

Date of Hearing: March 20, 2024

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
AB 2588 (Chen) – As Introduced February 14, 2024

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

**SUBJECT:** College acceleration programs: study

**SUMMARY:** Requires the California Department of Education (CDE) to conduct a study regarding participation, performance, and outcomes of college acceleration programs including, but not limited to, international baccalaureate (IB), advanced placement (AP), dual and concurrent enrollment, early and middle college high schools, and career and technical education (CTE). Specifically, **this bill:**

- 1) Requires the CDE to conduct a study regarding participation, performance, and outcomes of college acceleration programs including, but not limited to, IB, AP, dual and concurrent enrollment, early and middle college high schools, and CTE. Requires the study to include, but not be limited to, all of the following:
  - a) The number of pupils participating in each type of college acceleration program disaggregated by subgroup and by course subject;
  - b) The number of postsecondary education credits earned in each type of college acceleration program in a high school setting;
  - c) The average number of accelerated courses taken by each pupil in each college acceleration program;
  - d) The number of pupils participating in each type of college acceleration program that earn a baccalaureate degree within four years of high school graduation or an associate degree within two years of high school graduation; and
  - e) The percentage of successfully completed college acceleration courses for which pupils were not awarded credit at their postsecondary institution for each type of college acceleration program.
- 2) Requires the CDE to complete the study on or before April 1 of each year. Requires the CDE to submit the study to the appropriate budget and policy committees of the Legislature and to the Department of Finance (DOF) by April 30 of each year.
- 3) States that the study requirement becomes inoperative on April 30, 2029, and, be repealed as of January 1, 2030.

**EXISTING LAW:**

- 1) Requires the Local Control and Accountability Plan (LCAP) template, adopted by the State Board of Education (SBE), and the LCAP adopted by a school district, county office of

education (COE), or charter school, to include as a measure of pupil achievement the percentage of pupils who have passed an AP examination with a score of 3 or higher. (Education Code (EC) 52060, 52066)

- 2) Requires the State Superintendent of Public Instruction (SPI) to annually update the information on AP available on the CDE's website to include current information on the various means available to school districts to offer or access AP courses, including online courses. Requires the SPI to annually communicate with high schools that offer AP courses in fewer than five subjects, and inform them of the various options for making AP courses and other rigorous courses available to pupils who may benefit from them.
- 3) Requires the SPI to annually update information on the IB Diploma Program available on the CDE's website. Requires the SPI to also provide support to high schools that offer IB courses to facilitate communication with the Academic Senate for the California Community Colleges (CCC), the Academic Senate of the California State University (CSU), and the Academic Senate of the University of California (UC) about the rigor of those courses and to ensure that college credit is given to pupils who participate so that they benefit from successful efforts in IB programs. (EC 52922)
- 4) Authorizes a student to undertake courses at a CCC if the governing board of a school district, upon recommendation of the principal of the student's high school and with parental consent, determines a student would benefit from advanced or vocational coursework. The student may attend the CCC during any session or term as a special part-time or full-time student and take one or more courses of instruction offered at the CCC. Provides methods for parents to petition for students to attend community college courses and methods for appeals in case of a denial. Includes criteria for allocating attendance and funding for high school students who attend courses at the community college.
- 5) Authorizes the governing board of a CCC district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district, COE or the governing body of a charter school for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education (CTE) or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (EC 76004)
- 6) Requires the California Community Colleges 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. (EC 76001 and 76002)

- 7) Establishes Middle College High Schools (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 a 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 Early College High Schools (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) Federal law, the Strengthening Career and Technical Education for the 21st Century Act, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) provides federal support for CTE programs and focuses on improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education and improving accountability.

**FISCAL EFFECT:** Unknown

**COMMENTS:**

***Need for the bill.*** According to the author, “AB 2588 is an important measure designed to give us the most complete information in an area where it is lacking. Good policy is crafted with good data, this bill helps provide just that. This measure establishes an annual report on the number of students participating in acceleration programs, disaggregated by group. These results allow the state to track the progress of state investments in dual enrollment programs in California and allows stakeholders to make fully informed decisions.”

***California College-Going Rate.*** According to the CDE, The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 or 16 months of completing high school. The CDE has developed CGR reports using student-level high school completion data obtained from the California Longitudinal Pupil Achievement Data System (CALPADS) and student-level postsecondary enrollment data obtained from the National Student Clearinghouse (NSC). The high school completion data was submitted to CALPADS by local education agencies (LEAs) and charter schools. The postsecondary enrollment data was obtained through student-level data matches with the National Student Clearinghouse (NSC), which receives 99% of all

postsecondary enrollment information from public and private colleges and universities in the United States. The CGR does not include information related to college readiness programs.

Figure 1: 2020-21 College-Going Rate for California High School Students by Postsecondary Institution Type

Race / Ethnicity	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State (Public/Private)	
				University of California	California State University	California Community College	Private 2- and 4-Year	4-Year College	2-Year College
African American	21,948	12,031	54.8%	981	2,157	6,129	736	1,869	159
American Indian or Alaska Native	2,008	900	44.8%	69	130	544	37	108	12
Asian	44,847	38,523	85.9%	11,658	7,177	12,753	2,231	4,590	114
Filipino	13,426	9,588	71.4%	1,387	2,404	4,796	505	469	25
Hispanic or Latino	229,502	125,894	54.9%	11,427	26,695	74,435	6,068	6,186	1,082
Pacific Islander	2,083	1,105	53.0%	110	165	642	46	130	12
White	104,397	71,398	68.4%	7,334	9,875	34,336	3,580	15,492	778
Two or More Races	14,491	9,927	68.5%	1,415	1,558	4,608	571	1,673	102
Not Reported	2,500	1,510	60.4%	199	239	746	82	232	11

Source: CDE

**Advanced Placement.** The AP program is overseen by the College Board, a not-for-profit organization that, according to their website, “connects students to college success and opportunity.” According to a 2017 article, *Research on the Academic Benefits of the Advanced Placement Program: Taking Stock and Looking Forward*, the AP program provides a framework in which high school teachers can teach introductory college-level courses to high school students. These students then take one of 34 standardized tests at the end of the year, and students who score well on their course’s AP test can receive college credit from their university in which they later enroll.

The AP program currently offers 35 exams on the topics of Arts (3), English (2), History and Social Sciences (9), Math and Computer Science (6), Sciences (7), and World Languages and Cultures (8). According to the College Board, the final score for each AP Exam is reported on a 5-point scale that offers a recommendation about how qualified exam takers are to receive college credit and placement, however, each college makes its own decisions about what scores it will grant credit or placement for. The AP program conducts studies in all AP subjects to correlate the performance of AP students with that of college students in comparable college courses. These studies inform the “cut points” that determine how AP students’ composite scores are translated into an AP score of 1–5, with a score of 1 being low, and 5 being high. The mean score for the 2022 AP Exams was 2.92. The 2022-23 fee for most exams is \$97. More than 60% of all exams taken earned a score of 3 or higher. Participation in an AP course may add extra points to a student’s grade point average, in accordance with locally developed policies.

The College Board has conducted a body of research related to the AP program and student outcomes, however, until 2004 there was far less independent peer-reviewed research.

According to the 2017 article, *Research on the Academic Benefits of the Advanced Placement Program: Taking Stock and Looking Forward*, the first non-College Board study that examined the academic impact of AP program participation was Geiser and Santelices's (2004) study of the relationship between students' high school records and their performance at college was prepared as a technical report for the UC System. The authors found that neither AP course participation nor AP exam scores had any predictive power for students' college grade point average (GPA) or for college persistence after controlling for demographic variables, SAT scores, high school GPA, and other variables, which lead to a significant increase in the study of the AP Program. According to a 2011 College Board study, *Advanced Placement Exam-Taking and Performance: Relationships with First-Year Subject Area College Grades*, students' first-year college subject area grade point averages, when controlled for gender, racial or ethnic identity, socioeconomic status, and prior academic ability, increased in relationship to the students AP Exam score. According to a 2015 article, *The Impact of Participation in the Advanced Placement Program on Students' College Admissions Test Scores*, "Even when scholars recognize the benefits of AP courses, it is sometimes due to characteristics of the classes, and not the AP program itself. Because these students and teacher characteristics are often shown to be linked to positive academic outcomes, it is possible that any benefits of the AP program may be merely due to more prepared students and more experienced teachers—not the program itself."

**International Baccalaureate.** The IB is a non-profit organization based in Switzerland that serves students in multiple countries, with more than 1,700 schools in the United States. Through its three programs (Primary Years Program, Middle Years Program, and pre-university Diploma Program (DP)), aims to develop students who contribute to a more peaceful world through promoting intercultural understanding and respect. The curriculum is made up of the DP core (theory of knowledge; extended essay; and creativity, activity, and service), and six subject groups (studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts) for students 16-19 years of age. The IB program provides a curriculum framework in which teachers can teach from, and an end of course exam for students. The 2022-23 fee for most exams is \$76. Participation in an IB course or program may add extra points to a student's grade point average, in accordance with locally developed policies.

**Concerns related to racial/ethnic access and participation equity.** According to a 2014 article, *Minority Students in High School Advanced Placement Courses: Opportunity and Equity Denied*, with the exception of Asian and Pacific Islanders, minority students are severely underrepresented in AP programs. Further, the authors found a positive relationship between parents' profession and income and students' enrollment in such programs. According to a 2015 study, *Unequal Access to Rigorous High School Curricula: An Exploration of the Opportunity to Benefit from the International Baccalaureate Diploma Programme (IBDP)*, although rates of participation in IB have steadily increased across the United States to serve low-income and Hispanic students over the last two decades, the characteristics of student participating in IB programs are much less diverse. "IB programs are experiencing less success enrolling Black, Hispanic, and low-income students into the program. These findings raise questions about the extent to which the expansion of IBDP has the potential to improve academic preparation for college among groups of students that average lower levels of preparation."

**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.

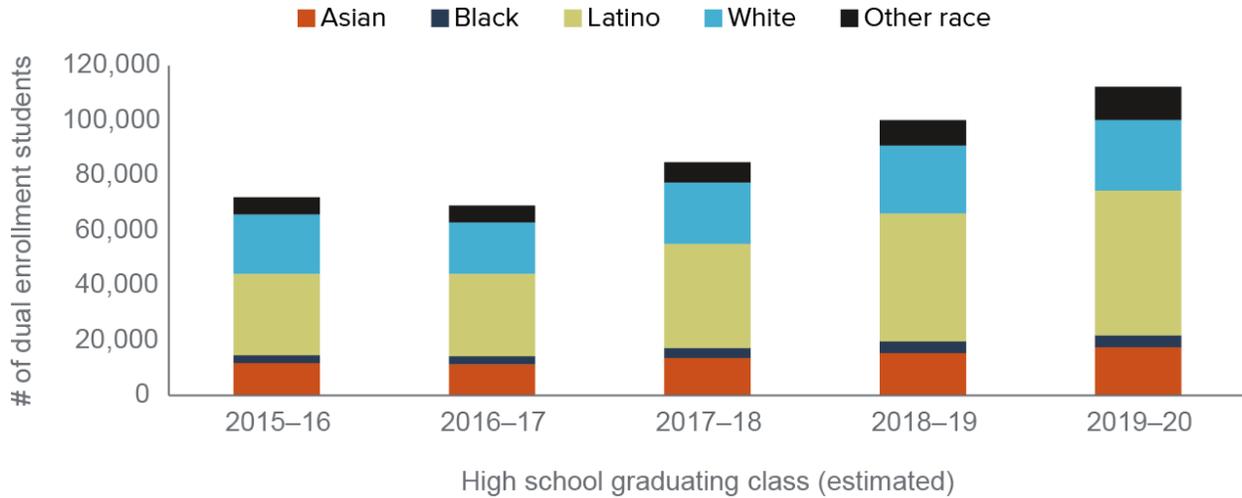
Such programs also referred to as concurrent enrollment, dual credit, or early college programs, are designed to increase college access and degree attainment, especially for students typically underrepresented in higher education. According to the report, dual enrollment programs support college credit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

***College and Career Access Pathways (CCAP) partnerships.*** In an effort to expand the availability of dual enrollment programs to more students, AB 288 (Holden), Chapter 618, Statutes of 2015, created another category of special admit options, the CCAP. In order to establish a CCAP partnership, the governing board of a CCC district and the governing board of a school district (or governing body of a charter school) enter into a formal agreement. The intent of this new pathway is to serve lower achieving students in an effort to reduce remediation, increase degree completion, decrease time to earn a 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. The program was structured to authorize a model more like the Long Beach Promise, which offers dual enrollment as a pathway, rather than a series of disconnected individual courses, and to provide greater flexibility in the delivery of courses at the high school campus.

The CCAP partnership authorization provides two incentives to form partnerships:

- 1) Colleges may receive apportionment for providing courses on a high school campus specifically for high school students and is otherwise closed to the public.
- 2) Students may take up to 15 units per semester. In non-CCAP dual enrollment, the maximum remains 11 units per semester.

In exchange for greater flexibility, CCAP partners must meet a variety of requirements relative to instructors, job displacement, preserving access for adult students, and allowances and apportionments. While CCC districts may operate a dual enrollment partnership through an early college high school or middle college high school, they are prohibited from operating as a CCAP partnership unless they comply with the established provisions. Currently, there are 83 CCAP partnerships throughout the state.

***CCAP Legislative Report.*** In 2021, the CCCCCO released the legislative report required by AB 30 (Holden), Chapter 510, Statutes of 2019. Dual enrollment is growing overall in terms of student participation; however, the number of community colleges participating in CCAP remains limited. The CCCCCO estimates that 37.5% of students participating in dual enrollment as special admits were in CCAP partnerships.

Figure 4: CCAP Dual Enrollment



Source: CCCCO College and Career Access Pathways Legislative Report

The report includes several recommendations, including eliminating the sunset date for CCAP partnerships, as this bill proposes. The CCCCO believes that eliminating the sunset date will allow CCAP partnerships to continue and mature, as well as remove any worry that new partnerships will have to start from scratch in a few years.

***Other dual enrollment programs.*** There are two additional dual enrollment programs available to high school students including, a MCHS, and an ECHS.

A MCHS is a public high school located on a community college campus and represents a highly effective collaborative effort between local school districts and community colleges to provide an alternative learning environment to select at-risk high school students who are performing below their academic potential. Students enroll in a MCHS for 11<sup>th</sup> and 12<sup>th</sup> grades and graduate with a high school diploma and up to 44 units worth of college credits. Currently, there are 14 MCHS operating throughout the state.

Similar to a MCHS, an ECHS allows students to earn college credit while enrolled in high school; however, an ECHS is a partnership between a charter or non-charter public high school and a local community college, the CSU, or the University of California (UC) which enables students to earn a high school diploma and two years of college credit in four years or less. Students enrolled in an ECHS are limited to enrolling in up to 11 college course units per semester. According to the CDE, there are 20 ECHS located throughout the state.

***Outcomes for students participating in dual enrollment programs.*** According to a 2017 U.S. Department of Education Institute of Education Sciences review of analyses of dual enrollment programs, *What Works Clearinghouse Intervention Report: Dual Enrollment Programs*, dual enrollment programs have positive and significant effects on students' college degree attainment, college access and enrollment, credit accumulation, completing high school, and general academic achievement in high school, with a medium to large extent of evidence.

A 2013 Educational Evaluation and Policy Analysis research article, *The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?*, used a nationally representative sample of students who began postsecondary education in 2003, and found that

students who took dual enrollment courses were 10% more likely to complete a Bachelor's degree than their peers who did not participate in dual enrollment. The benefits were even greater (12%) for students whose parents never attended college.

According to a 2021 Public Policy Institute report, *Dual Enrollment in California: Promoting Equitable Student Access and Success*, there are racial disparities in access to dual enrollment classes in California. Although there is an increasing number of students of all races participating in dual enrollment, the demographics of dual enrollment are not proportional to overall high school enrollments. Latino students account for 55% of high school enrollment in California but only 45% of students in dual enrollment are Latino. Black students are also underrepresented, while white and Asian students are overrepresented. Student academic outcomes are also disparate. Black and Latino students have a grade point average of 2.9, while white and Asian students have grade point averages of 3.2 and 3.4, respectively. On average, Black and Latino students also earn fewer units than their white and Asian peers.

***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 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. The remaining \$100 million is available for one-time grants of up to \$100,000 to establish 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.

***Defining Career Technical Education.*** CTE prepares students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Along the way, students develop career-relevant, real-world 21<sup>st</sup> Century skills.

CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE programs in California are organized into 15 industry sectors, covering 58 pathways that identify the knowledge and skills students need.

Partnerships are usually developed between high schools, businesses, and postsecondary schools, providing pathways to employment and associate, Bachelor's, and advanced degrees.

CTE courses and pathways may be offered in comprehensive high schools with CTE programs, as well as through regional CTE programs or centers operated by joint-powers agreements (JPAs) or COEs. Some CTE programs are blended with academic programs in what is known as a "linked learning model." Community colleges and technical institutes also offer CTE at the postsecondary level.

***Improved outcomes for CTE students.*** A wide body of research indicates that involvement in CTE coursework provides improved academic outcomes and other benefits to students with findings, such as the following:

- Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages;
- The average high school graduation rate for students concentrating in CTE programs is 93%, compared to an average national graduation rate of 80%;
- Students taking more CTE classes are just as likely to pursue a four-year degree as their peers;
- 91% of high school graduates who earned 2-3 CTE credits enrolled in college;
- CTE provides the greatest boost to students who need it most – boys and students from low-income families; and
- 80% of students taking a college preparatory academic curriculum with rigorous CTE met college and career readiness goals, compared to only 63% of students taking the same academic core who did not experience rigorous CTE.

***Recommended Committee Amendments.*** *Staff recommends that the bill be amended as follows:*

- Change the term "college acceleration" to "college readiness" in order to avoid creating a new term of art in the EC.
- Specify the years in which the CDE is required to be used in the study.
- Require the CDE to include in the study the number of successfully completed college courses by each pupil.
- Specify the CDE include in the study the following, to the extent that data is available: the number of pupils participating in each type of college acceleration program that earn a baccalaureate degree within four years of high school graduation or an associate degree within two years of high school graduation, and the percentage of successfully completed college acceleration courses for which pupils were not awarded credit at their postsecondary institution for each type of college acceleration program. The CDE does not currently collect this information.

- Require the CDE to coordinate data collection efforts with the California Community Colleges Chancellor's Office, the California State University, the University of California, and Cradle to Career in order to reduce duplication.
- Establish 2028 as the first year for the CDE to complete the report in order for local educational agencies and the CDE to update their data collection systems to reflect the changes necessary to complete the study.

**Related legislation.** AB 359 (Holden) of the 2023-24 Session would amend CCAP partnerships to align with best practices from other dual enrollment programs and to streamline access to dual enrollment for K-12 students throughout the state.

AB 1189 (Gipson) of the 2023-24 Session would require school districts serving students in grades 9 to 12 to offer CTE. This bill was held in the Assembly Education Committee.

AB 1959 (Quirk-Silva) of the 2023-24 Session would have added, in areas of the EC that provide certain authorizations to the AP course and exam program and IB course and exam program, other course and exam programs, such as Cambridge Assessment International Education. The bill also would have required the State Board of Education to develop criteria for evaluating other course and exam programs for inclusion in the areas of the EC that provide certain authorization to AP and IB. This bill was held in the Assembly Appropriations Committee.

AB 368 (Holden), Chapter 521, Statutes of 2023, requires community colleges who participate in CCAP partnerships to provide priority registration for participating high school students. Adds clarity to existing sections of the CCAP partnerships by providing a definition for “underrepresented in higher education” and that courses offered in CCAP partnerships may be provided to students on either a high school campus or a community college campus.

AB 181 (Committee on Budget), Chapter 52, Statutes of 2022, establishes and allocates \$547 million for the A–G Completion Improvement Grant Program. Authorizes, as a use of the grant, AP and IB fees for unduplicated (foster youth, low-income, and English learner) pupils.

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 102 (Holden), Chapter 902, Statutes of 2022, authorizes COEs to enter into CCAP partnerships with the governing board of CCC districts, and removes the sunset date for the CCAP partnerships.

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.

AB 288 (Holden), Chapter 618, Statutes of 2015, authorizes the governing board of a CCC district 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 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.

SB 532 (Hernández), Chapter 238, Statutes of 2011, requires the SPI to annually update the information on AP available on the CDE website to include current information on the various means available to school districts to offer or access AP courses, including online courses, and to annually communicate with high schools that offer AP courses in fewer than 5 subjects and inform them of the various options for making AP courses and other rigorous courses available to pupils who may benefit from them. Requires the SPI to annually update information on the IB Diploma Program available on the CDE's website and to provide support to high schools that offer IB courses. Encouraged the Academic Senate for the California Community Colleges, the Academic Senate of the CSU, and the Academic Senate of the UC to continue their efforts to adopt consistent systemwide guidelines for the acceptance and granting of credit for IB Diploma Program courses taken by students while they are in high school.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

None on file

**Opposition**

None on file

**Analysis Prepared by:** Marguerite Ries / ED. / (916) 319-2087