

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

**FROM:** Dr. Rowena Tomaneng, Deputy Chancellor

**RE:** Equitable Placement and Completion Grant Program  
Second Progress Report (Due August 30, 2025)

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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](#) (December 2022), 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.

Please also review guidance memorandum [ESS 23-08](#) (May 2023) 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 (on or before September 1, 2023) a summary of the grant funding implementation plans submitted by colleges, and two subsequent reports (in 2025 and 2027) summarizing each community colleges’ progress in implementing its grant funding plan.

To comply with the legislative reporting requirements, all 115 colleges<sup>1</sup> are required to submit progress reports on the implementation status of the grant funding plans that detail how colleges utilized the grant allocation across the approved funding activities.

The Equitable Placement and Completion Grant Funding Reporting Survey for the submission of the “Second Grant Progress Report” will be open for reporting beginning in Spring 2025. The Chief Instructional Officer or Vice President of Instruction of each college will receive a unique link for their institution to submit grant progress report data to the Chancellor’s Office. To help colleges prepare, a list of progress report questions is included in Attachment 1 (continued on next page).

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<sup>1</sup> Calbright did not receive an Equitable Placement and Completion grant allocation and therefore is not required to submit grant reports

### **Equitable Placement and Completion Grant Progress Report Submission Timelines**

The table below lists the reporting deadlines of the Equitable Placement and Completion grant progress reports.

<b>Reports</b>	<b>Due Date</b>
First Grant Progress Report	August 30, 2024
Second Grant Progress Report	August 30, 2025
Third Grant Progress Report	August 30, 2026
Final Executive Summary and Program Evaluation with Certification	December 30, 2026

### **Resources**

As California community colleges continue to implement Equitable Placement, Support, and Completion initiatives, colleges must do so with a continued focus on maximizing student success and support, guided by local research and continuous improvement. Resources to help

- AB 1705 Guidance Memo [ESS 22-400-009](#) (December 2022)
- AB 1705 [Implementation Guide](#) (March 2023)
- AB 1705 Updated Guidance Memo for Students in STEM Programs, [Academic Affairs 24-69](#) (December 2024)
- Chancellor's Office [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 [ab1705@cccco.edu](mailto:ab1705@cccco.edu).

### **Attachments:**

1. Informational copy of the Equitable Placement and Completion Grant Program Progress Report Questionnaire

cc: Dr. Sonya Christian, Chancellor  
Dr. John Hetts, Executive Vice Chancellor, Research Analytics and Data Office  
All Chancellor's Office Staff

## Equitable Placement and Completion (AB 1705) Grant: Progress Report #2 (Due 8-30-2025)

### General Information

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1. Name of Community College: \*

2. College District: \*

3. Name of Person Completing the Form: \*

4. Position Title of Person Completing the Form: \*

5. Email of Person Completing the Form: \*

6. Total Allocation of Funds: (refer to page 11 of Memo ESS 23-08 for a list of Equitable Placement and Completion Grant allocations to colleges) \*

**Implementation Plan**

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7. 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

8. How has your AB1705 Implementation Plan changed since it was initially submitted?

9. 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.

10. Have you encountered any challenges during the implementation process?

- ☐ Yes
- ☐ No

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

**Report on Utilization of Grant Funds:**

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12. How much of the grant allocation has been spent to-date? \*

13. 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

14. What barriers have prevented the college from spending any part of the grant allocation?

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### Developing Corequisite Support Models

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15. How much was spent on developing corequisite support models?

16. 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)

17. 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):

18. 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

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

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

### **Providing Professional Development**

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21. How much of the grant allocation was spent on professional development?

22. 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)

23. 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

24. 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.

25. Was targeted professional development provided for counselors to enhance their guidance on course enrollments?

☐ Yes

☐ No

26. 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.

27. 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

28. 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.

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

30. 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

31. How much of the grant allocation was spent on Concurrent Supports/Services?

32. 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

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

34. Were funds allocated towards implementing early alert systems to support struggling students?

☐ Yes

☐ No

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

36. 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

37. Please describe the resources integrated and their impact on students.

38. 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

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

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

☐ Yes

☐ No

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

42. 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

43. 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

44. 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?

45. How much of the grant allocation was spent on innovating course sequences?

46. 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.

47. 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

48. Please elaborate on the pathways redesigned or improved.

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

- ☐ Yes
- ☐ No

50. 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)

51. 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

52. Briefly describe any strategies adopted or changes made.

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

54. 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.

**Additional Approved Investments**

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55. How much of the grant allocation was spent on other activities?

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

- ☐ Yes
- ☐ No

57. 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):

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

- ☐ Yes
- ☐ No

59. 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):

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

- ☐ Yes
- ☐ No

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

62. 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:

63. 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

64. What were the main components of this communication plan and how were they executed?

65. 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**

66. First Name, Chief Instructional Officer or Vice President of Instruction \*

67. Last Name, Chief Instructional Officer or Vice President of Instruction \*

68. Title, Chief Instructional Officer or Vice President of Instruction \*

69. Email Address, Chief Instructional Officer or Vice President of Instruction \*

70. Phone Number, Chief Instructional Officer or Vice President of Instruction \*

71. Chief Instructional Officer or Vice President of Instruction Signature.  
Please sign your name to certify this submission.\*

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Signature of \_\_\_\_\_

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