



2023 REPORT

Equitable Placement and Completion: Summary of College Funding Plans

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



September 1, 2023

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: CA Community College Equitable Placement and Completion Grant Program

Dear Gov. Newsom:

Pursuant to California Education Code section 78213.2(g), the California Community Colleges Chancellor's Office is pleased to provide this summary of colleges' Equitable Placement and Completion Grant Program college funding plans.

The report outlines how California community colleges plan to invest their equitable placement and completion grant funds in professional development, aligning concurrent student support services, developing corequisite support models, and innovating course sequences. These plans demonstrate colleges' commitment to implement equitable placement policies and practices. We are grateful to the Governor and the Legislature, particularly Assembly Member Jacqui Irwin, for their consistent leadership and support of these transformational practices to ensure all students have an equitable opportunity to succeed.

This first of three reports is the general summary of intended activities. Subsequent reports, due in 2025 and 2027, will detail the changes in policy, practices, and curricular structures colleges make and the impact of these funds and those changes on reaching full implementation of AB 705/1705.

If you have any questions on this report, please contact Executive Vice Chancellor for the Equitable Student Learning, Experience and Impact Office Aisha Lowe at ALowe@CCCCO.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian,
Chancellor

EQUITABLE PLACEMENT AND COMPLETION: SUMMARY OF COLLEGE FUNDING PLANS

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

TABLE OF CONTENTS

INTRODUCTION	1
BACKGROUND	1
Funding For Colleges	1
Funding Plan Requirements.	2
SUMMARY OF COLLEGES SUBMISSION PLANS.	2
Providing Professional Development/Technical Assistance	3
Aligning Concurrent Student Support Services	5
Developing Corequisite Support Models	5
Innovating Course Sequences	6
Additional Approved Investments	7
CONCLUSION	9

INTRODUCTION

Sweeping reforms in developmental education advance the goals of the California Community Colleges [Vision 2030](#) by providing equity in access, success, and support in transfer-level mathematics and English. The Legislature established the California Community College Equitable Placement and Completion Grant Program under the administration of the Chancellor’s Office ([Education Code statute 78213.2](#)). This funding is intended to ensure the implementation of equitable placement and completion policies and practices in California community colleges.

The purpose of this report is to provide a summary of the equitable placement and completion funding plans to the Department of Finance and the Legislature as required ([Education Code statute 78213.2](#)). This will be the first of three reports with subsequent submissions due by July 2025 and 2027.

BACKGROUND

Assembly Bill 705 (Irwin, 2017), signed into law in October 2017, aimed to improve student assessment and placement strategies, increase completion rates, and close achievement gaps. Specifically, AB 705 required community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame. To place students into English and mathematics courses, colleges will use high school coursework, high school grades, or high school grade point average. Assembly Bill 1705 (Irwin, 2022) builds upon the framework of AB 705 by addressing issues underlying implementation inequities and empowering institutions to ensure that placement systems and curricular structures are designed to support equitable placement and completion outcomes.

FUNDING FOR COLLEGES

The Legislature appropriated \$64 million (one-time funding) in the 2022 Budget Act to establish the California Community College Equitable Placement and Completion funding allocation. Allocations were determined using the statutory formula of 34% base, 33% for colleges with below average enrollment in transfer-level math or English, and 33% for colleges with below average completion rates for transfer-level math and English within one year of their first attempt.

Colleges are required to use 10% of their allocation specifically for professional development in inclusive teaching practices and subject pedagogy. In addition, colleges may “implement equitable placement and completion policies and practices for limited-term purposes, including, but not limited to, any or any combination of the following” ([Education Code statute 78213.2\(e\)](#)):

- (1) Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale.
- (2) Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development.

(3) Creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses.

(4) Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses.

(5) Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses by students within a one-year time frame of their initial attempt in the discipline.

FUNDING PLAN REQUIREMENTS

In spring 2023, the Chancellor's Office released [*memorandum ESS 23-08, Required Action: Equitable Placement, Support and Completion \(AB 1705\) Funding Allocation and the Submission of Funding Plans*](#) to inform colleges of their allocation and the requirements on how funds may be invested. Details about additional technical support opportunities curated by the Chancellor's Office were also included. Colleges were directed to an online submission plan form to share how they intend to invest these funds.

SUMMARY OF COLLEGES SUBMISSION PLANS

To date, a total of 110 colleges (out of 115 required) submitted a funding plan to the Chancellor's Office.¹ Overall, all colleges demonstrated commitment to equitable placement, support and completion and expressed an interest in professional development activities and services. As shown in Table 1, "Providing Professional Development / Technical Assistance" for faculty received the most responses, while "Innovating Course Sequences" had the lowest rating. Options falling in the middle: "Aligning Concurrent Student Supports" was second, followed by "Developing Corequisite Support Models" and then "Additional Approved Investments." Each category is explored in more detail in the following sections.

¹ Education Code section 78213.2(d) requires a plan submission to the Chancellor's Office. Calbright College did not receive an allocation and therefore is not required to submit a plan. As of **September 22, 2023** The Chancellor's Office has not yet received a plan from the following colleges: Chaffey College, College of San Mateo, College of the Redwoods, El Camino College, Los Angeles Harbor College.

Table 1. Overall breakdown of colleges’ activities for equitable placement, support, and completion implementation

Activity Type	Percent of Responses	Number of Responses
Providing Professional Development /Technical Assistance: Colleges will use funds for "Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development"(Education Code 78213.2(e)(2)).	93%	102
Aligning Concurrent Student Support Services: Colleges will use funds for "Creation, implementation, and evaluation of concurrent support or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses" (Education Code 78213.2(e)(3)).	88%	97
Developing Corequisite Support Models: Colleges will use funds for "Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics / quantitative reasoning and English courses at scale" (Education Code 78213.2(e)(1)).	85%	94
Additional Approved Investments: Colleges will use funds for "Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses by students within a one-year timeframe of their initial attempt in the discipline" (Education Code 78213.2(e)(5)).	77%	85
Innovating Course Sequences: Colleges will use funds for "Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses" (Education Code 78213.2(e)(4)).	53%	58

PROVIDING PROFESSIONAL DEVELOPMENT / TECHNICAL ASSISTANCE

Of the 102 responses in favor of professional development and technical assistance, the distribution of interests across activities was fairly consistent as illustrated in Table 2. Ninety-five percent of colleges were most interested in investing in professional development for faculty that focused on high challenge, high support and equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level courses.

Table 2. Percent and number of responses for colleges’ professional development activities

Professional Development / Technical Assistance Activities	Percent of Responses	Number of Responses
Professional development for faculty focused on high challenge, high support equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course	95%	97
Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotypes	92%	94
Professional development for faculty that creates safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations	90%	92
Faculty participation in existing training programs (workshops, online courses, communities of practices) that support the goal of improving successful completion of transfer-level math/quantitative reasoning and English, such as the Puente Collaborative, Grading for Equity, and Reading Apprenticeship	78%	80
Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate effectiveness of professional development and to make improvements	77%	79
Targeted professional development for counselors to support counseling with empathy and equity-minded, anti-racist, asset-based approaches to foster students’ positive self-esteem and self-efficacy and to ensure that all students have the confidence and support to begin in English and math coursework for their program that maximizes the student’s chances of completing courses that satisfy requirements for the intended program	73%	75

ALIGNING CONCURRENT STUDENT SUPPORT SERVICES

To align concurrent student support services, colleges will be creating, implementing, and evaluating concurrent support or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses. Nearly 97% of colleges indicated an interest in investing in efforts to develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services, as illustrated in Table 3. The lowest percentage of colleges (75%) selected early alert systems to connect struggling students with relevant support.

Table 3. Percent and number of responses for colleges activities to align concurrent student support services

Activities to Align Concurrent Student Support Services	Percent of Responses	Number of Responses
Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services	97%	94
Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements	91%	88
Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.	76%	74
Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary	75%	73

DEVELOPING COREQUISITE SUPPORT MODELS

With the goal of designing, implementing, and evaluating corequisite transfer-level mathematics / quantitative reasoning and English courses at scale, the data in Table 4 shows that most of the colleges plan to focus on gateway math courses, English composition courses, statistics, and Liberal Arts math courses in developing corequisite courses. They will use funds for faculty release time to implement improvements in corequisites according to best practices. Less interest was indicated in professional development or faculty release time to develop corequisite courses for ESL composition courses and quantitative reasoning courses outside of the math department.

Table 4. Percent and number of responses for college activities to develop corequisite support models

Activities to Develop Corequisite Support Models	Percent of Responses	Number of Responses
Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus	93%	87
English Composition	90%	76
Statistics and Liberal Arts Mathematics (SLAM) math.	73%	69
English composition for ESL students or develop ESL version of English composition	63%	59
Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer	41%	39

INNOVATING COURSE SEQUENCES

When innovating course sequences, college faculty will use release time to redesign, implement, and evaluate certificate and associate degree pathways to include transfer-level courses. Of the 110 plan submissions, 58 colleges indicated they would innovate course sequences. The distribution of responses was even, as colleges had the option to select multiple choices. However, 72% of the 58 respondents expressed interest in “ensuring that students in local associate degree programs are appropriately placed in transfer-level math or quantitative reasoning courses” as a priority.

Table 5. Percent and number of responses for colleges activities to innovate course sequences.

Activities to Innovate Course Sequences	Percent of Responses	Number of Responses
Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.	72%	42
Develop or expand transferable quantitative reasoning options for students seeking only the associate degree, including options taught by disciplinary faculty outside of mathematics, that articulate to the CSU to satisfy quantitative reasoning requirements for general education (e.g., transferable quantitative reasoning courses, such as Financial Literacy taught in the Accounting or Business department, Technical Mathematics for the Trades taught by disciplinary faculty in CTE programs, Liberal Arts Math, contextualized statistics courses taught in the Business Psychology or Ethnic Studies departments, etc.)	67%	39
Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.	65%	38

ADDITIONAL APPROVED INVESTMENTS

Other Activities and Services summarizes colleges’ preferences of utilizing program funding to support the development and implementation of additional activities and services. These activities take a campus-wide approach to implementation.

- **Invest in comprehensive, campus-wide strategic communications:**
 - Intentionally design the messaging within the placement process, as well as matriculation orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports (76%, 65 responses).
 - Develop and implement a strategic communication plan for AB 1705 implementation that includes guidance to college/district stakeholders on

- funding resources, information about professional development resources and opportunities, celebratory stories about local implementation efforts, clear communications to students about their rights to begin in transfer-level English and math and the benefits of doing so (69%, 59 responses).
- Implement the strategies from the AB 1805 Resource Guide: The AB 1805 Resource Guide was developed after an analysis of the AB 1805 Submission Form, and the Considerations for AB 1805 Implementation Guide research brief (MMAP/RP Group) assessing how colleges communicated AB 705 policies to students across different materials – college website, catalog, orientation, and counseling resources. The AB 1805 Resource Guide identifies methods for colleges to improve communication materials to be more holistic and equity minded. The AB 1805 Resource Guide also contains promising communication practices shared by innovative colleges (61%, 52 responses).
 - **Expand the capacity of Institutional Research, Planning and Effectiveness (IRPE) offices** through hiring of new staff, training, and external support to partner with subject matter experts in the development and evaluation of corequisites and other support models, and to automate disaggregation of data to inform equity conversations and plans for improving transfer-level math and English completion rates and address equity gaps. Importantly, IRPE offices should be involved early in the development and evaluation of a new support model (63%, 52 responses).
 - **Invest in Strategic Enrollment Management (SEM)** through opportunities for training in or support with SEM to ensure that colleges are maximizing access to transfer-level math/quantitative reasoning and English and offering enough sections of corequisite support to meet student needs (58%, 49 responses).
 - **Invest in technology improvements** through opportunities for IT training or support to ensure up-to-date coding of changes to placement processes, seamless registration of students into corequisite sections linked to transfer-level course sections, and other IT needs to aid implementation of AB 1705 strategies and mandates (58%, 49 responses).
 - **Establish comprehensive research and evaluation planning.** Developmental education reform is a campus-wide initiative to transform academic and student services policies, processes and structures that need to be carefully monitored and assessed to ensure effectiveness. The development of a new support model, course sequence, or curriculum should include a plan and process for gathering and assessing quantitative and qualitative data on the impact of those changes. When possible, an evaluation plan should include random assignment to both control and treatment conditions. When it is not possible, other mechanisms, such as propensity score matching, should be used to identify comparable students who may have a similar chance of succeeding in a course without the intervention (57%, 48 responses).

CONCLUSION

This report outlines colleges' initial plans to utilize the funds allocated to implement Equitable Placement, Support, and Completion policies and practices across California community colleges. By leveraging the allocated funding and focusing on strategic practices, comprehensive research, and curricular structures and system improvements, colleges are poised to make significant strides in achieving the objectives outlined in both AB 705 and AB 1705.

As the Chancellor's Office continues to monitor and support the colleges' efforts, we look forward to providing subsequent reports in 2025 and 2027, which will offer further insights into the progress and impact of this transformative initiative. Through collective dedication and collaboration, California community colleges are paving the way for a more equitable, inclusive, and successful educational landscape that aligns with the California Community College's Chancellor's Office Vision 2030 goals and supports the success of all students.

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Photo at right: Los Angeles Pierce College

Back cover photo: Monterey Peninsula College



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