

Date of Hearing: June 11, 2019

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

SB 586 (Roth) – As Amended April 10, 2019

**[Note: This bill is doubled referred to the Assembly Education Committee and will be heard by that Committee as it relates to issues under its jurisdiction.]**

**SENATE VOTE:** 38-0

**SUBJECT:** College and Career Access Pathways partnerships.

**SUMMARY:** Requires the governing board of a school and community college district, as part of a career technical education (CTE) College and Career Access Pathways (CCAP) partnership, to consult with the appropriate local workforce development board to align the pathways with the state's current and future employment needs prior to voting on a CCAP partnership agreement.

**EXISTING LAW:**

- 1) Authorizes the governing board of a school district, upon recommendation of the principal of a student's school of attendance, and with parental consent, to authorize a student who would benefit from advanced scholastic or vocational work to attend a community college as a special part-time or full-time student. Additionally, current law prohibits a principal from recommending, for community college summer session attendance, more than five percent of the total number of students in the same grade level and exempted from the five percent cap a student recommended by his or her principal for enrollment in a college-level summer session course if the course in which the pupil was enrolled met specified criteria. These exemptions were repealed on January 1, 2014 (Education Code (EC) Section 48800, et seq.).
- 2) Prohibits a pupil enrolled in a public school from being required to pay a pupil fee for participation in an educational activity; and, specifies that all of the following requirements apply to the prohibition:
  - a) All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge;
  - b) A fee waiver policy shall not make a pupil fee permissible;
  - c) School districts and schools shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain via payment of a fee or purchase of additional supplies that the school district does not provide; and,
  - d) A school district or school shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school (EC Section 49011).

- 3) Requires the CCC Chancellor's Office (CCCCO) to report to the Department of Finance and the Legislature annually on the amount of full-time equivalent students (FTES) claimed by each CCC district for high school pupils enrolled in non-credit, non-degree applicable, and degree applicable courses; and provides that, for purposes of receiving state apportionments, CCC districts may only include high school students within the CCC district's report on FTES if the students are enrolled in courses that are open to the general public, as specified. Additionally, current law requires the governing board of a CCC district to assign a low enrollment priority to special part-time or full-time students in order to ensure that these students do not displace regularly admitted community college students (EC Sections 76001 and 76002).
- 4) Authorizes the governing board of a community college district to enter into a CCAP 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; and authorizes the governing board of a community college district participating in a CCAP partnership agreement to exempt special part-time students, as specified, from various fee requirements, as specified (EC Section 76004).

**FISCAL EFFECT:** None. This measure is keyed non-fiscal by the Legislative Counsel.

**COMMENTS:** *Dual Enrollment.* According to the United States Department of Education's Institute of Education Sciences Transition to College, *What Works Clearinghouse Report* of February 2017, dual enrollment programs allow high school pupils to take college courses and earn college credits while still attending high school.

Such programs, also referred to as concurrent enrollment, dual credit, or early college programs, are designed to increase college access and degree attainment, especially for students typically underrepresented in higher education. According to the report, dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms:

- 1) Allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to them as high school pupils (this could reduce the need for developmental coursework).
- 2) Students who accumulate college credits early and consistently are more likely to attain a college degree.
- 3) Many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

*College and Career Access Pathways partnership (CCAP).* Community college districts have several statutorily authorized methods by which apportionment can be claimed for minors enrolled by the district. However, a variety of conditions must be met by CCC districts that admit special part-time students.

In an effort to expand the availability of dual enrollment programs to a broader range of students, AB 288 (Holden) Chapter 618, Statutes of 2015, created another category of special admit options, the CCAP. The intent of this new pathway was to serve lower achieving students in an effort to reduce remediation, increase degree completion, decrease time to degree, and stimulate interest in higher education among high school students who may not already be college bound or who are underrepresented in higher education.

The program was structured to authorize a model more like the Long Beach Promise, which offers dual enrollment as a pathway, rather than a series of disconnected individual courses, and to provide greater flexibility in the delivery of courses at the high school campus. Unlike other concurrent enrollment options, AB 288 authorized community colleges to offer courses that are closed to the general public if offered on a high school campus, to grant special admit students higher enrollment priority than currently possible, and to exceed the current 11-unit cap per semester if the student is receiving both a high school diploma and an associate's degree.

In exchange for the greater flexibility, CCAP program districts must meet a variety of requirements relative to instructors, job displacement, preserving access for adult students, and allowances and apportionments.

To note, while districts may operate a dual enrollment partnership through an early college high school or middle college high school, they are prohibited from operating as a CCAP partnership unless they comply with the provisions established pursuant to AB 288.

*Purpose of the measure.* According to the author, "Currently, there is no requirement for a CCAP agreement to include input from local job agencies on job trends and labor market and economic trends".

This measure requires, as a condition of, and before adopting, a CCAP partnership agreement, that the governing board of a school district and community college district, consult with the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs.

*Committee comments and amendments.* Assembly Bill 30 (Holden), as referenced below, seeks to streamline the CCAP partnership process in order to increase the amount of school and community college districts entering into agreements. One of the streamlining methods contained in AB 30 is to remove the requirement that school and community college districts' governing boards have to first hold an informational hearing on the CCAP agreement prior to a vote on the agreement at a subsequent hearing of the governing boards.

SB 586 is in direct conflict with the goals of AB 30, which have been approved by the Assembly. SB 586 seeks to require an informational item on the board agendas prior to a subsequent vote of the governing boards before a school and community college district can enter into a CCAP partnership agreement.

Committee Staff recommends, in order to align with the goals and intent of AB 30, the following amendment:

~~Section 76004 (2) Present the dual enrollment partnership agreement as an informational item at an open public meeting of the governing board of the district. The governing board of~~

~~each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.~~

**(2) *At an open public meeting of that board, present the dual enrollment partnership agreement, take comments from the public, and approve or disapprove the proposed agreement.***

Additionally, this measure maintains the CCAP sunset of January 1, 2022; however, AB 30 (Holden) extends the sunset of the CCAP to January 1, 2027. Committee Staff recommends, in order to align with the goals and intent of AB 30, the following amendment:

~~Section 76004 (z) This section shall remain in effect only until January 1, 2022, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2022, deletes or extends that date.~~

**(z) *This section shall remain in effect only until January 1, 2027, and as of that date is repealed.***

Further, as presently drafted, this measure requires the school and community college governing boards to consult with the appropriate local workforce development boards to determine the extent to which the pathways are aligned with regional and statewide employment needs. While this seems like a laudable goal, it is unclear as to when the governing boards would need to seek input from the workforce development boards and what the workforce development boards input should entail.

*The author may wish to provide more clarity as to the timetable of the school and community college district, and local workforce development boards interaction and the role the local workforce development boards will play prior to the vote of the CCAP partnership agreement. That is to say, what if the CCAP partnership agreement does not align with the local workforce development boards' view of necessary CTE jobs in the region? Who would make the final determination? Would the CCAP partnership agreement still be eligible for a vote by the school and community college district governing boards?*

*Related legislation.* AB 30 (Holden), which is pending in the Senate Education Committee, streamlines the process for developing CCAP partnerships, in part, by: changing the conditions of how CCAP partnership agreements may be adopted; authorizing high school pupils to complete only one community college application for the duration of their attendance, as specified; and, extends the sunset of the CCAP partnership from January 1, 2022, to January 1, 2027.

SB 563 (Roth), which is pending action in the Assembly, establishes the CCAP Grant Program.

*Prior legislation.* There have been many bills introduced in the last several years that attempt to address concurrent enrollment, including, but not limited to the following bills:

- 1) AB 2891 (Holden), of 2018, which was held on the Assembly Appropriations Committee Suspense File, would, in part, authorize the governing body of a charter school to enter into a CCAP partnership with the governing board of a CCC district, which allows high school students to concurrently enroll in community college courses.

- 2) AB 2364 (Holden), Chapter 299, Statutes of 2016, in part, required a community college district to exempt all special part-time students, as specified, from nonresident fees and allows these students to be reported as resident FTES to receive associated state apportionments.
- 3) AB 288 (Holden), Chapter 618, Statutes of 2015, in part, until January 1, 2022, authorized the governing board of a community college district to enter into a CCAP partnership with the governing board of a school district within its immediate service area, as specified, to offer or expand 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.
- 4) AB 1451 (Holden), of 2014, which was held on the Senate Appropriations Committee Suspense File, was similar in nature to AB 288 of 2015.
- 5) AB 1540 (Hagman), of 2014, which was held on the Assembly Appropriations Committee Suspense File, would, in part, specify that the governing board of a school district may authorize a pupil, at the recommendation of a community college dean of a computer science department or another appropriate community college computer science administrator, and with parental consent, to attend a community college during any session or term as a special part-time or full-time student and to undertake one or more computer science courses offered at the community college.
- 6) AB 2352 (Chesbro), of 2014, which was held on the Senate Appropriations Committee Suspense File, would, in part, remove early and middle college high school students concurrently enrolled at a CCC from receiving low priority admission status.
- 7) AB 160 (Portantino), of 2011, which was held on the Senate Appropriations Committee Suspense File, removed certain restrictions on concurrent enrollment and authorized school districts to enter into partnerships with CCC districts to provide high school pupils opportunities for advanced scholastic work, career technical education, or other coursework at CCC campuses.
- 8) AB 230 (Carter), Chapter 50, Statutes of 2011, exempted a pupil attending a middle college high school from the requirement that CCC governing boards assign a low enrollment priority to concurrent enrollment students if that pupil is seeking to enroll in a CCC course that is required for the pupil's middle college high school program.
- 9) SB 1437 (Padilla), Chapter 718, Statutes of 2008, extended the sunset date from January 1, 2009 until January 1, 2014 for which AB 1451 of 2014 sought to further extend the sunset.
- 10) SB 1303 (Runner), Chapter 648, Statutes of 2006, exempted from the specified five percent cap on CCC summer session enrollment, a pupil recommended by his or her principal if the pupil met specified criteria.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

California State PTA

**Opposition**

None on file.

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