



AB 30 (HOLDEN)

COLLEGE & CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIPS

F A C T S H E E T

Summary

ASSEMBLY BILL 30 (HOLDEN)

Research has demonstrated that dual enrollment students are more likely to enter college, persist in college to completion, and graduate. Through Assembly Bill 30 (Holden), which amends Ed Code 76004, California can increase access to college opportunities, streamline the process to develop strong partnerships between K-12 and community colleges, and remove barriers for students.



BACKGROUND

Dual enrollment is an effective strategy that leverages partnerships between high school and community college to create seamless pathways from high school to college. Dual enrollment has three key benefits: reduction of time to degree completion, increasing college attainment, and closing achievement gaps for underrepresented students.

Dual Enrollment as an Approach to Reduce Time to Degree Completion

The change in traditional timelines for college completion can become expensive when viewed in terms of college costs, taxpayers' subsidies, and the wages students forfeit with each additional semester of enrollment (DesJardins, Ahlburg, & McCall., 2002; Gilmore & Hoffman, 1997). Dual enrollment enables students to acquire college credits early by completing foundational courses while simultaneously completing a high school diploma.

Dual Enrollment as an Approach to Increase College Attainment

Projections suggest that the state will continue to need greater numbers of highly educated workers. "In 2030, if current trends persist, 38% of jobs will require at least a bachelor's degree. However, population and education trends suggest that only 33% of working-age adults in California will have bachelor's degrees by 2030—a shortfall of 1.1 million college graduates" (Public Policy Institute of California, 2018). Dual enrollment is a strategy that can lead to more graduates. A California study of 3,000 student, sixty percent students of color and forty percent first-generation, found that dual enrollment participants are more likely to graduate from high school; less likely to need basic skills in college; more likely to persist in postsecondary education (Hughes, Rodríguez, Edwards, & Belfield, 2012).

Dual Enrollment as an Approach to Close the Achievement Gap

According to an October 2018 Career Ladders study, students who participate in dual enrollment at a community college during high school are more likely to graduate and enter college and more likely to complete a certificate, degree, or transfer. A key finding was that students most underrepresented in community colleges often benefit the most.



PROTECT DUAL ENROLLMENT PATHWAYS

California's Legislature has already taken steps to remove some barriers to dual enrollment access by adopting the College and Career Access Pathways Act, (AB 288 of 2016) which facilitated the development and promotion of K-12 and community college dual enrollment programs that target a broader range of high school students.

Prior to AB 288, no more than 5% of the students in a given grade at a high school could participate in a community college class as part of a dual enrollment program.

However, barriers for students and for the development of effective partnerships still exist and more can be done.

Definitions

DUAL ENROLLMENT/CONCURRENT ENROLLMENT

These two terms are often used interchangeably. Dual and concurrent enrollment offer high school students access to college-level coursework. In some cases, students earn both high school and college credit depending on approval from local school and community college governing boards.

AB 30 (Holden) Expands and Protects Dual Enrollment.

Specifically, the bill:

- **Prevents** College and Career Access Pathways (CCAP) partnerships across California from expiring at the end of 2021 and ensures dual enrollment opportunities remain available to students who may not already be college bound or who are underrepresented in higher education;
- **Streamlines** the process for developing CCAP agreements between K-12 and community college districts;
- **Adds** continuation high schools to the definition of students that can benefit from dual enrollment programs;
- **Allows** units completed as part of a CCAP dual enrollment program to count towards determining registration priority at a community college;
- **Allows** high school students to complete one application for the duration of their attendance at a community college as a dual enrollment student and simplifies the student application;
- **Prohibits** assessing any fees to high school students in CCAP courses, including students in adult continuation high schools; and
- **Enables** the Legislature to regularly check-in on the progress of CCAP partnerships by requiring a summary report every five years.