



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Updated Guidance: AB 1705 Equitable Placement and Completion Grant Program

Purpose

The purpose of this memorandum is to provide updated guidance and implementation support regarding the AB 1705 Equitable Placement and Completion Grant Program, including the establishment of a shared systemwide expenditure timeline, updated spending and reporting processes, and clarification of colleges' responsibilities for the timely and appropriate use of grant funds in support of equitable placement, support, and completion reforms.

This guidance is intended to assist colleges in:

- Planning for the continued and effective use of remaining grant funds;
- Supporting local expenditure planning toward the intended full expenditure of grant funds by June 30, 2027;
- Maintaining clear, consistent, and accurate systemwide reporting, including final progress and expenditure reporting in 2027; and
- Highlighting system-supported professional learning opportunities, including the *Math Equity in Action (MEIA) Academy* and a Spring 2026 virtual conference—to support colleges in advancing AB 1705 implementation.

This memorandum builds upon prior Chancellor's Office guidance issued in [May 2023](#), [February 2024](#), and [May 2025](#), and provides updated administrative guidance to support implementation, timely grant closeout, and systemwide reporting. This memorandum reflects the ongoing commitment of the Chancellor's Office to work in partnership with colleges in ensuring AB 1705 grant funds are used in ways that meaningfully advance student access, success, and completion.

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Background

Assembly Bill 183 (Chapter 624, Statutes of 2022) established the Equitable Placement and Completion Grant Program and appropriated \$64 million in one-time funding to support systemwide implementation of reforms aligned with AB 1705.

Colleges that received grant funds submitted implementation plans ([Memo ESS 23-08](#)) documenting intended investments in placement practices, curricular structures, and student support strategies designed to increase the proportion of students completing transfer-level mathematics or English within one year of initial enrollment.

As implementation has progressed, colleges are at different stages in their use of grant funds, reflecting variation in local context, capacity, and reform pathways. At the same time, *timely use of grant funds is essential to achieving their intended impact*—supporting current students and advancing equitable placement, support, and completion initiatives.

Establishing a shared systemwide timeframe for full expenditure provides a common planning horizon that supports the thoughtful sequencing of implementation efforts, clear systemwide reporting, and responsible stewardship of public funds.

Systemwide Expenditure Timeline and Planning Horizon

Launched in 2023, the AB 1705 Equitable Placement and Completion Grant represents a one-time systemwide investment to support equitable placement, support, and completion reforms across the California Community Colleges.

Through this memorandum, the Chancellor's Office is establishing **an updated systemwide timeline for the full expenditure of grant funds by June 30, 2027**, providing a common planning horizon to support thoughtful sequencing of implementation efforts, clear systemwide reporting, and responsible stewardship of public funds.

This systemwide timeline is intended to support colleges in planning, implementation, and reporting as this work moves toward completion.

To support colleges in planning for the remainder of the grant period and to facilitate clear, consistent systemwide reporting, the Chancellor's Office will request updated information on current AB 1705 grant expenditures and plans for expending remaining funds, consistent with the allowable uses of funds established in Education Code § [78213.2](#).

Colleges will receive a **Spring 2026 Progress Survey** link by February 13, 2026, and are asked to submit the completed survey no later than March 16, 2026. The survey will collect information on current spending status and planned expenditures to support alignment with statutory

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requirements and the shared systemwide expenditure timeline through June 30, 2027, as established in this memorandum.

Colleges are encouraged to consider participation in system-supported professional learning opportunities described later in this memorandum as they plan remaining AB 1705 investments.

Additional guidance, including definitions of allowable spending categories and survey instructions, will be provided to support colleges in completing the survey.

Allowable Uses of Grant Funds

Education Code § [78213.2](#) defines the allowable uses of AB 1705 Equitable Placement and Completion Grant funds to support implementation of equitable placement, support, and completion reforms. Allowable investments include faculty release time for the design, implementation, and evaluation of corequisite transfer-level mathematics/quantitative reasoning and English courses and aligned certificate and associate degree pathways; professional development and technical assistance for faculty focused on pedagogy, classroom climate, and corequisite implementation; and the creation, implementation, and evaluation of concurrent academic and student support services to increase throughput in transfer-level coursework. (Colleges may also use grant funds for other Chancellor's Office-approved, evidence-based investments that advance developmental education reform, including participation in the *Math Equity in Action (MEIA) Academy* [see below] or the curated support partner providers¹ in Appendix B.)

Colleges should use this guidance to inform AB 1705 spending decisions and ensure alignment with statutory requirements within the shared systemwide expenditure timeline. The allowable uses of AB 1705 Equitable Placement and Completion Grant funds are established in statute. The expenditure guidelines below are drawn directly from Education Code § [78213.2](#), subdivisions (e) and (f), and define the required and permissible uses of grant funds as follows:

¹ The Chancellor's Office has curated support contracts with Motivate Lab and the National Laboratory for Education Transformation (NLET) through June 30, 2026. During the contract term, colleges may partner with either provider at no additional cost for vendor services, and colleges may use AB 1705 funds to support faculty and staff participation, coordination, and related implementation activities. Colleges that wish to continue working with these or other providers beyond June 30, 2026, may do so through separate college-level contracts, consistent with statutory expenditure guidelines.

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(e) A community college may use the grant to implement equitable placement and completion policies and practices for limited-term purposes, including, but not limited to, any or any combination of the following:

- (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 timeframe of their initial attempt in the discipline.

(f) A community college that receives the grant must use 10% 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.

Requests for clarification regarding allowable expenditures or use of funds should be directed to AB1705@CCCO.edu.

Professional Learning Opportunities to Support Implementation

To support colleges in advancing equitable placement, support, and completion reforms during the shared systemwide expenditure timeline, the Chancellor's Office, in consultation with the Academic Senate for California Community Colleges (ASCCC) and in partnership with The RP Group, will offer multiple system-supported professional learning opportunities aligned with AB 1705 implementation priorities.

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Math Equity in Action (MEIA) Academy. The *Math Equity in Action (MEIA) Academy* is a structured professional learning and implementation support experience focused on advancing equitable placement reforms in STEM pathways, with particular emphasis on calculus and related course sequences. The MEIA Academy has been designed to support college teams through sustained professional learning, peer collaboration, and technical assistance as they design, implement, and evaluate AB 1705-aligned strategies in mathematics pathways.

More information and a call for college team applications to participate in the MEIA Academy will be issued by The RP Group in February 2026. Colleges may use AB 1705 grant funds to support participation in the MEIA Academy and may include anticipated costs in their expenditure planning as part of broader implementation efforts within the shared systemwide expenditure timeline ending June 30, 2027.

Virtual Conference on Concurrent Support and Corequisite Course Design. In addition to the MEIA Academy, the Chancellor's Office will host a free, day-long virtual professional learning conference focused on concurrent support and corequisite course design, key components of equitable placement and completion reform. The conference will be held on **Friday, May 1, 2026**, and will feature rotating workshops facilitated by The RP Group that highlight a range of evidence-based strategies and instructional models centered on equitable student success. Additional information regarding registration, agendas, and participation details for both professional learning opportunities will be shared in advance.

While there is no cost to attend the virtual conference, colleges may use AB 1705 grant funds, consistent with Education Code section 78213.2, to support related professional learning activities, as well as any subsequent planning, design, implementation, and evaluation of curriculum and student support efforts informed by the conference.

Spring 2026 Learning Series Webinars. The Chancellor's Office will continue to offer systemwide AB 705/AB 1705 Learning Series webinars at no-cost in spring 2026, building on prior professional learning efforts to support colleges with ongoing implementation of equitable placement, support, and completion reforms. Participation in the Spring 2026 Learning Series webinars is an allowable use of AB 1705 Equitable Placement and Completion Grant funds. Colleges may compensate faculty and staff for participation in the webinars, as well as for related professional development activities, including preparation, planning, debriefing, and implementation work, consistent with the authorized uses of funds outlined in statute and prior guidance.

The Chancellor's Office, in partnership with the Multiple Measures Assessment Project (MMAP), a research affiliate of The RP Group, has curated the Spring 2026 Learning Series to provide colleges with practical strategies, research-informed guidance, and opportunities for cross-college

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collaboration. The webinars are designed to support faculty, administrators, AB 1705 implementation teams, and staff involved directly or indirectly in AB 1705 STEM calculus pathways, AB 705 English as a Second Language (ESL) pathways, and concurrent support service models.

The schedule of the spring 2026 learning series webinars is provided in the table below. The theme of the webinar series is “AB 705/1705 STEM and ESL Pathways”.

Webinar Date and Time	Webinar Title	Registration Link
Feb. 4, 2026 12–1 p.m.	Equitable Placement and Completion - AB 705 English: Spotlight on Moorpark College	Register Here
March 11, 2026 12–1 p.m.	Equitable Placement and Completion - AB 1705 STEM Pathways: Spotlight on Fresno City College’s AB 1705 Taskforce	Register Here
April 22, 2026 12–1 p.m.	Equitable Placement and Completion - AB 705 ESL Pathways: Spotlight on Transferable ESL Courses	Register Here

There is no cost to attend the webinars, however pre-registration is required. Recordings of past webinars are also available on the Chancellor’s Office website as well as the Events page of the CCC Vision Resource Center. Please direct questions to AB1705@CCCO.edu.

Updated Reporting Timeline and Grant Closeout

Education Code section 78213.2(g) requires the Chancellor’s Office to provide the Department of Finance and the Legislature with summaries of colleges’ progress in implementing Equitable Placement and Completion Grant-funded activities. To meet this statutory requirement, including the obligation to submit an additional updated progress summary on or before July 1, 2027, the Chancellor’s Office will request the following information from colleges:

- **Spring 2026 Progress Survey.** As mentioned above, colleges will be asked to submit a survey by March 16, 2026, regarding current implementation and expenditures to ensure timely grant progress.

- **Spring 2027 Progress Report.** Colleges will be asked to submit a final progress report by March 15, 2027, documenting the status of implementation activities supported by AB 1705 grant funds. This report will inform the Chancellor's Office' systemwide summary of college progress and support preparation of the required July 1, 2027, legislative update.
- **Final Expenditure Report.** Colleges will be asked to submit a final expenditure report by Dec. 31, 2027, documenting implementation activities and actual expenditures of AB 1705 grant funds. This report will support grant closeout activities and final fiscal reconciliation associated with the shared systemwide expenditure timeline established in this memorandum.

Annual Progress Report	Report Due Date
First Grant Progress Report	Aug. 30, 2024
Second Grant Progress Report	Aug. 30, 2025
Spring 2026 Progress Survey	March 16, 2026
Third Grant Progress Report	March 15, 2027
Final Executive Summary and Program Evaluation with Certification	Dec. 31, 2027

Together, these final reports will enable the Chancellor's Office to fulfill statutory reporting requirements under Education Code section 78213.2, support transparent stewardship of public funds, and document systemwide progress in advancing equitable placement, support, and completion reforms. Detailed instructions, reporting templates, and submission guidance will be provided in advance of each reporting deadline.

Additional Resources

As California community colleges continue to implement Equitable Placement, Support and Completion initiatives, colleges are encouraged to do so with a continued focus on maximizing student access, support and success. Additional resources to help colleges engage in continuous improvement are provided below.

- [AB 1705 STEM Calculus FAQ](#) (March 28, 2024)
- Chancellor's Office AB 1705 [Equitable Placement, Support and Completion webpage](#)

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- California Community Colleges [Vision Resource Center \(VRC\)](#), navigate to the “Equitable Placement and Completion” community forum and to the “Events” page for additional information.

CONTACT

For questions or to request assistance related to spending plans, allowable uses of funds, reporting requirements, or implementation support, please contact the Chancellor’s Office Equitable Placement, Support, and Completion Team at AB1705@CCCCO.edu.

cc: Sonya Christian, Chancellor

Rowena Tomaneng, Deputy Chancellor

John Hetts, Executive Vice Chancellor of Research Analytics and Data Office

Mari Estrada, Dean of Academic Affairs

Appendix A: Table of Equitable Placement and Completion Grant Program Allocations

District	College	Allocation	Unexpended as of August 2025 Progress Report
Allan Hancock	Allan Hancock College	\$535,150	\$312,271.64
Antelope Valley	Antelope Valley College	\$751,351	\$751,351.00
Barstow	Barstow Community College	\$264,369	\$100,175.10
Butte-Glenn	Butte College	\$522,549	\$449,502.20
Cabrillo	Cabrillo College	\$448,516	\$327,653.05
Cerritos	Cerritos College	\$1,165,762	\$811,233.30
Chabot-Las Positas	Chabot College	\$628,791	\$326,637.39
Chabot-Las Positas	Las Positas College	\$431,710	\$252,479.64
Chaffey	Chaffey College	\$859,961	\$742,107.28
Citrus	Citrus College	\$463,735	\$292,312.62
Coast	Coastline College	\$333,248	\$228,285.52
Coast	Golden West College	\$466,628	\$321,428.93
Coast	Orange Coast College	\$732,565	\$584,629.10
Compton	Compton College	\$289,567	\$80,596.00
Contra Costa	Contra Costa College	\$399,723	\$0.00
Contra Costa	Diablo Valley College	\$611,594	\$191,909.00
Contra Costa	Los Medanos College	\$648,031	\$248,992.49
Copper Mountain	Copper Mountain College	\$258,597	\$198,212.03
Desert	College of the Desert	\$756,343	\$755,717.72
El Camino	El Camino College	\$1,045,336	\$652,376.97
Feather River	Feather River College	\$251,310	\$187,828.20

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District	College	Allocation	Unexpended as of August 2025 Progress Report
Foothill-De Anza	De Anza College	\$548,738	\$216,586.97
Foothill-De Anza	Foothill College	\$332,591	\$141,517.86
Gavilan	Gavilan College	\$395,283	\$268,750.15
Glendale	Glendale Community College	\$680,553	\$473,769.67
Grossmont-Cuyamaca	Cuyamaca College	\$320,342	\$174,256.98
Grossmont-Cuyamaca	Grossmont College	\$662,278	\$206,390.23
Hartnell	Hartnell College	\$565,592	\$167,706.79
Imperial	Imperial Valley College	\$616,376	\$473,875.00
Kern	Bakersfield College	\$1,082,267	\$744,881.62
Kern	Cerro Coso Community College	\$341,540	\$190,571.65
Kern	Porterville College	\$288,751	\$134,359.70
Lake Tahoe	Lake Tahoe Community College	\$236,637	\$234,636.51
Lassen	Lassen Community College	\$279,512	\$7,439.81
Long Beach	Long Beach City College	\$1,466,338	\$1,064,285.50
Los Angeles	East Los Angeles College	\$1,154,237	\$89,590.00
Los Angeles	Los Angeles City College	\$747,537	\$263,952.46
Los Angeles	Los Angeles Harbor College	\$430,817	\$16,795.78
Los Angeles	Los Angeles Mission College	\$409,011	\$111,961.68
Los Angeles	Los Angeles Pierce College	\$901,123	\$574,059.60
Los Angeles	Los Angeles Southwest College	\$311,115	\$0.00
Los Angeles	Los Angeles Trade-Technical College	\$472,100	\$470,100.54

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District	College	Allocation	Unexpended as of August 2025 Progress Report
Los Angeles	Los Angeles Valley College	\$532,118	\$248,973.00
Los Angeles	West Los Angeles College	\$329,878	\$64,158.00
Los Rios	American River College	\$865,893	\$402,884.15
Los Rios	Cosumnes River College	\$754,351	\$188,783.67
Los Rios	Folsom Lake College	\$437,172	\$85,437.86
Los Rios	Sacramento City College	\$947,791	\$605,525.12
Marin	College of Marin	\$366,133	\$225,148.00
Mendocino-Lake	Mendocino College	\$333,309	\$221,904.25
Merced	Merced College	\$785,258	\$533,560.08
MiraCosta	MiraCosta College	\$511,463	\$376,991.91
Monterey Peninsula	Monterey Peninsula College	\$410,147	\$267,584.47
Mt. San Antonio	Mt. San Antonio College	\$1,183,250	\$874,361.96
Mt. San Jacinto	Mt. San Jacinto College	\$789,814	\$0.00
Napa Valley	Napa Valley College	\$473,296	\$11,588.00
North Orange County	Cypress College	\$798,289	\$622,029.13
North Orange County	Fullerton College	\$819,423	\$199,251.12
Ohlone	Ohlone College	\$562,204	\$472,092.33
Palo Verde	Palo Verde College	\$243,893	\$220,190.00
Palomar	Palomar College	\$1,005,129	\$368,720.00
Pasadena	Pasadena City College	\$784,017	\$418,613.05
Peralta	Berkeley City College	\$283,550	\$119,356.02
Peralta	College of Alameda	\$284,907	\$284,906.97

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District	College	Allocation	Unexpended as of August 2025 Progress Report
Peralta	Laney College	\$390,712	\$245,416.34
Peralta	Merritt College	\$263,299	\$218,270.77
Rancho Santiago	Santa Ana College	\$658,429	\$228,483.86
Rancho Santiago	Santiago Canyon College	\$469,833	\$326,794.32
Redwoods	College of the Redwoods	\$285,157	\$286,757.00
Rio Hondo	Rio Hondo College	\$618,245	\$235,228.76
Riverside	Moreno Valley College	\$402,070	\$173,302.51
Riverside	Norco College	\$423,443	\$79,475.06
Riverside	Riverside City College	\$871,085	\$381,252.52
San Bernardino	Crafton Hills College	\$402,861	\$135,043.08
San Bernardino	San Bernardino Valley College	\$754,081	\$698,081.37
San Diego	San Diego City College	\$750,747	\$88.25
San Diego	San Diego Mesa College	\$776,983	\$643,748.06
San Diego	San Diego Miramar College	\$435,613	\$135,612.57
San Francisco	City College of San Francisco	\$662,989	\$578,426.40
San Joaquin Delta	San Joaquin Delta College	\$770,098	\$574,566.32
San Jose-Evergreen	Evergreen Valley College	\$421,362	\$270,144.58
San Jose-Evergreen	San José City College	\$365,000	\$95,475.00
San Luis Obispo County	Cuesta College	\$586,950	\$410,595.22
San Mateo County	Cañada College	\$302,284	\$105,818.05
San Mateo County	College of San Mateo	\$350,828	\$215,636.03
San Mateo County	Skyline College	\$323,091	\$166,680.08

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District	College	Allocation	Unexpended as of August 2025 Progress Report
Santa Barbara	Santa Barbara City College	\$539,074	\$339,074.13
Santa Clarita	College of the Canyons	\$663,072	\$332,329.77
Santa Monica	Santa Monica College	\$1,181,303	\$(0.08)
Sequoias	College of the Sequoias	\$593,951	\$206,590.92
Shasta-Tehama-Trinity	Shasta College	\$543,354	\$460,527.40
Sierra	Sierra College	\$745,735	\$410,226.46
Siskiyou	College of the Siskiyous	\$228,392	\$218,315.00
Solano County	Solano Community College	\$504,623	\$335,905.23
Sonoma County	Santa Rosa Junior College	\$723,550	\$476,889.79
South Orange County	Irvine Valley College	\$445,047	\$118,740.76
South Orange County	Saddleback College	\$674,926	\$376,680.00
Southwestern	Southwestern College	\$800,911	\$107,911.00
State Center	Clovis Community College	\$433,538	\$353,008.44
State Center	Fresno City College	\$810,233	\$501,281.21
State Center	Madera Community College	\$305,595	\$181,972.36
State Center	Reedley College	\$368,697	\$352,158.00
Ventura County	Moorpark College	\$829,920	\$0.00
Ventura County	Oxnard College	\$515,491	\$487,697.06
Ventura County	Ventura College	\$523,632	\$203,825.39
Victor Valley	Victor Valley College	\$500,815	\$374,195.01
West Hills	Coalinga College	\$262,726	\$187,174.84
West Hills	Lemoore College	\$306,257	\$187,174.84

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District	College	Allocation	Unexpended as of August 2025 Progress Report
West Kern	Taft College	\$341,905	\$68,904.94
West Valley-Mission	Mission College	\$330,305	\$111,961.68
West Valley-Mission	West Valley College	\$405,212	\$350,331.80
Yosemite	Columbia College	\$248,782	\$153,664.80
Yosemite	Modesto Junior College	\$580,709	\$338,812.05
Yuba	Woodland Community College	\$296,276	\$275,485.95
Yuba	Yuba College	\$401,947	\$271,944.00
Total		\$63,999,997	\$34,753,397

Appendix B: Resource Guide of External Partnerships to Support Equitable Placement and Completion (AB 705/AB 1705) Implementation

The Chancellor's Office has curated support vendor agreements with Motivate Lab and the National Laboratory for Education Transformation (NLET) through June 30, 2026 (denoted with an asterisk ("*") in the table below. During the vendor agreement term, colleges may partner with either provider at no additional cost for vendor services, and colleges may use AB 1705 funds to support faculty and staff participation, coordination, and related implementation activities. Colleges that wish to continue working with Motivate Lab or NLET beyond June 30, 2026, may do so through separate college-level contracts, consistent with statutory expenditure guidelines.

Additionally, as part of our ongoing efforts to support AB 1705 implementation efforts using the California Community Colleges Equitable Placement Grant Funding, we are pleased to present the following list of external organizations that offer valuable resources for colleges looking for external partnerships, support and/or technical assistance.

External Partnership Resources

Carnegie Math Pathways

<https://CarnegieMathPathways.org/Solutions/Educator-Resources>

Operating within WestEd, an education research, development, and service agency serving communities across the U.S. and abroad, Carnegie Math Pathways is committed to supporting post-secondary systems and institutions in their developmental and gateway math reforms. They offer customized professional development and technical assistance in the areas of math pathways and corequisite design and implementation, curriculum contextualization, effective and equitable instruction, and social-emotional learning supports.

Institutional assistance to build and sustain math pathways:

The support also extends to administrators involved in math pathways implementation. We offer coaching support to meet your needs around the many facets of pathways implementation, including strategies for effective launch and scale, promising advising and placement practices, and guidance on integrating math pathways with other critical campus success initiatives.

External Partnership Resources

CourseKata

<https://CourseKata.org/College>

This is a free online interactive resource with formative assessments and in-class lessons.

CourseKata Statistics and Data Science is an interactive online textbook. It is being used at numerous colleges and universities across a wide range of academic disciplines, including Mathematics, Statistics, Psychology, Sociology, and Political Science. They also offer free professional learning study groups and workshops for faculty professional development.

Racial Equity Tools

<https://www.CUE-Tools.USC.edu>

These tools reflect inherently flexible approaches with practical activities embedded within them. Though the tools are organized into four phases, they naturally support a race-focused continuous improvement process: inquiring and observing, experimenting with changes, evaluating progress, and learning. In the past, CUE facilitators have partnered with and helped groups use these tools, but colleges may use them on their own. They may be open to other partnerships and projects focused on equity in math pathways.

EdReady/NROC

<https://www.NROC.org/EdReady-Use-Cases/Co-Requisite-Education>

EdReady is a customizable adaptive learning platform that improves student knowledge and readiness through engaging and confidence-building learning resources. The tool, which is affordable and a low lift for educators and administrators to implement, can be customized to meet student needs and accelerate learning in both Math and English. The data provided through EdReady allows institutions to make data-driven decisions and gives instructors valuable insight into what students know and do not know. If you are looking for an easy-to-launch tool that improves pass rates and retention and provides real-time data on student readiness.

Just Equations

<https://JustEquations.org/About/Overview>

An independent resource on the role of math in education equity, Just Equations works across educational segments to advance evidence-based strategies on the pathway from high school to college. They offer some professional development, host webinars and do speaking engagements.

External Partnership Resources

Mathematics Diagnostic Testing Project (MDTP)

<https://MDTP.UCSD.edu>

The CSU/UC Mathematics Diagnostic Testing Project (MDTP) is an intersegmental project funded to promote and support student readiness and success in college mathematics courses. The MDTP Assessment System provides three assessment tools for teachers: Diagnostic Tests, and Open-Response Items, and Learning Modules. When used in appropriate and effective ways, the MDTP Assessment System helps educators to learn about their students' mathematical preparedness by course, topic, and skill development throughout their secondary and entry-level post-secondary math coursework. The UC and CSU systems provide funding to support the test development of MDTP assessments, and the California Academic Partnership Program (CAPP) provides funding that supports service and outreach to students in pre collegiate schools by universities and colleges in California. MDTP assessments can be taken online and are offered free of charge to California students in secondary and some post-secondary schools. For information and access, contact mdtp@ucsd.edu

Motivate Lab *

<https://MotivateLab.org/Overview>

Motivate Lab is looking to partner with California community colleges seeking ways to enhance the success of their corequisite courses. Supporting Student Motivation In Corequisite Courses (PDF) The Lab offers faculty professional development to infuse learning mindsets into their curriculum, with data showing increased success rates for students overall as well as increased success rates for underrepresented students.

National Laboratory for Education Transformation (NLET) *

<https://NLET.org/OurWork/Supporting-Learners>

The purpose of the Consortium for Corequisite Support in Mathematics (CCSM) is to build out a digital platform to deliver timely and actionable data to students and instructors in community colleges as they navigate through competency-based courses built on a formative assessment/reteaching cycle. Starting with courses already sitting on NLET's Just In Time Math™ (JITM), participating faculty members and other subject matter experts will engage in a process of continuous improvement to increase the efficacy of corequisite supports for students. Inquire: Info@NLET.org

External Partnership Resources

Partnership Resource Teams (PRTs)

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Institutional-Effectiveness/Institutional-Effectiveness-Partnership-Initiative/Partnership-Resource-Teams/IEPI-PRT-Tech-Assistance>

Partnership Resource Teams (PRT) provide colleges with technical assistance to support the development of innovative strategies, best practices, resources, and tools. For example, a PRT can help a client institution create a development plan centered on achieving racial equity in educational access, support, and outcomes for students. A PRT can also provide guidance and support in the cultivation of inclusive classrooms and anti-racist curriculum, and the integration of evidenced-based pedagogical strategies that promote equitable placement, support, and completion. PRTs serve as peer guides, helping colleges improve their developmental education reform implementation. [Partnership Resource Teams \(PRTs\): Support for Colleges in Improving Equitable Placement and Completion \(PDF\)](#)

To work with a PRT, please visit the [web page](#) for guidelines on submitting a letter of interest.

PERTS – Ascend

<https://www.PERTS.net/Orientation/Ascend>

Ascend is a data-driven professional learning program that enables college instructors and administrators to learn how their students are experiencing courses and what they can do to make those experiences more equitable, more engaging, and more supportive of student success. Students are more engaged and successful when they experience classroom conditions like identity, safety and belonging. Ascend helps educators optimize those conditions through shared language & change ideas, real time feedback for instructors, guides & protocols for collaboration, and disaggregated data for monitoring impact.

USC Race and Equity Center

<https://Race.USC.edu/Resources-and-Tools>

The USC Race and Equity Center offers a range of professional learning experiences for leaders, faculty members on college or university campuses, and small executive teams. These high-quality virtual learning experiences provide effective strategies to improve and advance equity, diversity, and inclusion on campuses or in workplace settings. Each session offers tools and resources to help participants dismantle practices that perpetuate racial inequality in their work.