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## SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair

2019 - 2020 Regular

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**Bill No:** AB 30 **Hearing Date:** June 12, 2019  
**Author:** Holden  
**Version:** May 16, 2019  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Ian Johnson

**Subject:** Community colleges: College and Career Access Pathways partnerships.

### SUMMARY

This bill extends the College and Career Access Pathways (CCAP) program for an additional five years and simplifies the process for developing CCAP partnerships, as specified.

### BACKGROUND

Existing law:

- 1) Establishes CCAP, allowing the governing boards of a school district or charter school and a community college district to establish a partnership offering or expanding dual enrollment 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.
- 2) Requires CCAP partnership agreements between school and community college district governing boards to be presented at a public meeting and include:
  - a) The total number of high school students to be served.
  - b) The total number of Full-Time Equivalent Student projected to be claimed by the community college district.
  - c) The scope, nature, time, location and listing of community college courses to be offered.
  - d) The criteria to assess the ability of pupils to benefit from courses offered pursuant to an AB 288 CCAP Partnership Agreement.
  - e) The protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
  - f) The point of contact for the participating community college district and school district partner.

- g) Specification of which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.
  - h) Specification of which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 3) Requires College and Career Access Pathways (CCAP) participating school and community college districts to report annually to the office of the Chancellor of the California Community Colleges (chancellor) all of the following:
- a) The total number of high school pupils by schoolsite enrolled in each CCAP partnership, aggregated by gender and ethnicity.
  - b) The total number of community college courses by category and type and by schoolsite enrolled in by CCAP partnership participants.
  - c) The total number and percentage of successful course completions, by category and type and by schoolsite, of CCAP partnership participants.
  - d) The total number of full-time equivalent students generated by CCAP partnership community college district participants.
  - e) The total number of full-time equivalent students served online generated by CCAP partnership community college district participants.
- 4) Requires the chancellor, on or before January 1, 2021, to prepare a summary report that includes an evaluation of the CCAP partnerships, an assessment of trends in the growth of special admits systemwide and by campus, and, based upon the data collected, recommendations for program improvements, including, but not necessarily limited to, both of the following:
- a) Any recommended changes to the statewide cap on special admit full-time equivalent students to ensure that adults are not being displaced.
  - b) Any recommendation concerning the need for additional student assistance or academic resources to ensure the overall success of the CCAP partnerships.

**ANALYSIS**

This bill:

- 1) Deletes the requirement that a governing board of a district must first have an informational item presented on a CCAP partnership agreement, at an open public meeting of the board, prior to an open public meeting of the board whereby the board can vote on the CCAP partnership agreement.

- 2) Specifies that units completed by a pupil pursuant to a College and Career Access Pathways (CCAP) agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.
- 3) Requires the California Community College (CCC) Chancellor, on or before July 31, 2020, to revise the special part-time student application process to allow pupils to complete one application for the duration of their attendance at a community college as a special part-time student participating in a CCAP partnership agreement.
- 4) Extends the CCAP sunset from January 1, 2022, to January 1, 2027.

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Research has demonstrated that dual enrollment students are more likely to enter college, persist in college to completion, and graduate. Assembly Bill 30 increases access to college opportunities, streamlines the process to develop strong partnerships between K-12 and community colleges, and removes barriers for students.

We have seen many student successes since the implementation of the CCAPs in 2015 and want to continue to ensure that California commits to dual enrollment as a permanent and successful strategy to closing the achievement gap and creating seamless pathways from high school to college."

- 2) ***Concurrent enrollment.*** Concurrent enrollment provides pupils the opportunity to enroll in college courses and earn college credit while still enrolled in high school. Generally, a pupil is allowed to concurrently enroll in a community college as a "special-admit" while still attending high school, if the pupil's school district determines that the pupil would benefit from "advanced scholastic or vocational work." Special-admit students have typically been advanced pupils wanting to take more challenging coursework or pupils who come from high schools where Advanced Placement or honors courses are not widely available. Additionally, programs such as middle college high schools and early college high schools use concurrent enrollment to offer instructional programs for at-risk pupils that focus on college preparatory curricula. These programs are developed through partnerships between a school district and a community college.
- 3) ***College Access and Career Pathways (CCAP) program.*** The CCAP program allows for partnerships between school and community college districts such that high school students dual-enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. The goals of CCAP are to develop seamless pathways from high school to community college for career technical or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness. Courses must be part of an academic program defined in a CCAP agreement and meet criteria for both a high school diploma and an Associate of Arts or other credentials.

Unlike other concurrent enrollment options, College and Career Access Pathways (CCAP) offers dual enrollment as a pathway, rather than a series of disconnected individual courses, and provides greater flexibility in the delivery of courses at the high school campus.

- 4) ***Other concurrent enrollment options.*** Beyond the College and Career Access Pathways (CCAP), community college districts have several statutorily authorized means by which apportionments can be claimed for minors enrolled by the district. These include:
- a) *Special part-time full-time students.* School district governing boards can recommend students who would benefit from advanced scholastic or vocational work for attendance at a community college upon recommendation of the principal. The number of students who can be recommended for summer session enrollments is capped at five percent of the students in each grade. Community colleges can claim state funding for these students only if the course is open and advertised to the general public. Under this authority, students are limited to enrolling in a maximum of 11 units per semester, and must be assigned low enrollment priority by the college to avoid displacement of adults.
  - b) *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. 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. 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.
  - c) *College Promise Partnership Act.* SB 650 (Lowenthal, Chapter 633, Statutes of 2011) authorized a partnership between the Long Beach community college and school district to provide a seamless bridge to college for students who were not already college bound and to reduce the time needed for advanced students to complete programs. These students are exempted from the requirements applicable to special admit students that they must be recommended by the school principal. The community college is eligible to receive state funding for these students but is prohibited from receiving apportionment for instructional activity for which the school district received apportionment. Formerly set to sunset on January 1, 2018, this partnership was extended indefinitely by AB 1533 (O'Donnell, Chapter 762, Statutes of 2017).

**SUPPORT**

Community College League of California (sponsor)  
Brawley Union High School District  
California EDGE Coalition  
California School Boards Association  
Central Union High School District  
Cerritos College  
Coast Community College District  
Coastline College  
Columbia College  
Compton Community College District  
Contra Costa Community College District  
Cuesta College  
East Los Angeles College  
Foothill-De Anza Community College District  
Fresno City College  
Fullerton College  
Grossmont Cuyamaca Community College District  
Hispanic Association of Colleges & Universities  
Imperial Unified School District  
Imperial Valley College  
Kern Community College District  
Long Beach Community College District  
Los Banos Unified School District  
Mendocino Community College District  
Mission College  
Napa Valley Community College District  
Norco College  
Pasadena City College  
Peralta Community College District  
Rancho Santiago Community College District  
Riverside Community College District  
San Bernardino Community College District  
San Diego Community College District  
San Jose/Evergreen Community College District  
Santa Monica College  
Santa Rosa Junior College  
Shasta Community College District  
South Orange County Community College District  
Southwestern Community College District  
Taft College  
West Hills College Lemoore  
West Hills Community College District  
Yuba Community College District

**OPPOSITION**

None received

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