

# What is the Difference?

## College and Career Access Pathway (CCAP)<sup>1</sup> Partnerships and Non-CCAP Partnerships

Dual enrollment, when a high school student is enrolled in both high school and college at the same time, is often governed by an agreement<sup>2</sup> between a college or college district and a secondary institution or district. There are several kinds of dual enrollment specified in legislation in California, but they can be grouped in two general types: CCAP and non-CCAP. Partners can choose which kind of dual enrollment agreement best suits the needs of their students, or they can use both types of agreements. They can even choose to operate without an agreement, although that is not recommended. This table does not address individual high school students coming on their own to the college to take courses (often referred to as concurrent enrollment or enrichment), which is authorized under non-CCAP type of dual enrollment in Ed Code.

	<b>Non-CCAP</b> <i>Ed Code sections <a href="#">48800</a>; <a href="#">76001</a>; and <a href="#">76002</a></i>	<b>CCAP</b> <i>Ed Code section <a href="#">76004</a></i>
Purpose	Provide advanced scholastic and vocational training to students who are determined by the school district to be ready to undertake college credit coursework.	Expand dual enrollment for students who may not already be college bound or who are underrepresented in higher education by providing seamless pathways to college and career.
Goals	Provide opportunities for eligible K-12 students to benefit from advanced scholastic or vocational course work.	Goal of CCAP is to provide <i>seamless pathways</i> to community college for: transfer, Career Technical Education, to improve high school graduation rates, and/or support students in college and career readiness.
Partners	The law doesn't specify who the partner institutions must be. Commonly, the partners are a community college and another institution that serves students seeking high school diplomas or equivalencies such as a high school, a high school district, an adult school, or a community-based organization.	Partners must be a community college district and one of the following institutions: a school district, an independent charter school or governing body, or a county office of education. Ed code clarifies that the term "high school" includes comprehensive high schools, community schools, juvenile court schools, and adult education programs serving students seeking a GED or high school diploma.

<sup>1</sup> CCAP is defined in California Education Code Section [76004](#).

<sup>2</sup> In this document, agreement is synonymous with "memorandum of understanding" and "contract." To access the benefits of CCAP, the agreement must be labeled, "College and Career Access Pathways Agreement."

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Courses	Courses must be for advanced scholastic or vocational work. A common interpretation is any non-developmental course (college level) or a Career and Technical Education (CTE) course is allowable. Non-credit courses are also allowable.	Courses must be part of a pathway and they may be college level, and under certain circumstances developmental math or English. Non-credit courses are also allowable.
Enrollment Status – Special Part-time Admission	11-unit limit per term. Students have the lowest enrollment priority.	15-unit and 4-course limit per term. Students may have the same priority enrollment as Middle College High School students, tier three.
Funding	Colleges districts may claim apportionment for a course that is open to the general public. If the course is offered at a high school campus, the course shall not be held during the time the campus is closed to the general public.  If the course is closed to the general public, then the college or district may not claim apportionment. The course must be paid for through grants, contracts, or other funding sources.	College districts may claim apportionment for courses, including courses offered on a high school campus. If courses are offered on a high school campus during the regular high school day, then these courses may be closed to the general public and the college may still claim apportionment.  The course, and FTES generated in the courses, must comply with all other applicable statutory or regulatory requirements related to claiming the attendance of special admit students as applicable to CCAP partnerships.
Fees for students	Partnerships may choose to waive the cost of tuition, fees, books, and supplies but there is no legislative requirement to do so.	CCAP is free for students. Partnerships may not charge students for tuition, fees, books, and supplies.
Board Approval	If the high school or school district and community college or college district enter into an agreement, it is advised that it be approved by both boards.	The College and Career Access Pathways Agreement must be presented to each partner’s governing board once in a public meeting for the board to approve or deny and if approved must be submitted to the California Community Colleges Chancellor’s Office before students are enrolled.
Reporting	Regular MIS reporting.	MIS and data sharing agreement with partners. CCAP students are identified via special MIS data element SG 13.

This overview is not a substitute for legal counsel.