

ASSEMBLY THIRD READING

AB 102 (Holden)

As Amended January 3, 2022

Majority vote

SUMMARY

Authorizes county offices of education (COE) to enter into College and Career Access Pathways (CCAP) partnerships with the governing board of California Community College (CCC) districts, removes two sunset dates related to CCAP partnerships.

Major Provisions

- 1) Removes sunset date of January 1, 2027 and indefinitely enables students who enroll in specified CCAP partnerships courses and other specified college courses during the summer to be indefinitely exempt from the statutory 5% summer college – course student enrollment cap.
- 2) Adds COE to the list of partners with whom a CCC may enter into a CCAP partnership agreement for the purpose of offering or expanding dual enrollment opportunities to high school students who may not already be college bound or who are underrepresented in higher education. Requires a COE to comply with the same requirements as a school district when entering into a CCAP partnership agreement with a CCC district.
- 3) Requires the governing board of a COE when entering into a CCAP partnership to do the following:
 - a) Consult with, and consider the input of the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs; and,
 - b) Present, take comments from the public on, and approve or disapprove the CCAP partnership agreement at an open public meeting of the COE governing board meeting.
- 4) Requires the CCAP partnership agreement to identify a point of contact for the participating CCC and the participating COE.
- 5) Clarifies a CCC district may enter into an agreement with a COE outside its service area as long as there exists an established agreement permitting the CCAP partnership between the local CCC and the CCC district seeking the CCAP partnership.
- 6) Stipulates both the CCC district and the COE will comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of teachers and faculty who teach a CCAP partnership course.
- 7) Specifies that the CCAP partnership agreement will include whether the CCC district or COE will be the employer of record for purposes of assignment monitoring and reporting to the COE; and which will assume reporting responsibility pursuant to federal teacher quality mandates.

- 8) Clarifies that any remedial course taught by CCC faculty on a high school campus will be offered to high school pupils who do not meet grade 10 - or 11 - level standards as determined by the COE. These courses will be the result of a collaborative effort between high school and CCC faculty to deliver innovative remediation courses for the purpose of ensuring the student is prepared for college-level work upon graduation.
- 9) Prohibits the duplication of state funding for instructional activity provided to a student participating in a CCAP agreement.
- 10) Clarifies that a high school student, identified as special part-time or full-time students at the CCC, who attends a CCAP agreement course is credited or reimbursed according to Section 48802 or 76002, if the participating COE has not received funding for the same instructional activity.
- 11) Requires the Chancellor of the CCC to annually collect data from the CCC and COE participating in a CCAP partnership. The data shall include:
 - a) The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity; and,
 - b) The total number of CCC courses taken by CCAP partnership participants disaggregated by category and type and by school site; and,
 - c) The total number and percentage of courses successfully completed by CCAP partnership participants disaggregated by course category, type, and by school site; and,
 - d) The total number of full-time equivalent students generated by the CCAP partnership community college district participants; and,
 - e) The total number of full-time equivalent students served online by the CCAP partnership college district participants.
- 12) Removes the sunset date of January 1, 2027 and enables CCAP partnerships to continue indefinitely.
- 13) Makes clarifying and technical changes.

COMMENTS

College and Career Access Pathways Partnerships (CCAP). In 2015, the CCAP partnerships were established as a strategic tool to increase college attendance of under-achieving students by providing them access to college courses while in high school. AB 288 (Holden) Chapter 618, Statutes of 2015, represented an unprecedented policy shift by allowing students, who were under performing, access to remediation courses and other college courses taught by community college faculty on a high school campus. Prior to 2015, dual enrollment was seen as a privilege afforded to students who were either over performing in high school or were attending an alternative Middle College High School or Early College High School.

Not only were the CCAP partnerships a change in policy, but they represent a fundamental change in how dual enrollment is offered to high school students in the state of California.

According to the California Department of Education, a CCAP partnership is an agreement between the governing boards of a school district and a CCC district for the purpose of providing college courses to students who may not already be college bound or who are underrepresented in higher education.

CCAP partnerships represent a streamlined pathway for students to engage with college courses while providing greater flexibility for the participating districts; who in exchange meet a litany of requirements relative to facilities, instructors, reporting and funding restrictions. CCAP are unique agreements from other dual enrollment programs in that the college courses can be offered on a high school campus, participating students are not charged fees, and students can be provided priority enrollment in up to 15 units per semester. According to the Public Policy Institute of California report on "*Dual Enrollment in California*" from October 2021, there are 83 community colleges participating in CCAP agreements.

CCC Chancellor's Office CCAP Report. As required in statute, the CCC Chancellor's Office published a report in April of 2021 on CCAP partnerships. The report found high school dual enrollment grew by 65,720 students in a four year period. In the same four year period participation in CCAP partnerships increased by 60,173 students. Dual enrollment continues to grow and the growth is largely attributed to increased participation in CCAP partnerships.

While the report aligned with other data sources, that dual enrollment in California is growing, disparities in who is participating in dual enrollment continue to persist, specifically among Black, Latinx, and socioeconomically disadvantaged students. While preliminary data from the report indicate that CCAP partnerships serve a more diverse population than other dual enrollment programs, the equity gaps in participation continue to persist. *Moving forward, the author may wish to work with CCCCO and K-12 school districts to ensure that participants in CCAP partnerships reflect the intended population of students and that CCAP partnership reporting requirements reflect the author's intentions.*

The report also provided recommendations to improve CCAP partnerships, specifically highlighting the removal of the sunset provision in Education Code. AB 102 addresses this recommendation and removes the sunset provision to encourage greater participation among community college districts and K-12 districts who may not have wished to participate due to the impending end date.

According to the Author

According to the author, "research has demonstrated that dual enrollment students are more likely to enter college, persist to completion, and graduate. The positive effect of dual enrollment on college degree attainment are more pronounced for low-income students than their more affluent peers. AB 102 ensures that dual enrollment continues to be available to California students, including youth involved in the juvenile justice system, as an approach to close the persistent achievement and equity gap. AB 102 shows a commitment to expanding and improving CCAP. This program yields public savings by reducing the time it takes to earn a college degree and improving the efficiency and effectiveness of higher education.

Arguments in Support

Proponents of AB 102 highlight the value of CCAP partnerships in providing pathways for students to enroll in college credit courses, who otherwise would not be represented in dual admissions. The CCCCO states that, "dual enrollment increases high school graduation rates and preparation for college-level coursework. Participants accelerate completion of college

certificates, degrees, and transfer to four-year colleges and universities, and achieve greater upward socio-economic mobility for themselves and their families. Our initial reporting on CCAP has shown that colleges and high schools are finding CCAPs to be a useful collaboration framework for providing access to college courses, and are serving a higher proportion of Black and Latinx students than non-CCAP dual enrollment. Eliminating the sunset date will allow CCAP programs to continue and reassure CCAP participants that partnerships will be able to continue past 2027".

Arguments in Opposition

None on file.

FISCAL COMMENTS

Unknown ongoing Proposition 98 General Fund (GF) cost pressures in CCC apportionment funding, possibly in the hundreds of thousands of dollars annually, for the CCC to admit additional high school students as part of the CCAP partnership. For example, if 50 additional full-time equivalent students participated statewide, at the current funding rate of \$5,457 per student, costs would be \$272,850. Longer-term cost savings could be generated, however, if student enrollment in CCAP results in fewer students requiring remedial coursework when they enroll in public postsecondary institutions after high school.

VOTES**ASM HIGHER EDUCATION: 12-0-0**

YES: Medina, Choi, Arambula, Berman, Bloom, Gabriel, Irwin, Kiley, Levine, Low, Santiago, Valladares

ASM EDUCATION: 6-0-1

YES: O'Donnell, Bennett, Choi, Lee, McCarty, Quirk-Silva

ABS, ABST OR NV: Chen

ASM APPROPRIATIONS: 15-0-1

YES: Holden, Bigelow, Bryan, Calderon, Luz Rivas, Davies, Fong, Gabriel, McCarty, Levine, Quirk, Robert Rivas, Akilah Weber, Stone, Mullin

ABS, ABST OR NV: Megan Dahle

UPDATED

VERSION: January 3, 2022

CONSULTANT: Ellen Cesaretti-Monroy / HIGHER ED. / (916) 319-3960

FN: 0002093