

[Subscribe](#)[Past Issues](#)[Translate ▼](#)[Sign on to this CAP letter of support](#)[View this email in your browser](#)

Dear practitioner,

In the first year of implementation, AB 705 enabled tens of thousands of additional students to enter and successfully complete transfer-level English and math, with substantial gains for every demographic group examined to date (Transfer-Level Gateway Completion [Dashboard](#)).

But implementation has been uneven and racially inequitable statewide. That's why we are asking California community college faculty, administrators, staff, and researchers to sign on to a letter of support for AB 1705, the follow-up bill by AB 705 author Assemblymember Jacqui Irwin.

We need AB 1705 to address issues impeding full implementation of AB 705, in particular the continued enrollment of students into below-transfer-level coursework that hinders their progress in completing math and English milestones for a degree and transfer. Just 14% of students who began math in a course one-level-below-transfer in fall 2019 completed a transfer-level course in a year, compared to 60% of students who enrolled directly in the transfer-level ([Dashboard](#)).

Yet, in fall 2020, below-transfer classes constituted 20% or more of the introductory math offered at 69 colleges, and some colleges have increased their remedial math offerings. Black and Latino students disproportionately attend colleges that have maintained large remedial math offerings, and colleges serving over 2,000 Black students are more than twice as likely to be

[Subscribe](#)[Past Issues](#)[Translate ▼](#)

colleges last year showed widespread disproportionate impact in transfer-level math completion for Black and Latino students enrolled in below-transfer courses ([CAP 2021](#)).

Contrary to opponents' claims, AB 1705 will not undermine the mission of the community college system. It allows for colleges to continue remediation practices that work, and it holds us accountable for providing evidence that these practices benefit students. We understand that amendments are forthcoming from negotiations between Assemblymember Irwin's office, the Chancellor's Office, and advocate groups to address concerns raised about the bill. The amended bill requires colleges to provide students access to concurrent supports, such as tutoring or corequisite-enhanced transfer-level coursework. It has provisions for maintaining the integrity of career-technical education (CTE) certificate programs that do not have math and English requirements, and it provides accommodation for CTE associate programs with specialized requirements. It also has allowances for programs in credit ESL, dual enrollment, and adult education.

We urge you to review this [Frequently Asked Questions](#) document and sign on to the letter of support to Jose Medina, the Chair of the Assembly Higher Education Committee:

**Sign on to CAP's [letter of support](#) here**  
**Deadline to submit: Friday, April 15, 5pm**

AB 705 shifted California away from the deficit-based, inequitable approach to placement we'd been using for decades. Now AB 1705 is needed to ensure that our policies and practices promote all students' progress.

With hope for the future,  
Katie and Myra  
Cofounders, California Acceleration Project

Katie Hern, Professor of English, Skyline College  
Myra Snell, Professor of Mathematics, Los Medanos College

[PDF version of support letter with working links to cited research](#)

**Subscribe**

**Past Issues**

**Translate ▼**

*Copyright © 2022 California Acceleration Project, All rights reserved.*

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#)

