

Date of Hearing: April 1, 2014

ASSEMBLY COMMITTEE ON HIGHER EDUCATION  
Das Williams, Chair  
AB 1977 (Roger Hernández) – As Amended: March 24, 2014

**SUBJECT:** Public postsecondary education: Student Academic Preparation and Educational Partnerships.

**SUMMARY:** Appropriates \$82,243,000.00 from the General Fund (GF) to the Regents of the University of California (UC) for allocation, without regard to fiscal year, to the Student Academic Preparation and Educational Partnerships (SAPEP) program; and, makes several legislative declarations. Specifically, this bill:

- 1) Expresses the Legislature finds and declares all of the following:
  - a) The underrepresentation of certain groups of Californians in the ranks of students seeking baccalaureate degrees has serious consequences for our state's ability to compete in a global economy;
  - b) Our state needs to create a statewide plan for higher education through which our public postsecondary educational segments can be funded to increase the enrollment numbers and the success rate of the underrepresented groups;
  - c) The coordination between our elementary and secondary schools and our postsecondary educational institutions needs to be improved so that more students can succeed; and,
  - d) The programs within the SAPEP, especially the Early Academic Outreach Program (EAOP), Mathematics, the Engineering, Science Achievement (MESA) program, and the Puente program, have been proven to be successful in assisting members of underrepresented groups to excel while making the transition from high school to university.
- 2) States the Legislature intends to provide increased financial support for SAPEP programs and to make it easier for SAPEP students to meet their educational goals.
- 3) Appropriates \$82,243,000.00 from the GF to the UC Regents for allocation, without regard to fiscal year, to SAPEP and specifies that of the appropriated amount, no less than an unspecified sum shall be allocated to the Puente program.

**EXISTING LAW:**

- 1) Requires the CSU and each community college district (CCD), and requests the UC to, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority enrollment to all of the following: a) member or former member of the Armed Forces, as defined who meets specified requirements, for any academic term within 15 years of leaving state or federal active duty; and b) current and former foster youth, as defined (EC § 66025.8 and 66025.9).

- 2) Requires each CCD with respect to each campus in their respective jurisdictions that administers a priority enrollment system, grant priority enrollment to all of the following: a) students in the Community College Extended Opportunity Programs and Services (EOPS) program; b) disabled students within the meaning of the federal Americans with Disabilities Act; and, c) students that are recipients of the California Work Opportunity and Responsibility to Kids (CalWORKs) program (EC § 66025.91 and 66025.92).
- 3) Tasks the California Community Colleges (CCC) and the California State University (CSU), in consultation with various entities, including the California Department of Education, to develop a student-centered communication and marketing strategy in order to increase the visibility of the associate degree for transfer pathway for all students in California that includes, but is not necessarily limited to, targeted outreach to first-year students through camps orientations and student support services programs offered by the campus that may include, but are not necessarily limited to, MESA and Puente (Education Code § 66748.5).

**FISCAL EFFECT:** At least \$82,243,000.00 to the GF.

**COMMENTS:** **Background.** The SAPEP administered by the UC Regents, aims to prepare a higher proportion of California's young people, including those who are first generation, socioeconomically disadvantaged, and English-language learners, for postsecondary education, graduate and professional school opportunities, and/or success in the workplace. The SAPEP is comprised of 13 programs: ArtsBridge; Community College Transfer Programs – TransferPrep; Community College Transfer Programs – Articulation; Community College Transfer Programs – ASSIST; EAOP; Graduate and Professional School Programs; K-20 Regional Intersegmental Alliances; MESA; Puente Project; Student-Initiated Programs; UC Scout; University Community Links (UC Links); and, University Community Engagement.

According to the UC Office of the Vice Provost, Education Partnerships, as of 2011-2012 (most recent data available), SAPEP programs collectively served nearly 135,000 California K-20 students, as well as large numbers of parents, teachers, and administrators. To note, collectively, the SAPEP programs reach students in 1,113 K-12 public schools and all 112 CCCs. Most high schools served by SAPEP programs need assistance; of those schools, 65% are among the lowest performing schools in the state, with Academic Performance Index (API) rankings of 1-5 on a scale of 1-10.

Additionally, participants in SAPEP programs have higher rates of enrollment to each of our state's public college segments. In the aggregate, SAPEP programs have leveraged the state and university investment of \$24.9 million by raising an additional \$37.2 million in support of K-20 efforts.

**Early Academic Outreach Program, MESA, and Puente.** The MESA program was founded in 1970, EAOP was founded in 1976, and Puente was founded in 1981. Collectively, these SAPEP programs seek to improve participating students' academic achievement, college readiness, and college enrollment. Student participants are prepared for and succeed in college-preparatory courses (also known as "A-G") at greater rates than students who do not participate. Additionally, a higher proportion of EAOP, MESA and Puente students took the SAT or ACT exams than did students who did not participate in the same schools. And the Class of 2012 participating students had higher percentages of students going on to California two- and four-year colleges. The charts below, based on a 2011-12 SAPEP report to the Legislature from the

UC Office of the President, show the percentages of SAPEP (EAOP, MESA and Puente specific programs) students in contract to non-SAPEP student participants in the same schools.

Percentage of students in California public high schools who complete "A-G" courses:

Program	Percentage
EAOP participants	77%
MESA participants	71%
Puente participants	69%
Non-SAPEP participants	35%

Percentage of California students at API decile 1 and 2 schools who took the SAT Reasoning or ACT Exams:

Program	Percentage
EAOP, MESA and Puente participants	68%
Non-SAPEP participants	43%

Class of 2012 California students who went on to California two-and four-year colleges:

Program	Percentage
EAOP participants	57%
MESA participants	60%
Puente participants	63%
Non-SAPEP participants	41%

State budget challenges. Some SAPEP programs have noted declines in the number of participants who enrolled in postsecondary institutions, with particular declines in community college student enrollment. Due to the state's fiscal crisis over the last several years, the SAPEP budget has been reduced. In 2011-2012, the SAPEP portfolio experienced an overall budget reduction of 16%. The 2012-13 funding levels for the SAPEP portfolio remain the same as the 2011-12 funding levels, with an overall budget of \$25 million.

To note, to date, the UC has no position on this measure because this bill lies outside of the budget priorities established by the UC Regents in November 2013. The UC remains committed to the success of the SAPEP programs and to working with the author in order to provide technical assistance as needed.

Need for this bill. According to the author, "By increasing funding and granting priority status to these [SAPEP] students, this bill will give these students an opportunity to become more competitive and achieve their goals while giving their talents back to the state making California more economically competitive and sound."

Committee consideration. Seeing that the entire SAPEP portfolio is serving the needs of thousands of students, parents, teachers, and beyond, should the Legislature decide to appropriate ongoing funds from the GF in order to continue to ensure the great demands for the SAPEP portfolio are met, is it appropriate for just the Puente program to receive a special allocation?

To note, the author is working with the Assembly Appropriations and Budget Committees in order to arrive at the appropriate sum to allocate.

REGISTERED SUPPORT / OPPOSITION:

Support

American Federation of State, County and Municipal Employees, AFL-CIO

Opposition

None on file.

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