



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs
Admissions and Registrars
Institutional Research, Planning, and Effectiveness Professionals

FROM: Aisha N. Lowe, Ph.D.
Vice Chancellor, Educational Services and Support Division

RE: Required Action: Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans

Assembly Bill 1705 was signed into law by the Governor in September of 2022. This bill supports full and comprehensive implementation of the landmark legislation AB 705 (Irwin, 2017) that transformed placement and developmental education in the California community college system. Please reference [guidance memorandum ESS-22-400-009](#) for an overview of the law and implementation. Please also review the AB 1705 [implementation guide](#) and [FAQ](#).

The purpose of this memorandum is to announce the California Community College Equitable Placement, Support and Completion funding allocation that was included in the 2022 Budget Act and to provide guidance on the use of the funds, and the required funding allocation plans. College funding allocations and the funding formula methodology are provided in Attachment 1.

Specifically, this guidance memorandum addresses:

- Equitable Placement, Support and Completion approved funding activities.
- Guidance to colleges on the submission of the Equitable Placement, Support and Completion funding plan that is required per Education Code §78213.2 (d).
- Additional resources for implementation and evaluation.

Equitable Placement, Support and Completion Funding Allocation

As a result of sweeping policy reforms in developmental education, and to advance the goals of the *Vision for Success* in closing equity gaps in transfer-level math and English completion, the Legislature appropriated \$64 million (one-time funding) in the 2022 Budget Act to establish the California Community College Equitable Placement, Support and Completion funding allocation. These funds will assist colleges in implementing developmental education reform policies and practices.

Equitable Placement, Support and Completion (i.e., implementation of AB 1705) is a required institutional priority for all California community colleges. This work should be embedded in

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college/district strategic plans and in the goals of all educational services and support programs. Developmental education reform has proven to be one of the single greatest equity reforms of our time, dramatically increasing student enrollments in and successful completion of transfer-level English and math courses for all student groups. Please review [guidance memorandum ESS-22-400-009](#) which provides an overview of the beneficial impact of AB 705 on the community college system and student outcomes. A more comprehensive review was provided during the [AB 1705 implementation webinar](#).

Pursuant to Education Code [§78213.2](#), this funding is intended to ensure the full implementation of equitable placement, support and completion policies and practices. In accordance with the provisions of subdivision (b), the Chancellor's Office shall distribute funding to community colleges that satisfy the statutory requirements and any programmatic criteria and administrative guidelines developed by the Chancellor's Office to implement the funding. These funds will be distributed as an allocation through established fiscal apportionment processes administered by the Fiscal Services Division of the Chancellor's Office in fall 2023 (see the funding allocations attached).

The Chancellor's Office will allocate funding to colleges as follows (§78213.2(c)):

- (1) Thirty-four percent of funds as a base allocation to all community colleges (\$21,760,000).
- (2) Thirty-three percent of funds to community colleges with below average enrollment in transfer-level mathematics or English courses (\$21,120,000).
- (3) Thirty-three percent of these funds shall be awarded to community colleges with below average rates of students successfully completing transfer-level mathematics or English courses within one year of their first attempt in the discipline (\$21,120,000).

Colleges are to use these funds as follows (per Education Code 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 that satisfy a requirement for the intended program within a one-year timeframe of their initial attempt in the discipline.

To assist colleges in expeditious and effective planning, the Chancellor's Office has provided **a list of approved funding activities for colleges to choose from**. These are the same activities provided in the Improvement Plans and should align with work colleges already have underway.

Other services colleges may want to invest in must be aligned with the approved activities provided below.

Submission of Equitable Placement, Support and Completion Funding Plans

To receive funding, colleges are required to submit to the Chancellor's Office, on or before July 1, 2023, a funding plan form indicating how funds will be invested to implement equitable placement, support and completion policies and practices. These funds are to be used to make local changes in placement practices, support services, curricular structures & offerings, professional development, research & planning, and effective communication to ensure full implementation of AB 1705. Colleges may choose as many or as few of the approved activities provided below.

While the present funding plan form is simplified to allow colleges to choose among the approved funding activities, colleges will need to submit a detailed report of exactly how funds were invested, toward what goals, and with what resulting outcomes in 2024 and 2025 (as is required in Education Code §78213.2(g)). Please complete the present funding plan form with that more thorough reporting in mind. In so doing, be sure to fully engage key campus stakeholders in the planning process, in particular local academic senates, students, faculty, and institutional research professionals.

Each college should submit one funding plan to the Chancellor's Office by July 1, 2023 using this plan submission form: **[Equitable-Placement-and-Completion-Plan-Submission-Form](#)**. A copy of the funding plan submission form is included as Attachment 2 to this memorandum for reference purposes only (submit using the link above). Colleges should closely coordinate and ensure **one** plan per college is electronically submitted to the Chancellor's Office. Multiple submissions from the same college will not be processed and allocations will be delayed.

Funding Allocation Expenditure Requirements and Guidelines

This funding is one-time and should be used as expansion funding for developmental education reform work already underway on the campus (see the guidance provided in the [2021 improvement plans](#), along with your campus's improvement plan submission and results) and/or as seed funding to launch new efforts. Equitable Placement, Support and Completion (i.e., implementation of AB 1705) is a required institutional priority for all California community colleges. This work should be embedded in college/district strategic plans and in the goals of all educational services and support programs. Strategically leveraging Student Equity and Achievement (SEA) Program funding and additional funding sources, where permissible, is strongly encouraged (Guided Pathways, block grants, other local private or public sources, etc.).

In accordance with the statutory funding provisions (Education Code 78213.2(f)), at least 10% of the funds received must be spent on professional development on inclusive teaching practices and subject pedagogy. Additionally, per Education Code §78213.2(e)(1-4), Equitable Placement, Support and Completion funds may be used for any combination of the following **approved funding activities detailed below**. As part of the college's funding plan (submitted using the form linked above), each college will indicate where funds will be invested and which of the approved options the college will focus on.

Subsequently, colleges will be required to provide a detailed narrative account of how these funds were invested and what improvements in student outcomes have resulted. Please plan your

local investment with that reporting in mind (i.e., coordinate with your institutional research offices/leads early in the planning process).

The following five headings and sections lay out the approved funding activities. You will choose among these within [the online form](#).

DEVELOPING COREQUISITE SUPPORT MODELS

Recent research shows that corequisite support is one of the most effective ways of supporting students and promoting their success in college coursework. Effective corequisite support meaningfully targets support to the specific skills needed to succeed in the specific transfer-level course and provides that support when it is needed and most useful (i.e., just in time support).

Colleges may use these 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)).

Colleges may use funds for faculty release time to design, implement, and/or evaluate and improve corequisites according to best practices (including, but not limited to) low-unit, integrated registration into linked sections, taught by same instructor to allow seamless integration of relevant just-in-time remediation), in the following areas:

- English composition
- English composition for ESL students or develop ESL-versions of English composition
- Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus.
- Statistics and Liberal Arts Mathematics (SLAM) math
- Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

Colleges may use funds for faculty release time to evaluate and improve corequisites, and fund collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of corequisites in producing better and more equitable outcomes.

PROVIDING PROFESSIONAL DEVELOPMENT/TECHNICAL ASSISTANCE (PD/TA)

Colleges may use these 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)). Professional development offerings should include “professional development in inclusive teaching practices and subject pedagogy” (Education Code 78213.2(f)). Furthermore, “all faculty are encouraged to attend the professional development and it is the Legislature’s intent for community colleges to require faculty who teach remedial mathematics/quantitative reasoning or English to attend the professional development” funded by this allocation ((Education Code 78213.2(f)). Colleges are strongly encouraged to ensure professional development opportunities are structured to include and incentivize the participation of part-time faculty.

Colleges may use funds for:

- 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.
- 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 stereotype-threat.
- 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.
- 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).
- 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, Reading Apprenticeship.
- Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of professional development and to make improvements.

Targeted professional development for counselors is paramount to the successful implementation of equitable placement, support and completion. It is essential that counselors are armed with the information needed and are given the supports required to effectively guide students' course enrollments. Professional development for counselors should provide an actionable understanding of trauma-informed counseling techniques and provide inclusive practices to support diversity and equity-based counseling approaches.

ALIGNING CONCURRENT STUDENT SUPPORT SERVICES

Colleges may use these funds for “creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses” (Education Code 78213.2(e)(3)).

Colleges may use funds to:

- Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.
- Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements.

INNOVATING COURSE SEQUENCES

Colleges may use these 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)).

This work is particularly important in math where demystifying the stigma of math and increasing student agency will provide more opportunity for success. Colleges should invest in contextualized math courses and instruction, and innovative sequences that reduce the possible exit points for students and increase on-ramps for students to enter math sequences.

Colleges may use funds to:

- 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, etc.).
- Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.
- 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.

ADDITIONAL APPROVED INVESTMENTS

In addition to the Education Code aligned funding activities detailed above, colleges may also use these funds for targeted investments in support of developmental education reform. Colleges may use funds to:

- 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 support models.
- 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 needs 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.

- 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.
- 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.
- Invest in comprehensive, campus-wide strategic communications on equitable placement, support, and completion (i.e., AB 1705 implementation):
 - 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, and contains promising communication practices shared by innovative colleges.
 - 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.
 - 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, and clear communications to students about their rights to begin in transfer-level English and math and the benefits of doing so.

Required Reporting

The Chancellor's Office is required, per Education Code §78213.2 (g), to report to the Department of Finance and the Legislature a summary of the plans submitted by colleges (on or before September 1, 2023), and two subsequent reports presenting each community colleges' progress in implementing its plan (in 2024 and 2025). To enable the Chancellor's Office to comply with these reporting requirements, colleges are required to submit progress reports on the implementation status of plans submitted. The Chancellor's Office will provide additional guidance on the format and deadlines for those reports.

Additional Professional Development/Technical Assistance Opportunities

In addition to this funding allocation which colleges will use to invest in local implementation of equitable placement, support and completion, the Chancellor's Office has also curated and invested in a set of professional development opportunities colleges can also engage in. Colleges

are invited to participate in Chancellor's Office sponsored PD/TA in addition to the funding allocation to assist with implementation requirements (see an overview of each of those opportunities below). Colleges will be invited to an informational webinar with each vendor to learn more about each opportunity. Additionally, the electronic funding plan submission form asks colleges to rank order the following opportunities to gauge interest in participation (while not committing to an option):

- **Equity Accelerator**: Equity Accelerator (formerly known as the *College Transition Collaborative*) is a Focused Research Organization that leverages learning from social, behavioral, and brain sciences to create robust and evidence-based practices and programs that support students learning, belonging and growth in college. The Chancellor's Office is partnering with Equity Accelerator to test an adaptation of their existing Belonging Intervention in the community college context. This intervention helps incoming students view the challenges associated with the transition to college as normal, so that they are better able to stay academically engaged and motivated when they face challenges. The program is delivered through an online module to incoming students, takes less than one hour to complete, and has been developed to complement institutions' existing student orientation programs. Rigorous testing of the Belonging Intervention shows that it helps to increase enrollment and performance, and close equity gaps in student outcomes and completion. The Equity Accelerator will also produce a California community college-specific Belonging Guide for administrators to provide further guidance on how to develop campuses and classrooms of belonging. The impact of the intervention on faculty and students in the community college context will be rigorously evaluated and assessed providing campuses with the information needed to spur further innovation.
- **Motivate Lab**: Motivate Lab seeks to “improve people’s lives through rigorous motivation research”, by applying that research to “create significant and sustainable positive change, from the individual to the system.” Through this partnership, Motivate Lab will bring their growth mindset and developmental education reform work to the CCCs. They will work with clusters of colleges to implement and scale math and English corequisite models with a focus on instructor and student learning mindsets and professional development using Motivate Lab's four-phase research design process. This includes collecting instructor and student learning mindset surveys & conducting focus groups, conducting site visits at colleges, and leading PD opportunities with the participant colleges along with systemwide PD Summits. Math and English faculty at participating colleges will engage in “motivating learners” courses, and the impact on faculty and students will be assessed.
- **NLET**: The National Laboratory for Education Transformation (NLET) seeks to “develop and support student-centric learning and career outcomes toward improving lives” by supporting and credentialing learners. Through this partnership, NLET will customize a faculty-driven OER platform for corequisite support in math, targeted to the needs of the California community college system. Referred to as *Just In Time Math*, the platform uses curated open educational resources with automated formative assessments to create targeted support in math. This concurrent support tool assists math teaching, learning, and review by providing more than 600 micro-competencies from pre-Algebra to pre-Calculus and Statistics. Additionally, NLET will work with faculty to align math

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competencies with industry and help math faculty innovate the math canon of the future – competency-based math for workforce preparation.

- [Partnership Resource Team](#) (PRT) Support: PRTs provide colleges with professional learning opportunities by supporting the development of innovative strategies, best practices, resources, and tools by utilizing a development plan centered on achieving racial equity in educational access, support, and outcomes for students. The PRTs support the cultivation of inclusive classrooms and anti-racist curriculum, and the integration of evidenced-based pedagogical strategies that promote equitable placement, support, and completion by pairing colleges with experts in the field with high support. PRTs will be deployed onto select campuses to serve as hands-on peer guides, helping colleges improve their developmental education reform implementation.

Additional Resources for Evaluation

As California community colleges continue to implement Equitable Placement, Support and Completion colleges must do so with a continued focus on maximizing student access, support, and success, guided by local research and annual cycles of continuous improvement. Resources to help colleges engage in cycles of continuous improvement to maximize student success can be found in the Equitable Placement and Completion community in the California Community College Vision Resource Center and on the MMAP/RP Group [webpage](#).

Informational Webinar

The Chancellor's Office will host a system-wide informational webinar that will include an overview of the funding guidelines and an opportunity to address questions from the webinar audience.

You are invited to a Zoom webinar:

When: May 18, 2023 4:00 PM - 5:00 PM

Topic: Guidance on the Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans

Please click the link below to register for the webinar:

https://cccconfer.zoom.us/webinar/register/WN_4yk--wSPST6cNIQoFbSmew

Chancellor's Office Program Contacts

Please direct inquiries regarding this guidance to the Chancellor's Office Educational Services and Support Division at ab705@cccoco.edu.

cc: Dr. Daisy Gonzales, Interim Chancellor
Dr. Lizette Navarette, Interim Deputy Chancellor
Dr. John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics (IDEA) Office
All Chancellor's Office Staff

Attachments:

1. Equitable Placement, Support and Completion funding methodology and allocations.

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2. Equitable Placement, Support and Completion Funding Plan Submission Form (provided as an attachment for reference only. Submit Plans to the Chancellor's Office electronically via the link specified in the *Requested Action* section of this memorandum).

Attachment 1

Equitable Placement, Support and Completion Funding Allocations and Methodology

The funding allocation model provides each college with the same base allocation (\$187,217.39). Each college then receives proportional additional funding based on enrollment in and successful completion of transfer-level English and math (as required by law). These metrics were assessed using data from the [Transfer-Level Gateway Completion Dashboard](#).

Methodology: To compute each college’s proportional funding, colleges’ percentage of enrollments in transfer-level math and English, and percentage of students completing transfer math and English within a year of their first enrollment in the discipline (2020-21) were organized. Each college was given a standardized value (Z score) for each of the four categories (English enrollment, English completion, math enrollment, and math completion). Standardizing or normalizing those percentages create a distribution of which colleges are below average in enrollment or completion (as required in the legislation) and to see how well or poorly a college is succeeding compared to the average (the completion metrics for math and English are both approximately normally distributed around their mean. The enrollment data is bounded at 100% and cannot be normally distributed). The actual funding amounts for enrollment and completion are based on a weighted value derived from the Z score multiplied by the number of math or English enrollments at each college. For enrollment, the total amount of funding is split evenly between math and English, while completion funding is split with one part to English completion and two parts to math completion (because math generally sees much lower rates of completion compared to English). This model provides a balance between funding colleges with the greatest need (those who may be relatively low in the four categories) with college size, while also accounting for a minimum level of funding through the base allocation.

College Name	Total Funding (\$)
ALAMEDA	\$ 284,906.97
ALLAN HANCOCK	\$ 535,150.25
AMERICAN RIVER	\$ 865,892.89
ANTELOPE VALLEY	\$ 751,351.38
BAKERSFIELD	\$ 1,082,266.60
BARSTOW	\$ 264,368.59
BERKELEY CITY	\$ 283,549.51
BUTTE	\$ 522,549.20
CABRILLO	\$ 448,515.85
CANADA	\$ 302,284.36
CANYONS	\$ 663,072.34
CERRITOS	\$ 1,165,761.99
CERRO COSO	\$ 341,540.01
CHABOT HAYWARD	\$ 628,790.57
CHAFFEEY	\$ 859,961.28
CITRUS	\$ 463,735.42
CLOVIS	\$ 433,538.44

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COASTLINE	\$	333,248.20
COLUMBIA	\$	248,782.48
COMPTON	\$	289,566.78
CONTRA COSTA	\$	399,723.02
COPPER MOUNTAIN	\$	258,596.69
COSUMNES RIVER	\$	754,350.67
CRAFTON HILLS	\$	402,861.03
CUESTA	\$	586,949.59
CUYAMACA	\$	320,342.31
CYPRESS	\$	798,288.75
DE ANZA	\$	548,738.24
DESERT	\$	756,343.38
DIABLO VALLEY	\$	611,593.84
EAST LA	\$	1,154,237.18
EL CAMINO	\$	1,045,336.30
EVERGREEN VALLEY	\$	421,361.58
FEATHER RIVER	\$	251,309.82
FOLSOM LAKE	\$	437,172.16
FOOTHILL	\$	332,591.30
FRESNO CITY	\$	810,233.38
FULLERTON	\$	819,423.48
GAVILAN	\$	395,283.42
GLENDALE	\$	680,552.70
GOLDEN WEST	\$	466,627.86
GROSSMONT	\$	662,277.78
HARTNELL	\$	565,591.53
IMPERIAL	\$	616,375.85
IRVINE	\$	445,047.13
LA CITY	\$	747,537.28
LA HARBOR	\$	430,817.00
LA MISSION	\$	409,010.66
LA PIERCE	\$	901,123.35
LA SOUTHWEST	\$	311,115.12
LA TRADE TECH	\$	472,100.25
LA VALLEY	\$	532,118.45
LAKE TAHOE	\$	236,636.51
LANEY	\$	390,712.34
LAS POSITAS	\$	431,710.40
LASSEN	\$	279,511.81
LONG BEACH	\$	1,466,338.16
LOS MEDANOS	\$	648,030.60
MADERA	\$	305,594.62
MARIN	\$	366,132.98

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MENDOCINO	\$	333,308.94
MERCED	\$	785,258.45
MERRITT	\$	263,298.61
MIRA COSTA	\$	511,462.91
MISSION	\$	330,305.09
MODESTO	\$	580,709.14
MONTEREY	\$	410,146.62
MOORPARK	\$	829,920.33
MORENO VALLEY	\$	402,070.28
MT SAN ANTONIO	\$	1,183,249.96
MT. SAN JACINTO	\$	789,814.50
NAPA	\$	473,296.08
NORCO	\$	423,443.48
OHLONE	\$	562,204.40
ORANGE COAST	\$	732,564.97
OXNARD	\$	515,491.30
PALO VERDE	\$	243,893.47
PALOMAR	\$	1,005,129.42
PASADENA	\$	784,017.12
PORTERVILLE	\$	288,750.71
REDWOODS	\$	285,156.53
REEDLEY	\$	368,696.51
RIO HONDO	\$	618,245.38
RIVERSIDE	\$	871,085.23
SACRAMENTO CITY	\$	947,791.23
SADDLEBACK	\$	674,925.63
SAN BERNARDINO	\$	754,081.37
SAN DIEGO CITY	\$	750,746.93
SAN DIEGO MESA	\$	776,983.06
SAN DIEGO MIRAMAR	\$	435,612.57
SAN FRANCISCO	\$	662,989.24
SAN JOAQUIN DELTA	\$	770,097.95
SAN JOSE CITY	\$	365,000.38
SAN MATEO	\$	350,827.84
SANTA ANA	\$	658,428.86
SANTA BARBARA	\$	539,074.13
SANTA MONICA	\$	1,181,302.92
SANTA ROSA	\$	723,549.55
SANTIAGO CANYON	\$	469,832.74
SEQUOIAS	\$	593,950.85
SHASTA	\$	543,353.84
SIERRA	\$	745,734.86
SISKIYOU	\$	228,392.02

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SKYLINE	\$	323,091.28
SOLANO	\$	504,623.31
SOUTHWESTERN	\$	800,911.23
TAFT	\$	341,904.94
VENTURA	\$	523,631.66
VICTOR VALLEY	\$	500,815.36
WEST HILLS COALINGA	\$	262,725.59
WEST HILLS LEMOORE	\$	306,257.27
WEST LA	\$	329,877.75
WEST VALLEY	\$	405,212.08
WOODLAND	\$	296,275.95
YUBA	\$	401,946.57

Attachment 2

Equitable Placement, Support and Completion Funding Plan Submission Form

(Provided for reference only. Submit Plans to the Chancellor's Office electronically via the link specified in the *Requested Action* section of this memorandum and linked below).

[Click here to complete the Equitable-Placement-and-Completion-Plan-Submission-Form](#)

Equitable Placement, Support, and Completion Funding: AB 1705 Implementation Plan Submission Form (EC 78213.2(d)) Due July 1, 2023

Introduction and Instructions

Page description:

This page provides an introduction and overall instructions for completing this form.

Introduction

In accordance with Education Code 78213.2(d), colleges must demonstrate its commitment to implement equitable placement and completion policies and practices by submitting a plan that documents changes in placement practices and curricular structures that the college will implement. This form will serve as the institution's plan as it collects details on how each college will meet the the requirements for the Equitable Placement, Support and Completion Funding allocation.

This form is divided into four sections:

1. District and College Information
2. Institution's Equitable Placement, Support and Completion Funding Activities
3. Additional Professional Development / Technical Assistance Opportunities (Chancellor's Office-sponsored Events)
4. Certification and Signature Page

Colleges must closely coordinate and manage the electronic form submissions to ensure **one Plan per college is electronically submitted to the Chancellor's Office. The Chancellor's Office will not process multiple Plan submissions from the same college; college officials will be contacted and requested to resolve and resubmit locally.**

Resources:

- Memo ESS 23-08 Required Action: Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans
- PDF copy of this form for reference
- Chancellor's Office Equitable Placement Website
- Send questions to AB705@cccco.edu

This electronic submission form contains a "Save and Continue" phrase at each page's top right. To save information on a specific page, you must advance to the next page and click the "Save and Continue" phrase. Please follow the instructions on the screen.

1. District and College Information *

District (Please do not abbreviate)

College (Please do not abbreviate)

Equitable Placement, Support, and Completion Funding Activities

Page description:

This page collects information on the policies and practices that will be implemented to support equitable placement, support, and completion.

NOTE: "A community college that receives the grant shall use 10 percent of their grant for professional development in inclusive teaching practices and subject pedagogy. All faculty are encouraged to attend the professional development and it is the Legislature's intent for community colleges to require faculty who teach remedial mathematics/quantitative reasoning or English to attend the professional development courses offered pursuant to this subdivision." (Education Code 78213.2(f)).

2. A community college may use funds to implement equitable placement and completion policies and practices including, but not limited to, any or any combination of the options provided below. Select all the activities that the college will invest in. (Ref. EC 78213.2 (e)). For each option selected, one additional question will appear to gather more detail about how the funds will be used.

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- 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)).
- 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)).
- 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)).
- 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)).
- 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)).

3. When developing corequisite support models, in what areas will your colleges be using funds for faculty release time to design, implement, and/or evaluate and improve corequisites according to best practices (e.g., low-unit, integrated registration into linked sections, taught by same instructor to allow seamless integration of relevant just-in-time remediation)? Check all that apply

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- English Composition
- English composition for ESL students or develop ESL-version of English composition
- Gateway math courses that satisfy course requirements for Business, Science, Technology, Engineering and Mathematics (BSTEM) programs, including corequisites for calculus
- Statistics and Liberal Arts Mathematics (SLAM) math
- Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

4. Which professional development/technical assistance activities will the college invest in? Check all that apply *

- 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
- 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
- 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
- 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
- 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
- Collaboration between faculty and Institutional Research and Planning Professionals (IRP) to evaluate effectiveness of professional development and to make improvements

5. When aligning concurrent student support services, check all the options the college will invest in. *

- Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services
- Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Work with Institutional Research and Planning Professionals (IRP) to evaluate the effectiveness of concurrent support and support services and make improvements

6. When innovating course sequences, for which activities will faculty use release time to redesign, implement, and evaluate certificate and associate degree pathways to include transfer-level courses? Check all that apply *

- 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.).
- Ensure that for students in local associate degree programs, the default placement is appropriate transfer-level math or quantitative reasoning courses.
- 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.

7. For which additional approved assessments will your college be using funds? Check all that apply *

- 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.
- 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.
- 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.
- 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.
- Invest in comprehensive, campus-wide strategic communications: 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 (MMA/ 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.

- 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.
- Invest in comprehensive, campus-wide strategic communications: 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.

Additional PD/TA Opportunities (CCCCO-sponsored Events)

Page description:

This page provides an overview of PD/TA events that colleges will be invited to participate in (CO-sponsored), to assist with implementing equitable placement and completion policies and practices.

8. In addition to the funding allocation colleges receive, colleges will be invited to participate in CCCCCO-curated (i.e., CO-sponsored) Professional Development/Technical Assistance (PD/TA) opportunities to assist with implementing equitable placement and completion policies and practices. Please select the preferred PD/TA activities in **RANK ORDER** preference.

Ranking instructions:

On a scale of 1 to 4:

- 1 = highest (top) ranked preference
- 2 = second highest ranked preference
- 3 = third ranked preference
- 4 = fourth (lowest) ranked preference *

1 2 3 4

Equity Accelerator: Through robust and evidence-based research practices and interventions, the Equity Accelerator critically examines aspects of student adaptation and social belonging within colleges. In this classroom intervention, Equity Accelerator will train faculty to

conduct a one-hour belongingness intervention in classes with students that has resulted in a statistically significant positive impact on student motivation & achievement, as well as in diminishing equity gaps. The Equity Accelerator will also produce a CCC-specific Belonging Guide for faculty and administrators to provide further guidance on how to develop campuses and classrooms of belonging. The impact of the intervention on faculty and students will be rigorously evaluated and assessed. [For more information visit <https://collegetransitioncollaborative.org/>]



Motivate Lab: Motivate Lab seeks to “improve people’s lives through rigorous motivation research”, by applying that research to “create significant and sustainable positive change, from the individual to the system.” Through this partnership, Motivate Lab will bring their growth mindset and remedial education reform work to the CCCs. They will work with clusters of colleges to implement and scale math and English corequisite models with a focus on instructor and student learning mindsets and professional development using Motivate Lab's four-phase research design process. This includes collecting instructor and student learning mindset surveys & conducting focus groups, conducting site visits at sample colleges, and leading PD opportunities with the sample colleges and PD Summits for the system. Math and English faculty at sample colleges will engage in “motivating learners” courses, and the impact on faculty and students will be assessed. [For more information visit <https://motivatelab.org/>]



NLET: The National Laboratory for Education Transformation (NLET) seeks to “develop and support student-centric learning and career outcomes toward improving lives” by supporting and credentialing learners. Through this partnership, NLET will customize of a faculty-driven technology platform for corequisite support in math, targeted to the needs of the California Community College system. Referred to as Just In Time Math, the platform uses curated open educational resources with automated formative assessments to create targeted support in math. This concurrent support tool supports math teaching, learning, and review by providing more than 600 micro-competencies from pre-Algebra to pre-Calculus and Statistics. Additionally, NLET will work with faculty to align math competencies with industry and help math faculty innovate the math canon of the future – competency-based math for workforce preparation. [For more information visit <http://www.NLET.org>]



Peer Resource Team (PRT) Support: PRTs provide colleges with professional learning opportunities by supporting the development of innovative strategies, best practices, resources, and tools by utilizing a development plan centered on achieving racial equity in educational access, support, and outcomes for students. The PRTs support the cultivation of inclusive classrooms and anti-racist curriculum and the integration of evidenced-based pedagogical



strategies that promote equitable placement, support, and completion by pairing colleges with experts in the field with high support. PRTs will be deployed onto select campuses to serve as hands-on peer guides, helping colleges improve their remedial education reform implementation.

Certification and Signature Page

Page description:

This page collects information for the certification of this form.

9. Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below. *

First Name,
President/Superintendent/Chancellor

Last Name,
President/Superintendent/Chancellor

Title,
President/Superintendent/Chancellor

Email Address,
President/Superintendent/Chancellor

President/Superintendent/Chancellor Signature. Please sign your name to certify this submission. *

Sign name using mouse or touch pad

Signature of

10. Please provide the name, title, email address, and contact telephone number of the Chief Instructional Officer (CIO) or their designee in the space below. *

First Name,
CIO

Last Name,
CIO

Title,
CIO

Email Address,
CIO

CIO Signature. Please sign your name to certify this submission. *

Sign name using mouse or touch pad

Signature of

11. Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below. *

First Name, Academic Senate President

Last Name, Academic Senate President

Title, Academic Senate President

Email Address, Academic Senate President

Academic Senate President Signature. Please sign your name to certify this submission.

*

Sign name using mouse or touch pad

Signature of

Thank You!

Thank you for taking our survey. Your response is very important to us.