the following information:

- a) The total number of high school pupils enrolled in each program, classified by the school district;
  - b) The total number of successful course completions of high school pupils enrolled in each program, classified by the school district; and,
  - c) The total number of successful course completions of students in courses equivalent to those courses tracked, as specified, in the general community college curriculum.
- 17) Requires that the STEM partnership program report submitted to the CCCCO and CDE shall be submitted to all of the following:
- a) The Legislature;
  - b) State Superintendent of Public Instruction;
  - c) The governing board of each participating community college district; and,
  - d) The governing board of each participating school district.

**EXISTING LAW:**

- 1) Authorizes the governing board of a school district, upon recommendation of the principal of a student's school of attendance, and with parental consent, to authorize a student who would benefit from advanced scholastic or vocational work to attend a community college as a special part-time or full-time student. Additionally, current law prohibited a principal from recommending, for community college summer session attendance, more than 5% of the total number of students in the same grade level and exempted from the 5% cap a student recommended by his or her principal for enrollment in a college-level summer session course if the course in which the pupil was enrolled met specified criteria. These exemptions were repealed on January 1, 2014 (Education Code Section 48800, et seq.).
- 2) Requires the CCCCO to report to the Department of Finance 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, current law 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 (EC Sections 76001 and 76002).

**FISCAL EFFECT:** Unknown

**COMMENTS:** *Concurrent enrollment background.* Concurrent enrollment provides pupils the opportunity to enroll in college courses and earn college credit while still enrolled in high school. Currently, a pupil is allowed to concurrently enroll in a CCC as a "special admit" while still attending high school, if the pupil's school district determines that the pupil would benefit from "advanced scholastic or vocational work." Special-admit students have typically been advanced pupils wanting to take more challenging coursework or pupils who come from high schools

where Advanced Placement or honors courses are not widely available. Additionally, programs such as middle college high schools and early college high schools use concurrent enrollment to offer instructional programs for at-risk pupils that focus on college preparatory curricula. These programs are developed through partnerships between a school district and a CCC. During summer session at a CCC, principals are limited to recommending no more than 5% of their pupils in each grade level to enroll at a CCC during a summer session. Existing law provides certain exemptions to this process (as aforementioned in current law above). These exemptions expired on January 1, 2014.

*Need for the bill.* According to the author's office, "Students that pursue degrees in STEM often have the longest time to graduation. Where a student studying history may graduate in the traditional 4-years, a student studying to become an engineer will often graduate in 5 or 6 years. Part of the delay for graduation has been caused by a decrease in course availability, specifically in what are known as "bottleneck" courses; courses that many students require for their respective majors but only a small portion can take at a time. Demand for STEM related fields are increasing and are expected to grow by 19 percent over the next decade. The longer students are waiting for impacted STEM courses in college, the longer it will take to fill these jobs."

The author contends that the current limit placed on the number of students allowed to concurrently attend a CCC while also being enrolled in a public high school continues to create obstacles for, "high achieving students that would otherwise be able to create an opportunity for a smooth transition from high school to college while simultaneously fulfilling requirements for their undergraduate degree."

*How many?* According to the CCCCO's statutorily required report on special admit enrollments: 26,604 (the most recent data available to date) special admit students were claimed systemwide, in summer 2013, with 22,432 of the students successfully completing and passing their courses. The summer 2013 numbers have slightly increased when compared to the previous last couple of years; however, the 2013 numbers remain significantly lower when compared to summer 2007, when of the 68,708 special admit students claimed systemwide, 53,387 successfully completed and passed their courses.

*Committee consideration.* Nothing in current law precludes a high school pupil from being able to concurrently enroll in STEM specific community college courses. This measure will allow community college districts to potentially remove the low enrollment priority given to concurrently enrolled high school pupils if they are part of the STEM partnership and seeking to enroll in a STEM community college course. There are many community college STEM courses that are impacted; placing traditional college students on wait lists in order to obtain said courses - should high school pupils seeking to obtain the same courses potentially have priority status over that of a traditional college student?

Should this measure pass out of this Committee, the author may want to consider amending this measure in order to not give the governing board of a community college authority to allow high school students who are part of the STEM partnership program enrollment priority.

*Conflicting legislation.* AB 288 (Holden) and AB 542 (Wilk), which will both be heard today by this Committee, seek to amend and address some of the same code sections as this measure, addressing special part-time or full-time students and early and middle college high school students.

Staff recommends, should all the measures pass out of this Committee, that they eventually be amended to address potential chaptering out issues.

*Related Legislation.* There have been many bills introduced in the last several years that attempt to address concurrent enrollment and the 5% cap, including, but not limited to the following bills: AB 1451 (Holden), of 2014, which was held on the Senate Appropriations Committee Suspense file, was similar in nature to this measure. AB 1540 (Hagman), of 2014, which was held on the Assembly Appropriations Committee Suspense file, would, among other things, specify that the governing board of a school district may authorize a pupil, at the recommendation of a community college dean of a computer science department or another appropriate community college computer science administrator, and with parental consent, to attend a community college during any session or term as a special part-time or full-time student and to undertake one or more computer science courses offered at the community college. AB 2352 (Chesbro), of 2014, which was held on the Senate Appropriations Committee Suspense file would, among other things, remove early and middle college high school students concurrently enrolled at a CCC from receiving low priority admission status. AB 160 (Portantino), of 2011, which was held on the Senate Appropriations Committee Suspense file, removed certain restrictions on concurrent enrollment and authorized school districts to enter into partnerships with CCC districts to provide high school pupils opportunities for advanced scholastic work, career technical or other coursework at CCC campuses. AB 230 (Carter), Chapter 50, Statutes of 2011, exempted a pupil attending a middle college high school from the requirement that CCC governing boards assign a low enrollment priority to concurrent enrollment students if that pupil is seeking to enroll in a CCC course that is required for the pupil's middle college high school program. SB 1437 (Padilla), Chapter 718, Statutes of 2008, extended the sunset date from January 1, 2009 until January 1, 2014 for which this bill seeks to further extend the sunset. SB 1303 (Runner), Chapter 648, Statutes of 2006, exempted from the specified 5% cap on CCC summer session enrollment, a pupil recommended by his or her principal if the pupil met specified criteria.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

California Catholic Conference, Inc.  
California Chamber of Commerce  
Computer Science Teachers Association  
Ed Voice  
Rural County Representatives of California  
25 Individuals

### **Opposition**

None on file.

**Analysis Prepared by:** Jeanice Warden / HIGHER ED. / (916) 319-3960