



Implications of AB 1705

While the Chancellor's Office prepares a full guidance memorandum on Assembly Bill 1705, a few key provisions of the recently signed law are summarized here to help guide colleges as implementation continues.

AB 1705:

- Continues to require CCCs maximize completion of transfer-level English and math within one year of initial attempt (3 years for ESL)
- Applies to students with a goal of certificate, degree, or transfer
- Requires the use of high school transcript data for placement (including self-reported transcript data)
- Specifies where the use of guided/self-placement is allowed
- Limits placement into noncredit math and English to students who have not completed high school, among others
- Continues students along their high school pathway
- Encourages corequisite support and allows for required corequisite placement (when evidence-based)
- Limits transfer-level enrollment into courses that are not required for the student's certificate or degree (requires evidence of benefit)
- Limits STEM preparation courses to no more than two transfer-level courses
- Provides greater specification on who can be placed into college-level courses:
 - Students in career technical programs seeking a certificate or associate degree with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework
 - Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) of the law that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework
- Provides exceptions to transfer-level placement and enrollment for specific students:



- (1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (2) Students enrolled in a certificate program without English or mathematics requirements.
- (3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
- (5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
- (7) Current high school students in dual enrollment or taking courses not available in their local high school.

Additionally, the Legislature has established a California Community College Equitable Placement and Completion grant program to assist colleges in implementing equitable placement and completion policies and practices. In addition to a full guidance memorandum on AB 1705, colleges can anticipate details on this funding source in the coming months.

Reference: ESS 22-300-019