

Impact of AB 705 placement on foster youth

When foster youth begin at the transfer-level in math and English, they are much more likely to complete requirements for a university degree. The table below shows the percentage of foster youth who complete a transfer-level course within a year of enrolling in English or math (Statewide data from the [Transfer-level Dashboard](#), fall 2020-spring 2021).

	ENGLISH Start at transfer-level	ENGLISH Take one remedial course	MATH Start at transfer-level	MATH Take one remedial course
Foster youth	52%	17%	49%	9%

However, their success rates in transfer-level courses are lower than the general population. For this reason, colleges may want to provide additional academic and non-academic support to this population.

AB 705 produced large completion gains for foster youth as shown in the table below. The table gives the percentage of foster youth who complete a transfer-level course within a year of enrolling in English or math. Completion rates include students starting in remedial courses and transfer-level courses. (Statewide data from the [Transfer-level Dashboard](#), pre-reform 2015-2016, post-mandatory reform 2019-2020).

	ENGLISH 2015-2016	ENGLISH 2019-2020	MATH 2015-2016	MATH 2019-2020
Foster Youth	33%	57%	15%	37%

Note: In fall 2019, many colleges continued to enroll students into remedial math despite mandatory implementation guidelines. This greatly hampered their progress in completing math required for a university degree. That year about 21% of students who were foster youth (nearly 31,000) started in remedial math.