

Date of Hearing: April 30, 2025

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 1255 (Committee on Education) – As Amended April 21, 2025

SUBJECT: Pupil instruction: dual enrollment programs: regional occupational centers or programs: migrant education: migrant regions.

SUMMARY: As an urgency statute, changes the definition of migrant region for purposes of the migrant education program (MEP), and makes regional occupational centers and programs (ROC/Ps) eligible to participate in middle college high schools and programs as well as College and Career Access Pathways (CCAP) dual enrollment partnerships. Specifically, **this bill:**

- 1) Adds to the entities which may be operating agencies for purposes of the definition of a “migrant region” for purposes of the MEP, as follows:
 - a) A county office of education (COE), instead of a county;
 - b) A combination of school districts within a county;
 - c) A combination of COEs and public or private nonprofit agencies.
- 2) Explicitly recognizes (ROC/Ps) as eligible entities for middle college high schools and programs and CCAP dual enrollment partnerships.
- 3) States that the act is an urgency statute and will go into immediate effect.

EXISTING LAW:

- 1) Defines, for purposes of the migrant education program (MEP), “migrant region” to mean means an operating agency comprised of a county or a combination of counties, a public or private nonprofit agency not controlled in whole or part by a school district, or a combination of counties and agencies. (Education Code (EC) 54441)
- 2) Requires the California Community Colleges (CCC) and the California Department of Education (CDE) to collaborate with each other and their respective local community colleges and local school district to create and maintain middle college high schools; whose purpose is to select at-risk high school pupils who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school prior to graduation. (EC 11300, 11301)
- 3) Authorizes a community college district to enter into a CCAP partnership agreement, with a governing board of a school district, charter school, or a COE and outlines specific requirements for participation in the CCAP partnership agreements by the CCC and the school district, charter school, or COE. The purpose of the partnership is to offer or expand dual enrollment opportunities for pupils who may not be college bound or who are underrepresented in higher education. Permits special part-time students participating in the CCAP partnership to receive priority enrollment, enroll in up to 15 courses, and receive fee

waivers for specified fees. The goal of the partnership is to offer courses that develop seamless pathways from high school to community college for career technical education (CTE) or the preparation for transfer, improve high school graduation rates, and/or help pupils achieve college and career readiness (EC76004).

- 4) Authorizes the county superintendent of schools in each county, or with one or more counties, with the consent of the SBE, to establish and maintain a ROC/P to provide education and training in CTE courses. Authorizes the establishment and maintenance of a regional occupational center or program by two or more school districts pursuant to a joint powers authority (JPA), as specified. (EC 52301)

FISCAL EFFECT: Unknown

COMMENTS:

Purpose of this bill. This bill, an Education Committee measure, includes the following provisions:

- This bill clarifies the definition of migrant regions for purposes of the MEP. According to the CDE, these changes to the definition align it with the existing approved migrant regions, which include several school districts.
- This bill ROC/Ps will clarify that ROC/Ps are eligible to participate in middle college and CCAP programs, as some have been doing for many years. Statute does not explicitly recognize ROC/Ps as eligible for middle college high school and CCAP programs, and this has caused issues for these entities in applying for grants from CDE and entering into partnerships with their local community college districts.

Migrant Education Program. The MEP is a federal program that provides grants to support high quality, comprehensive educational programs and services during the school year and school breaks throughout the school calendar to support the needs of migratory youth 3-21 years of age. The California MEP sets out the administrative framework for delivering MEP services through regional offices. The purpose of the MEP is to:

- Assist states in supporting high quality and comprehensive educational programs during the school year and, as needed, during summer or intersession periods;
- Ensure migratory youth who move among the states are not penalized by disparities in curriculum, graduation requirements, and state academic standards;
- Help migratory children overcome educational disruption, cultural and language barriers, various health-related problems, social isolation, and other factors that inhibit their ability to succeed in school;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet; and
- Help migratory children benefit from State and local systemic reforms.

The MEP requires a children to be identified as “migratory” if the parent is a migratory worker in the agricultural, dairy, lumber, or fishing industries and has moved during the past three years. Moving from one residence to another or across school district boundaries due to economic need can be considered a “qualifying” move. Young adults may also qualify if they move on their own within the past three years to engage in or pursue eligible employment. Eligibility is established through an interview conducted by a Migrant Education recruiter who visits both the home and employment locations where migrant workers are employed. California law includes a priority for students who have made a qualifying move within the previous one-year period and who are failing, or are most at risk of failing to meet state academic standards, or who have dropped out of school.

In California, the MEP offers supplemental educational services through a network of COEs and school districts. Regional programs work in collaboration with nearby school districts to provide services to the various ages, grades, and academic needs of migrant youth. They range from prekindergarten through high school graduation requirements. The services may be offered as afterschool programs, throughout intersession school breaks, and, at times, on weekends.

Academic services provided by the MEP are supplemental and remedial in nature. The CDE reviews applications and awards federal funds to the subgrantees, who operate the programs that serve migrant students. The State Service Delivery Plan (SSDP) identifies the state priorities and requires subgrantees to provide services to preschool children, instructional intervention programs on English language arts and mathematics, instructional programs to support high school graduation, educational and support services for out-of-school youth, and support services to assist with parental involvement and health-related needs, such as dental services, vision needs, and other social welfare needs.

To address the federal requirements, each state is required to develop an SSDP that identifies the targeted program service areas and measurable outcomes. In California, the SSDP requires services to address needs in the following areas: preschool, English language arts, mathematics, out-of-school youth (OSY), high school graduation, and parental involvement.

Direct-funded school districts as migrant regions. According to the CDE, there are currently 20 migrant regions, of which 14 are COEs and six are school districts. This bill would explicitly authorize school districts to serve as migrant regions. According to the CDE, the state has approved school districts as migrant regions (known as “direct funded districts”) when school districts were best positioned to administer the program.

Migrant students in California. According to the CDE, California is home to the largest number of migrant students in the country. One in three migrant students in the U.S. resides in the state. There has been a marked decline in the number of migrant students in California in recent years, from 176,001 students in the 2009-10 school year to 72,257 in the 2022-23 school year. According to the CDE, this downward trend is consistent across all age groups of migrant students, with the largest population decline among out-of-school youth ages 19 to 21.

Several factors that have been offered as possible explanations for this decline, including the aging of the farmworker workforce, improved employment opportunities in Mexico, automation of farm work, immigration policy and political climate, and increased residential stability of farmworker children.

Dual Enrollment. Every year more than one million high school students enroll in dual enrollment courses. Also known as concurrent enrollment, dual enrollment is any partnership between a college or university and a high school that results in the offering of college courses to high school students. The modality used to teach the course and whether the courses will transfer (count as college credit) are included in the terms and conditions of the partnerships. Dual enrollment participation has greatly expanded since the 1990s and now nearly 82% of high school students nationwide attend a school that offers some form of dual enrollment.

The purpose of dual enrollment is two-fold: (1) to expand access to higher education by providing high school students a unique opportunity to engage in college coursework; and (2) to shorten time to degree. While still an emerging program, dual enrollment students have stronger postsecondary education outcomes when compared to non-dual enrollment students. According to the Columbia University Community College Research Center, a higher percentage of dual enrollment students graduated with a bachelor's degree when compared with non-dual enrollment students. Neither national nor state law requires the offering of dual enrollment; and yet, nearly every state has its own method for offering dual enrollment to high school students.

Dual enrollment programs in California. In California, there are four types of dual enrollment programs authorized by the Education Code: traditional dual enrollment pathways, early college high schools, middle college high schools, and CCAP. In academic year 2022-2023, there were 255,635 high school student enrolled in dual enrollment programs in California. The high school graduating class of 2023 took an average of three dual enrollment courses and earned over 2,400 college credits. Dual enrollment has existed as a college-credit program in California since the 1970s; however, it has only been in the last two decades that dual enrollment has expanded in both course offerings and participation.

Recommended Committee amendment. *Staff recommends that this bill be amended to* remove the authorization for a single district to serve as a migrant region, leaving the option for multiple districts to jointly operate as a migrant region.

Related legislation. AB 2473 (Committee on Education), Chapter 831, Statutes of 2024, as an urgency measure, 1) allows credential holders to earn supplementary authorizations through recognized methods of demonstrating subject matter competence; 2) requires the Commission on Teacher Credentialing (CTC) to issue supplementary authorizations to out-of-state teachers for any commonly taught subjects; 3) repeals the English Language Learner Acquisition and Development Pilot Program; (4) requires LEAs to comply with specified requirements for newcomer program students; and (5) ensures continued access to federal criminal history information for individuals employed at or appointed to the CTC.

REGISTERED SUPPORT / OPPOSITION:

Support

None on file

Opposition

None on file

Analysis Prepared by: Tanya Lieberman / ED. / (916) 319-2087