California Community Colleges

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

FROM: John Stanskas, Vice Chancellor, Educational Services and Support, Academic Affairs, Equitable Student Learning, Experience & Impact Office

RE: California Community College Equitable Placement, Support and Completion Funding Allocation: Reporting Requirements and Timelines

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This memorandum provides the reporting requirements for the California Community College Equitable Placement, Support and Completion funding allocation included in the 2022 Budget Act and disbursed to all colleges in July 2023. Specifically, this memo summarizes the approved funding activities, reporting requirements and timelines. Reporting includes expenditures and progress of the Equitable Placement, Support and Completion funding plan that is required per Education Code §78213.2 (d).

Background

Assembly Bill 1705 was signed into law by the Governor in September of 2022. The bill supports full and comprehensive implementation of the landmark legislation AB 705 (Irwin, 2017) that transformed placement and developmental education in the California Community Colleges. Please reference guidance memorandum ESS-22-400-009 Assembly Bill 1705 Implementation for an overview of the law and implementation. Finally, more support can be found by reviewing the AB 1705 Implementation Guide and FAQs.

Grant Program Funding Overview

Assembly Bill 183 (2022) established the California Community College Equitable Placement and Completion Grant Program and appropriated $64 million (one-time) from the General Fund to the Board of Governors of the California Community Colleges to ensure the maximum implementation of equitable placement and completion reforms at California community colleges. These funds support AB 1705 work and other matriculation and education planning services to increase student success.

To receive funds, colleges submitted a detailed plan documenting changes in placement practices and curricular structures to be made to reach full implementation and demonstrate continuous improvement in the overall success rates of students completing transfer-level mathematics or English courses within one year of their first attempt in the discipline.

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Please also review guidance memorandum ESS 23-08 which provides background and comprehensive details on the Equitable Placement, Support and Completion funding allocation and plans. As a reminder, the one-time funds can be used for the following activities:

DEVELOPING COREQUISITE SUPPORT MODELS 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)).

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)).

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)).

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)).

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.

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 2025 and 2027).

To comply with these reporting requirements, colleges are required to submit regular updated data and progress reports on the implementation status of funding plans submitted and expenditure reports detailing how colleges utilized funding allocations across the approved funding activities. The Equitable Placement and Completion Grant Funding Reporting Survey for implementation progress, data and fiscal expenditure reporting will be open for reporting in mid-February 2024. The Chief Instructional Officer or Vice President of Instruction of each college will receive a unique link for their institution to submit data to the Chancellor's Office. To prepare for your report, see the list of the questions in Attachment 1. Grantees must provide an expenditure and progress report annually throughout the life of the grant and a final executive summary report and certification. See the following Reporting Timelines summary for the reporting due dates for 2024 through 2026:

Reporting Timelines

Reports	Due Date
EPS&C implementation progress, data, and fiscal report #1 due	August 30, 2024
EPS&C implementation progress, data, and fiscal report #2 due	August 30, 2025
EPS&C implementation progress, data, and fiscal report #3 due	August 30, 2026
Final executive summary and program evaluation with certification due	December 30, 2026

Additional Resources for Evaluation

As California community colleges continue to implement Equitable Placement, Support and Completion initiatives, 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 Equitable Placement Support and Completion webpage.

Chancellor's Office Program Contacts

Please direct inquiries regarding this guidance to the Chancellor's Office Educational Services and Support Division at AB705@cccco.edu.

Attachments:
1. Copy of the California Community Colleges Equitable Placement Grant Funding Reporting Survey
2. List of 2nd Party Professional Development and Technical Assistance Providers

cc: Sonya Christian, Chancellor
Daisy Gonzales, Deputy Chancellor
Aisha Lowe, Executive Vice Chancellor, Equitable Student Learning, Experience, and Impact
Erin Larson, Dean, Educational Services and Support

Equitable Placement Grant Funding: External Partnerships Resource Guide

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 Partnerships

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. Contact: Dan Ray

dray@wested.org

> #### Institutional assistance to build and sustain math pathways:
> Their supports also extend 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.

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 are 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 on 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, let us find a time to connect. Contact: Laura Smith; Partnership Manager lsmith@nroc.org

Equity Accelerator - https://accelerateequity.org/higher-education-services

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. They offer professional development workshops, technical assistance, equity analysis of institutional data, facilitation of focus groups for buy-in for institutional change, and structure/support for communities of practice. contact@accelerateequity.org

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.

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 postsecondary 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 postsecondary 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. Please consider joining Cohort Two, with a spring/summer 2024 preparation process and fall 2024 faculty professional development

participation timeline. This opportunity is curated and fully funded by the CCCCO. You can learn more about the Lab with the video and document linked below, Please use this application to indicate your interest for either cohort by January 15, 2024. Address questions to Dr. Marcus Kolb at marcus@motivatelab.org.

National Laboratory for Education Transformation (NLET)- https://nlet.org/our-work/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

Partnership Resource Teams - PRTs

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 our Letter of Interest (LOI)web page for guidelines on submitting your letter. For LOI submissions for a PRT process beginning in Spring 2025, the application deadline is September 27, 2024. Institutional Effectiveness Partnership Initiative Technical Assistance through Partnership Resource Teams Frequently Asked Questions (PDF)

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.

Grants/RFPs

Seeding Strategies (I)to Close the Calculus Equity Gap - https://calearninglab.org/grant/seeding-calculus-strategies-i-rfp/

Closing the equity gap in calculus is critical because calculus functions as a gatekeeper for students interested in pursuing STEM majors and careers. Women and students from historically underrepresented groups are disproportionately impacted by the calculus barrier. Researchers have found that of women and historically underrepresented students who entered postsecondary institutions with an interest in STEM, 20 percent successfully completed STEM degrees, compared with a 40 percent completion rate among all students who entered with interest in STEM. This pattern is further evidenced in the report recently published by Learning Lab in partnership with Just Equations, "Charting a New Course: Investigating Barriers on the Calculus Pathway to STEM", which demonstrates that the introductory calculus sequence continues to be a significant barrier to persistence in STEM pathways. Theories explaining such disparities range from differential access to K-12 preparation to challenges related to postsecondary math placement, curriculum, and grading practices. Meanwhile, a growing body of research identifies the ways in which calculus is not working for many students, and, increasingly, identifies promising strategies for improving student learning and faculty instruction in calculus course sequences.

Based upon this research and guided by Learning Lab's approach to systemic change, this RFP, "Seeding Strategies (I) to Close the Calculus Equity Gap," is designed as a department-level funding opportunity to encourage the implementation of select promising curricular and pedagogical strategies to close equity gaps in calculus course sequences. Through this RFP, Learning Lab intends to award 30-35 grants of up to $100,000 per awardee for up to two years. Approximately $2.5 million will be awarded to California Community Colleges (up to twenty-five grants), and approximately $1 million combined will be awarded to California State University and University of California campuses (up to ten grants, combined).

Equitable Placement and Completion Grant Program Reporting Form

This provided sample is for reference purposes only, and colleges should refrain from submitting this form via email. Instead, each college will receive a unique link via email to the form. Colleges should use this unique link for reporting Year 1 data and expenditures related to the Equitable Placement Grant Program.

Please be aware that the form employs logic trees, meaning respondents are not obligated to answer every question. The number of required questions is contingent on the response to question #10 and how your institution has utilized grant funds.

Completing this form is estimated to take approximately 30 minutes.

General Information

1) Name of Community College: *

_____

2) College District: *

_____

3) Name of Person Completing the Form: *

_____

4) Email of Person Completing the Form: *

_____

5) Total Allocation of Funds: *

_____

_____

Implementation Plan

6) Colleges were required to demonstrate commitment to implementing equitable placement and completion policies and practices by submitting a detailed plan, on or before May 1, 2023, documenting changes in placement practices and curricular structures that the college will implement to reach the goal of full implementation of education Code Sections 78212 and 78213. Has your AB 1705 Implementation Plan changed since it was certified and submitted? *

( ) Yes

( ) No

7) How has your AB1705 Implementation Plan change since it was initially submitted?

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8) Describe the progress made in implementing the plan developed by your institution and how the grant funds have supported overall efforts to improve student completion rates in transfer-level courses.

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9) Have you encountered any challenges during the implementation process?

( ) Yes
( ) No

10) Please specify the main challenges faced and strategies adopted to address them.

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Report on Utilization of Grant Funds:

11) How much of the grant allocation has been spent to date? *

_____

12) Select how the allocation was utilized at your institution? Select all that apply.

[ ] Developing corequisite support models
[ ] Providing professional development
[ ] Aligning concurrent supports and services
[ ] Innovating course sequences
[ ] Additional approved investments
[ ] No part of the grant allocation has been spent to date

13) What barriers have prevented the college from spending any part of the grant allocation?

_____

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_____

Developing Corequisite Support Models

14) How much was spent on developing corequisite support models?

_____

15) In what specific areas did your institution allocate funds for faculty release time related to corequisite support development? Please select all that apply:

[ ] English Composition

[ ] ESL-Specific English Composition

[ ] Gateway Mathematics for BSTEM Programs

[ ] Statistics and Liberal Arts Mathematics (SLAM)

[ ] Quantitative Reasoning Courses outside Mathematics Department

[ ] Other (Please specify): _____

16) Were funds utilized for faculty release time primarily aimed at:

[ ] Designing and implementing corequisite transfer-level courses

[ ] Evaluating and improving existing corequisites

[ ] Collaborating with Institutional Research and Planning Professionals (IRP) for assessing corequisite effectiveness

[ ] Combination of the above (Please provide details)::

_____

17) Did your institution allocate funds specifically for enhancing corequisites according to best practices, such as low-unit design, integrated registration into linked sections, or taught by the same instructor?

[ ] Yes

[ ] No

18) Please describe any additional strategies implemented and/or improvements to corequisite support models made possible with the grant funds.

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19) What improvements in student outcomes have resulted from your institution's investment of grant funds in developing corequisite support models.

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Providing Professional Development

20) How much of the grant allocation was spent on professional development?

_____

21) Which professional development areas were funded using the grant allocation? Please select all that apply:

[ ] High challenge, high support equity-minded teaching practices

[ ] Equitable grading strategies for consistent pass rates

[ ] Communities of practice for faculty teaching gateway courses

[ ] Creating safe spaces for equity conversations about section-level success rates

[ ] Targeted counseling training with an equity-minded approach

[ ] Participation in existing training programs supporting successful completion of math/quantitative reasoning and English

[ ] Collaboration between faculty and Institutional Research and Planning Professionals (IRP) for evaluation

[ ] Other (Please specify): _____

22) Did the professional development focus for faculty 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?

[ ] Yes
[ ] No

23) Please briefly elaborate on any strategies implemented and/or improvements made, using grant funds, to foster equity-minded teaching practices and equitable grading across sections of the same transfer-level course.

_____

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24) Was targeted professional development provided for counselors to enhance their guidance on course enrollments?

( ) Yes

( ) No

25) Please briefly describe the main aspects covered in the training for counselors. Discuss how the training related to trauma-informed counseling techniques, inclusive practices, and diversity-focused approaches.

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26) Were faculty and Institutional Research and Planning Professionals (IRP) involved in collaborative efforts to evaluate the effectiveness of course design, instructional practice, and/or professional development?

( ) Yes

( ) No

27)

Please briefly describe the collaboration and any outcomes observed or improvements suggested based on evaluations of the effectiveness of course design, instructional practices, and/or professional development.

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28) Please describe in detail any additional professional development opportunities were made available using the grant funds.

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29) What improvements in student outcomes have resulted from your institution's investment of grant funds to provide professional development opportunities for faculty and/or counselors.

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Aligning Concurrent Supports and Services

30) How much of the grant allocation was spent on Concurrent Supports/Services?

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31) Did your institution utilize Equitable Placement and Completion Grant funds to develop or expand support services such as labs, tutoring centers, or embedded tutoring?

( ) Yes

( ) No

32) Please specify the areas in which these services were expanded or developed.

_____

_____

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_____

33) Were funds allocated towards implementing early alert systems to support struggling students?

[ ] Yes

[ ] No

34) How were these systems utilized to connect students with relevant support services, and were there any improvements made based on system efficacy monitoring?

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_____

35) Did your institution integrate resources into gateway courses to support students with basic needs, mental health services, stress management, or similar support mechanisms?

( ) Yes

( ) No

36) Please describe the resources integrated and their impact on students.

_____

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37) Regarding evaluation of concurrent support services, did your institution collaborate with Institutional Research and Planning Professionals (IRP) to assess the effectiveness of these services?

( ) Yes

( ) No

38) How was the evaluation conducted and were there improvements identified as a result of this evaluation process?

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39) Were students incentivized to participate in support services through any specific initiatives funded by the Equitable Placement and Completion Grant?

( ) Yes

( ) No

40) Please briefly explain the nature of these incentives and their impact on student participation in support services.

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41)

Were grant funds used to support tutoring centers, labs, or embedded tutoring to enhance throughput rates for transfer-level mathematics/quantitative reasoning and/or English courses?

( ) Yes

( ) No

42) Would your college be willing to share a success story on enhancing throughput rates for transfer-level mathematics/quantitative reasoning and/or English courses with the Chancellor's Office if contacted to do so?

( ) Yes

( ) No

43) Please provide specific examples of improvements in student outcomes resulting from aligning and enhancing support services to improve throughput rates for transfer-level mathematics/quantitative reasoning and/or English courses?

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_____

Innovating Course Sequences

44) How much of the grant allocation was spent on innovating course sequences?

_____

45) How were the grant funds utilized to innovate course sequences in mathematics/quantitative reasoning and/or English associated with certificate and associate degree pathways? Please provide specific details.

_____

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46) Did the utilization of funds involve faculty release time for redesigning, implementing, or evaluating certificate and associate degree pathways in mathematics/quantitative reasoning and/or English?

( ) Yes

( ) No

47) Please elaborate on the pathways redesigned or improved.

_____

_____

_____

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48) Were there any new quantitative reasoning course options developed or expanded for students pursuing only the associate degree?

( ) Yes

( ) No

49) Please select all that apply:

[ ] Financial Literacy (Accounting or Business department)

[ ] Technical Mathematics for the Trades (CTE programs)

[ ] Liberal Arts Math

[ ] Contextualized statistics courses (e.g., Business, Psychology)

[ ] Others (Please specify): _____

50) Did your institution use grant funds to ensure that default placements for students in local associate degree programs were appropriate transfer-level math or quantitative reasoning courses?

( ) Yes

( ) No

51) Briefly describe any strategies adopted or changes made.

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52) Please describe any additional strategies implemented and/or other improvements to course sequences that were made possible with the Equitable Placement grant funds.

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53) What improvements in student outcomes have resulted from your institution's investment of grant funds to innovate course sequences in mathematics/quantitative reasoning and/or English.

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Additional Approved Investments

54) How much of the grant allocation was spent on other activities?

_____

55) Did your college use the grant funds to contribute to investments in Institutional Research, Planning, and Effectiveness (IRPE) offices?

( ) Yes

( ) No

56) Check all that apply:

[ ] Hiring new staff

[ ] Training initiatives

[ ] Partnering with subject matter experts for development and evaluation

[ ] Automating data disaggregation for equity conversations

[ ] Other specific enhancements (Please specify)::

_____

57) Were investments made in strategic enrollment management (SEM) using the grant funds?

( ) Yes

( ) No

58) Select all that apply:

[ ] Training in SEM strategies

[ ] Support in maximizing access to transfer-level math/quantitative reasoning and English

[ ] Enhancing corequisite support sections availability

[ ] Other (Please specify):: _____

59) Did your institution use grant funds to establish comprehensive research and evaluation planning for developmental education reform?

( ) Yes

( ) No

60) Please explain how this research and evaluation planning was developed and implemented.

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61) Were resources allocated towards any of the following technology improvements? Select all that apply:

[ ] Coding changes to placement processes

[ ] Seamless registration of students into corequisite sections

[ ] Other IT needs aiding AB 1705 strategies implementation. Please explain::

_____

62) Did your institution use grant funds to develop and implement a comprehensive, campus-wide strategic communications on equitable placement, support, and completion (i.e., AB 1705 implementation)?

( ) Yes

( ) No

63) What were the main components of this communication plan and how were they executed?

_____

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64) Please describe improvements in student outcomes that have resulted by using grant funds as targeted investments in support of developmental education reform.

_____

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Certification and Signature Page

65) First Name, President/Superintendent/Chancellor
*

_____

66) Last Name, President/Superintendent/Chancellor
*

_____

67) Title, President/Superintendent/Chancellor
 *

_____

68) Email Address, President/Superintendent/Chancellor
 *

_____

69) Phone Number, President/Superintendent/Chancellor
 *

_____

Thank You!