

AB 288 The College and Career Access Pathways Act

Assemblymember Chris Holden

SUMMARY

AB 288 establishes the College and Career Access Pathways Act to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to concurrent enrollment opportunities for high school students. The partnership agreement shall outline the terms of their partnership, such as the schedule of eligible courses that can be offered, thresholds for the academic readiness of pupils, protocols for sharing and joint facilities use, etc...

BACKGROUND

California has a long history of concurrent enrollment, whereby high school students are eligible to concurrently enroll in college courses to receive instruction necessary to pass the California High School Exit Exam, take general education courses, or enroll in occupational courses. Numerous studies have concluded that these programs effectively help low achieving students integrate into a college environment, increase the likelihood a degree program will be completed, decrease the length of time to complete a degree program, and stimulate interest in higher education among high school students.

One of the more prominent concurrent enrollment programs is the College Promise Partnership Act, signed into law in 2011. This act authorizes Long Beach Unified School District and Long Beach Community College District to form partnership agreements that expand the scope of concurrent enrollment. More specifically this legislation expanded the law on concurrent enrollment to grant districts flexibility:

- To remove barriers that disincentive historically underserved students from enrolling in dual enrollment programs.
- To grant priority enrollment to high school students participating in a career pathway.
- To allow high school students who are not seniors to concurrently enroll in college coursework.

Since 2008 Long Beach City College has seen a 500% increase in students from Long Beach Unified School District (LBUSD) that have completed college level English and a 200% increase in students from the LBUSD completing college level math and those students did not require remediation once they started classes at Long Beach City College.

Recent reports from the California Community College system reveal a 74 percent remediation rate with new, incoming freshman for English and Math. Data also shows that there is only a 43.6 percent chance that students needing remedial English will actually move on to college level English. For college level math that statistic lowers considerably to 30.6 percent.

Understanding these numbers is compelling districts to revise pathway programs to ensure that students needing remediation are reached earlier in the process and that remediation is wrapped around a pathway that ensures students succeed.

EXISTING LAW

Under existing law, high school pupils may be granted admission to CCC courses as special part-time or full-time students with the authorization of the K-12 district governing board, with the principal's permission, and parental consent (Education Code §48800). Authorized students are those who would benefit from "advanced scholastic or vocational work."(Education Code §48800, et. seq.)

Long Beach Unified School District and the Long Beach Community College District are allowed under current law to form concurrent enrollment partnerships to include focused curricular pathways in general education, career technical education, or a degree. (Education Code §48810-48814.).

THE SOLUTION

The CCAP seeks to build upon existing concurrent enrollment efforts, the career pathways trust, and the Long Beach College Promise to better prepare high school students for college and career success.

The goals of AB 288 are to:

1. **Expand Access** to concurrent enrollment programs for students by specifically authorizing college courses to be offered on a high school campus exclusively to high school students.
2. **Increase exposure** to college coursework and environments for underserved students by specifically authorizing community college districts that have formed a Career Access Pathways partnership to grant limited priority enrollment to those students.
 - a. Numerous studies have shown that concurrent enrollment effectively assists marginal achieving student's transition into college coursework.
3. **Accelerate learning** for students by creating a framework that allows students who demonstrate competency to up to 15 units of community college coursework instead of 11 units.
 - a. This will allow students who may need to take a lab and lecture course the ability to do so while continuing with the courses they need to complete their pathway program.
4. **Build Pathways** that fill projected labor market needs and uniquely customized to the student populations to be served. In many cases, career pathways need to be developed in coordination with regional needs instead of a one-size fits all approach. AB XXX creates a framework that provides districts flexibility to design Career Access Pathway partnerships that work for students, parents, and teachers.
5. **Promote Accountability** for student learning by granting school districts more authority to monitor a student's progress and obtain student academic records from the participating community college.
6. **Increase Transparency** by requiring Career Access Pathway partnerships to be adopted at a public, regularly scheduled meeting of each

respective governing board to ensure that members of the public have an opportunity to weigh in.

7. **Gather Data** that is more consistent and reliable from school and community college districts to allow for better analyses of concurrent enrollment programs and to ensure that school districts are not displacing high school teachers by inviting community college courses.

Support/Opposition

Support:

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