
SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

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Author: Portantino
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Consultant: Brandon Darnell

Subject: Public postsecondary education: The California State Pathways in Technology Program

SUMMARY

This bill establishes the California State Pathways in Technology (CA P-TECH) Program as a public-private partnership for purposes of preparing California students for high-skill jobs of the future in technology, manufacturing, health care, and finance.

BACKGROUND

Existing law:

- 1) State's Legislative findings and declarations that middle college high schools (MCHS) have proven to be a highly effective collaborative effort between local school districts and community colleges, that the goal of the MCHS is to select at-risk high school students 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 before graduation. (Education Code § 11300)
- 2) Requires each middle college high school 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. (EC § 11300)
- 3) Authorize the specific design of a MCHS to vary depending on the circumstances of the community college or school district, but 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 interaction with community college student role models.
 - d) Opportunities for experiential internships, work apprenticeships, and community service. (EC § 11300)

- 4) Requires the California Community Colleges (CCC) and the California Department of Education (CDE) shall collaborate with each other and with their respective local community colleges and local school districts to ensure the continued success of existing middle college high schools and to promote the establishment of new middle college high schools, by doing at least the following:
 - a) With respect to existing Middle College High Schools (MCHS), monitor the ongoing viability of the programs, assist with the resolution of policy or financial issues that may arise, and track specific outcomes for students and schools, including attendance rates, graduation rates, college entrance and attendance rates, and employment rates for those students who do not attend college.
 - b) With respect to the promotion of new MCHS, respond to inquiries from school districts and community colleges about the establishment of MCHS, advise local entities on startup costs and ongoing funding mechanisms for the program, consult with local entities on the organizational structure of, and curriculum development for, the MCHS, facilitate the completion of any necessary facilities improvements, communicate with local entities at least biannually about the existence of MCHS and the availability of CDE and CCC resources, if any, to assist with the establishment of MCHS. (EC § 11301)
- 5) States Legislative finds and declarations that Early College High Schools (ECHS) are innovative partnerships between charter or noncharter public secondary schools and a local community college, the California State University, or the University of California that allow pupils to earn a high school diploma and up to two years of college credit in four years or less; that ECHS are small, autonomous schools that blend high school and college into a coherent educational program; and that in early college high schools, 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, transfer to a four-year university, or obtaining a skills certificate. (EC § 11302)
- 6) Authorizes the governing board of a school district, upon recommendation of the principal of a pupil's school and with parental consent, to authorize a student to concurrently enroll in a community college during any session or term to undertake one or more courses of instruction, but prohibits a principal from recommending more than 5 percent of the total number of students in the same grade level for community college summer session attendance. (Education Code § 48800, et seq.)
- 7) Establishes the California Career Pathways Trust as a state education and economic and workforce development initiative with the goal of preparing pupils in kindergarten and grades 1 to 12, inclusive, to successfully transition to postsecondary education and training and to employment in high-skill, high-wage, and high-growth or emerging sectors of the state's economy. (EC § 53010, et seq.)

- 8) Authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students 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 or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (EC § 76004)

ANALYSIS

This bill establishes the California State Pathways in Technology (CA P-TECH) Program as a public-private partnership for purposes of preparing California students for high-skill jobs of the future in technology, manufacturing, healthcare, and finance.

Specifically, this bill:

- 1) Establishes the CA P-TECH Program as a public-private partnership for purposes of preparing California students for high-skill jobs of the future in technology, manufacturing, healthcare, and finance.
- 2) Requires the CA P-TECH Program model to deliver five core benefits to students:
 - a) A rigorous, relevant, and cost-free education in grades 9 to 14, inclusive, focused on the knowledge and skills that students need for science, technology, engineering, and mathematics (STEM) careers.
 - b) Workplace learning that includes mentoring by industry professionals, worksite visits, speakers, and internships.
 - c) Intensive, individualized academic support by both K–12 and postsecondary faculty within an extended academic year or school day that enables students to progress through the program at their own pace.
 - d) An opportunity to earn an Associate of Applied Science degree in a high-tech field.
 - e) A commitment to students who complete the program to be first in line for a job with participating business partners following completion of the program.
- 3) Requires the CA P-TECH program to accomplish all of the following:
 - a) Develop programs of study in high-wage, high-skill, and high-demand career areas.
 - b) Align school, college, and community systems in the programs of study developed under this part.

- c) Support strong academic performance by program participants.
 - d) Promote informed and appropriate career choices and preparation.
 - e) Ensure that employers in key technical fields have access to a talented and skilled workforce.
- 4) Requires that students participating in the programs of study developed pursuant to California State Pathways in Technology (CA P-TECH) to be able to earn college course credit toward an associate degree.
- 5) Requires career pathways to commence in grade 9, include workplace learning, and high school and postsecondary coursework, and provide a seamless sequence of study, extending through two years of postsecondary career and technical education that culminate in the award of an Associate of Applied Science degree.
- 6) States the intent of the Legislature that the CA P-TECH Program be funded through an appropriation in the annual Budget Act or in another statute.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author's office, "As technological progress continues, California must develop educational programs to keep pace with the modern world. California must prepare students for high skill jobs and emerging job markets. Currently, California does not have a specific institution in place to achieve this goal. P-Tech was initially launched in New York City in 2010. The program is offered for students in 9th grade through community college. P-Tech students will be able to take core courses in English, science, mathematics, and the arts. In addition, students will work toward an associate degree in applied science in a high tech field. The CA P-TECH program will offer students a rigorous, relevant, and cost-free education in grades 9-14 focused on the knowledge and skills that students need for science, technology, engineering, and mathematics (STEM) careers. Students will have the opportunity to experience workplace learning from industry professionals. CA P-TECH will provide students intensive, individualized academic support."
- 2) ***Existing similar opportunities?*** As identified above, existing law provides multiples opportunities for dual enrollment in high school and community college and provides for a variety of different programs that link educational programming, particularly career technical education programming, from the high school level to the community college level. Some of the examples include middle college high schools, early college high schools, California Career Pathways Trust the College and Career Access Pathways Partnerships.

EARLY COLLEGE HIGH SCHOOLS (ECHS) AND MIDDLE COLLEGE HIGH SCHOOLS (MCHS):

ECHS are designed for young people who are underrepresented in postsecondary education, including students who have not had access to the

academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, first-generation college-goers, and English language learners. Middle College High Schools (MCHS) is a collaborative program that enables high-potential, "at-risk" students to obtain a high school education while concurrently receiving direct access to college courses and services. High school students attend classes at a community college and earn credit toward a high school diploma while having the opportunity to concurrently take college courses and to receive more intensive counseling and administrative attention. According to Job for the Future, which launched Early College High Schools (ECHS) in 2002, there are currently 40 ECHS in California, of which 92 percent are partnered with a community college. According to the Chancellor's Office, 9 community colleges offer recognized middle college programs. These programs are subject to the same conditions that exist for special admit students, with the exception that MCHS students are exempt from the low enrollment priority provisions for classes necessary for completion of their programs

CALIFORNIA CAREER PATHWAYS TRUST (CCPT):

Funding for CCPT was \$500 million across the 2013 and 2014 Budget Acts. According to the California Department of Education, the initial award of \$248.3 million in competitive CCPT grants went to 39 fiscal agents including kindergarten through grade twelve local educational agencies (LEAs) and community college districts representing a variety of consortia throughout the state. These grants involve the participation of and partnerships with approximately 647 LEAs, including K–12 schools, adult schools, and charter schools; 85 community colleges; and 845 business partners” and then “40 round two CCPT grants to consortia around the state. These grants involve the participation of and partnerships with approximately 627 LEAs, including K–12 schools, adult schools, and charter schools; 89 community colleges; and 1,008 business partners.”

A specific example of a CCPT is the Silicon Valley Career Pathways Project, a joint project between the San Jose-Evergreen Community College District, the Workforce Institute, and the Metropolitan Education District. It involves 9 community colleges, 10 school districts, 3 alternative and charter schools, 3 California State Universities, 3 Workforce Investment Boards, the Deputy Sector Navigators, and nearly 30 employers and provides 5 industry sectors: public service, medical science, engineering, computer information, and advanced manufacturing. Under the project, once a student completes a specific program, or even while working towards completion, he or she may be selected to participate in a company internship. This hands-on experience increases a student's chances of immediate employment after graduation.

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIPS:

Another specific example of an existing program is the CCAP Partnership between Culver City Unified School District and West Los Angeles College “to offer college and career access pathways through dual credit courses in computer science, technical production for theater, and architecture. These

courses, to be provided by West at Culver City High School and Culver City Park High School, fulfill both diploma and college degree requirements. Additionally, the students will be taking these college classes tuition-free.”

While these types of programs may not be limited solely to technology, manufacturing, healthcare, and finance, nor all result in an associate in science degree, they do underscore the efforts undertaken to align K-12 and community college education opportunities, especially in career areas that are in high demand and that do not require baccalaureate degrees. *The committee may wish to consider* whether these existing dual/concurrent enrollment structures provide sufficient opportunities for school districts and community college districts to establish programs or partnerships that largely accomplish goals put forward by this bill.

- 3) **Technical amendment.** This bill requires the California State Pathways in Technology (CA P-TECH) Program model to deliver five core benefits, including an opportunity to earn an Associate of Applied Science degree in a high-tech field. However, California community colleges (CCC) are only authorized to issue the following types associate degrees:

- a) Associate in arts degree.
- b) Associate in science degree.
- c) Associate degrees for transfer.

Staff recommends a technical amendment in paragraph (5) of subdivision (b) of Section 88670, as follows:

“(5) An opportunity to earn an ~~Associate of Applied Science~~ associates in science degree in a high-tech field or an associate degree for transfer in a high-tech field.”

- 4) **Previous legislation.** AB 288 (Holden, 2015) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (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.

AB 86 (Chapter 48, Statutes of 2013) created the California Career Pathway Trust (CCPT). The 2013 Budget Act provided \$250 million in Proposition 98 General Fund for the Superintendent of Public Instruction to award one-time regional and local implementation grants to school districts, county offices, charter schools and community colleges for the CCPT program.

SB 858, Chapter 32, Statutes of 2014 appropriated an additional \$250 million for a second round of CCPT grant awards.

SUPPORT

San José-Evergreen Community College District

OPPOSITION

None received

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