



**TO:** Chief Executive Officers  
Chief Business Officers  
Chief Instructional Officers  
Chief Student Services Officers

**FROM:** Aisha Lowe, Vice Chancellor, Educational Services & Support  
Dolores Davison, ASCCC President

**RE:** Emergency Guidance for AB 705 Implementation

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Effective implementation of Assembly Bill 705 (AB 705) is essential and remains a primary priority for the Board of Governors and all California Community Colleges. As a reminder, this bill was unanimously adopted by the Legislature, and under title 5, section 55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one year.

As we continue to work toward fulfillment of the *Vision for Success*, and in light of the recent Call to Action for system-wide strategic equity initiatives, AB 705 implementation in general, and ESL placement specifically, are important priorities that must be fulfilled. Under the current circumstances, including the COVID-19 emergency, the Chancellor's Office recognizes the need to extend three upcoming deadlines, one for guided placement or self-placement processes validation for English or math, and two for credit ESL. Given the COVID-19 emergency and the immense impact on campuses, work of the CCCCCO and ESL Work Group to get needed resources, templates, and data-reporting guides to the field was delayed. These deadlines are being extended to allow time to complete that important work and assist campuses with implementing AB 705 with fidelity.

This guidance memorandum extends impending deadlines of AB 705 implementation during this public health emergency and includes the following:

- Extending the One-year Validation of Guided Placement or Self-placement Processes for English or Math to December 30, 2020
- Extending ESL Placement Assessments to July 1, 2021
- Extending ESL Implementation Plans to July 1, 2021

### **Extending the One-year Validation of Guided Placement or Self-placement Processes for English or Math to December 30, 2020**

The Chancellor's Office previously provided provisional approval for districts that plan to employ a guided placement or self-placement method that requires Chancellor approval. Under title 5, section 55522, if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided placement or self-placement model implemented, including but not limited to throughput and successful pass rates, and the college's placement results. Districts will be allowed no more than two years to innovate and validate their own guided placement or self-placement methodology, supporting the needs of their local student population. Toward that end, districts are required to provide a preliminary report on their validation data after one year of implementation, which would have been due this spring. This deadline is extended to December 30, 2020. Additional guidance is forthcoming detailing the process for submission.

### **Extending ESL Placement Assessments to July 1, 2021**

Colleges may continue to use approved ESL assessment tools through July 1, 2021. The list of approved instruments can be found here: <https://assessment.cccco.edu/what-is-assessment>. Colleges may also continue to use the Accuplacer ESL Reading Skills and ESL Sentence Meaning tests.

Colleges may continue to develop and administer new locally developed ESL assessments, but only for research purposes in order to collect evidence of their effectiveness to support submission to the Chancellor's Office for review. Colleges **may not** use these instruments to **place** students, nor require students to take these assessment instruments until they are approved. Additional guidance is forthcoming detailing the process for submission and approval.

Colleges may continue to use their approved writing assessments. Unless approval from the Chancellor's Office has been granted, colleges may not use another college's writing assessment approved for local use. Local assessments are not reviewed for use outside of that specific college/district. Development or adoption of a writing assessment requires Chancellor's Office approval for which additional guidance is forthcoming detailing the process for submission and approval.

If colleges wish to use a commercial ESL assessment instrument, the publisher of the instrument is responsible for submitting the required documentation to the Chancellor's Office for review. Commercial ESL assessment instruments may not be used for placement until approved by the Chancellor's Office. Additional guidance is forthcoming detailing the process for submission and approval.

### **Extending ESL Adoption Plans to July 1, 2021**

The requirement for colleges to submit their AB 705 Adoption Plans for credit ESL by July 2020 is extended to July 1, 2021, pending further guidance from the Chancellor's Office regarding what constitutes evidence-based multiple measures and promising models of assessment.

## Emergency Guidance for AB 705 Implementation

June 23, 2020

Education Code section 78213(d)(1)(b) requires colleges to use “evidence-based multiple measures for placing students into English as a second language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.”

Per title 5, section 55522.5 (b)(2), students who have completed high school in the United States should be placed in English according to section 55522, unless a college has clear evidence (consistent with section 55522) both that such students are highly unlikely to successfully complete transfer-level English or equivalent if placed there, **and** that a placement in an alternative pathway increases their probability of completion of transfer-level English or equivalent within three years. The Chancellor’s Office and the AB 705 ESL Work Group will continue to research additional placement options for ESL students without US high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).

Colleges should continue to collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL course) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL, consistent with title 5, section 55512. Additional guidance is forthcoming detailing a process to share that evidence with the Chancellor’s Office and the AB705 ESL Workgroup.

If you have questions about this guidance, please contact Vice Chancellor Aisha Lowe at [alowe@cccco.edu](mailto:alowe@cccco.edu) or (916) 322-4285.

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