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 *

- ☐ 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 you 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 (MMAP/RP Group) assessing how colleges communicated AB 705 policies to students across different materials – college website, catalog, orientation, and counseling resources. The AB 1805 Resource Guide identifies methods for colleges to improve communication materials to be more holistic and equity minded. The AB 1805 Resource Guide also contains promising communication practices shared by innovative colleges.

☐ 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 CCCCO-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/]

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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/]

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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]

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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

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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. *

Clear

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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. *

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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.
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Clear

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Sign name using mouse or touch pad

Signature of

Thank You!

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