



FACT SHEET

AB 731 (Mike Fong)

As Introduced February 18, 2025

SUMMARY

AB 731 proposes reforms to the College and Career Access Pathways (CCAP) Dual Enrollment Program to remove student-level barriers and expand participation.

BACKGROUND

In California, dual enrollment programs offer valuable educational opportunities for high school students. These initiatives enable students to simultaneously earn high school and college credits, providing a head start on their higher education journey. By earning college credits while still in high school, students can bypass taking similar courses in college, thus saving money on tuition.

Dual enrollment has been a strategy to increase college access by implementation partners like the Community College Chancellor's Office in their Vision 2030 and outlined as a higher education strategy in the Governor's Roadmap and Master Plan for Career Education.

In 2015, CCAP was established to enable high school students to take college courses at their school sites, easing logistical barriers. CCAP helps students enroll in college, complete degree-applicable and transfer-level courses, earn higher grades, and attain a degree or certificate. CCAP is an invaluable resource for high school students, setting students up for success in both their academic and professional lives.

NEED FOR THE BILL

Despite the benefits of dual enrollment programs, dual enrollment participation has not been equitable for all students. According to the California Community College Chancellor's Office:

- Participation rates were measured at 13.9% among white students;
- 10.9% among Latino students; and
- 10.8% among the socioeconomically disadvantaged.
- 82% of California's high schools have no students enrolled in community college courses.

SOLUTION

AB 731 will ensure more equitable access to dual enrollment opportunities for all students by:

- Streamlining the application process so that a student completes only one application for the duration of their attendance at a community college as a unique part-time student participating in a CCAP agreement. The process of filling out multiple applications often presents a significant barrier for students. For some students, the complexity of the application process may lead to confusion and can create an unnecessary hurdle that limits access to dual enrollment opportunities.
- Authorizing a Community College District to offer CCAP courses solely to high school students through either synchronous or asynchronous online modalities. Currently, students, especially those in rural or underserved areas, do not have the option to choose the modality that works best for their learning style, schedule, and academic needs.
- Streamlining the CCAP reporting requirements so that more outcome-driven data is collected in order to evaluate the program effectively. The limited available data on course access and participation in



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dual enrollment at the high school level, makes it challenging to evaluate the program's success.

- Eliminating the four community college courses per term limit to give students flexibility in meeting the current 15 unit cap on dual enrollment courses. By removing this restriction, students with diverse backgrounds or those facing financial constraints can accumulate more college credits while still in high school, easing the transition to college and reducing future tuition costs.

SUPPORT

Hispanas Organized for Political Equality (Sponsor)

STAFF CONTACT

Jessica Rocha

Office: (916) 319-2049

Jessica.Rocha@asm.ca.gov