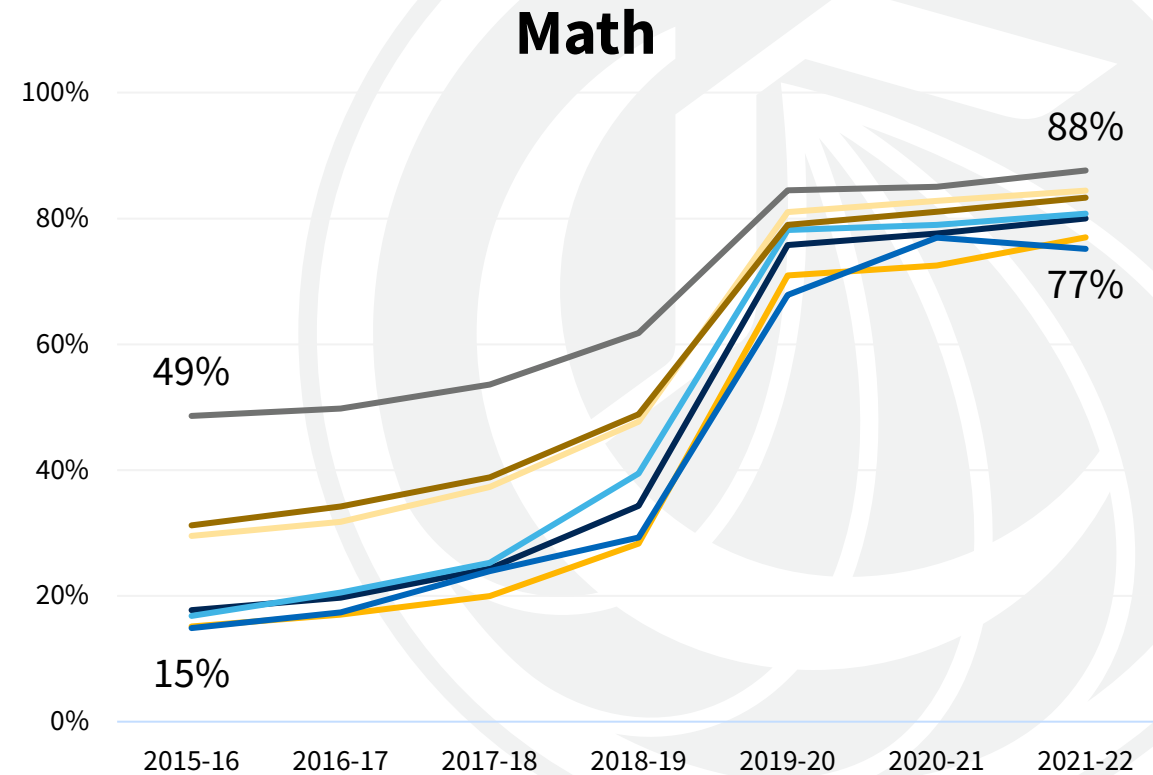
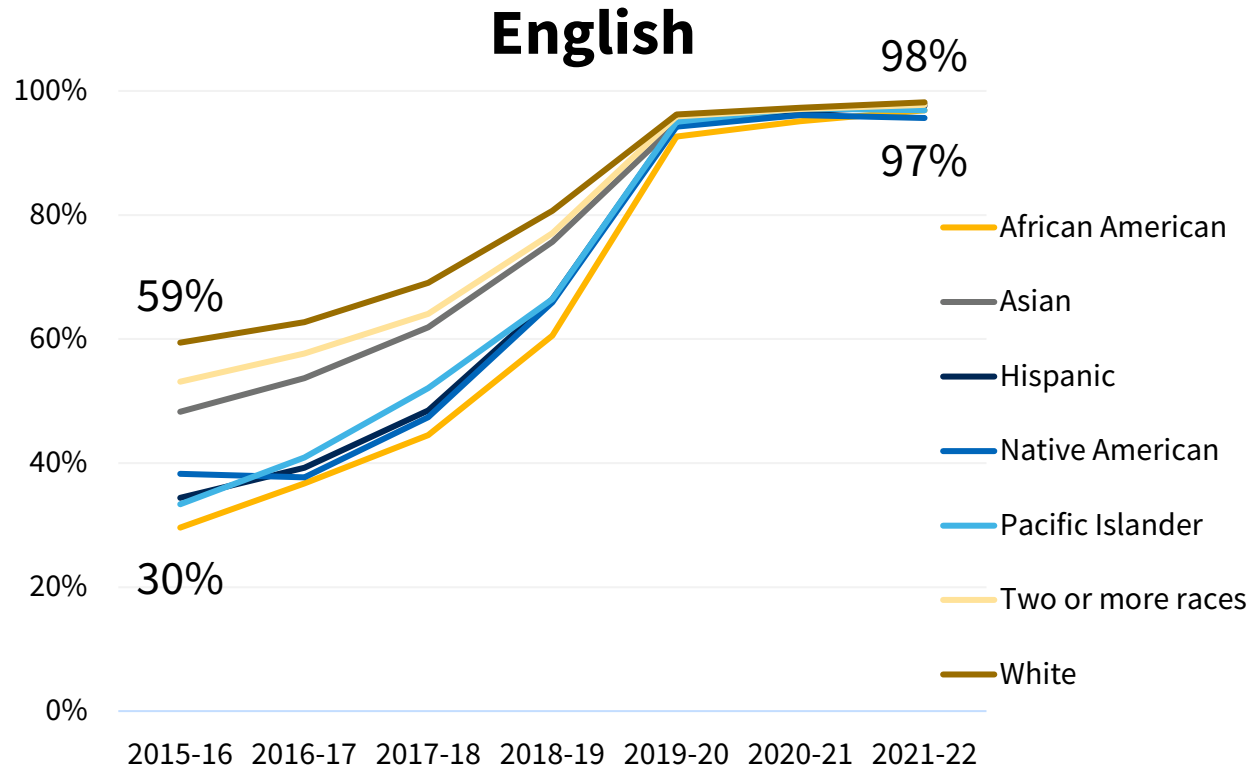


Equitable Placement, Support and Completion: Remedial Education Reform Implementation Update

Remedial education reform is
the single greatest equity
reform of our time.

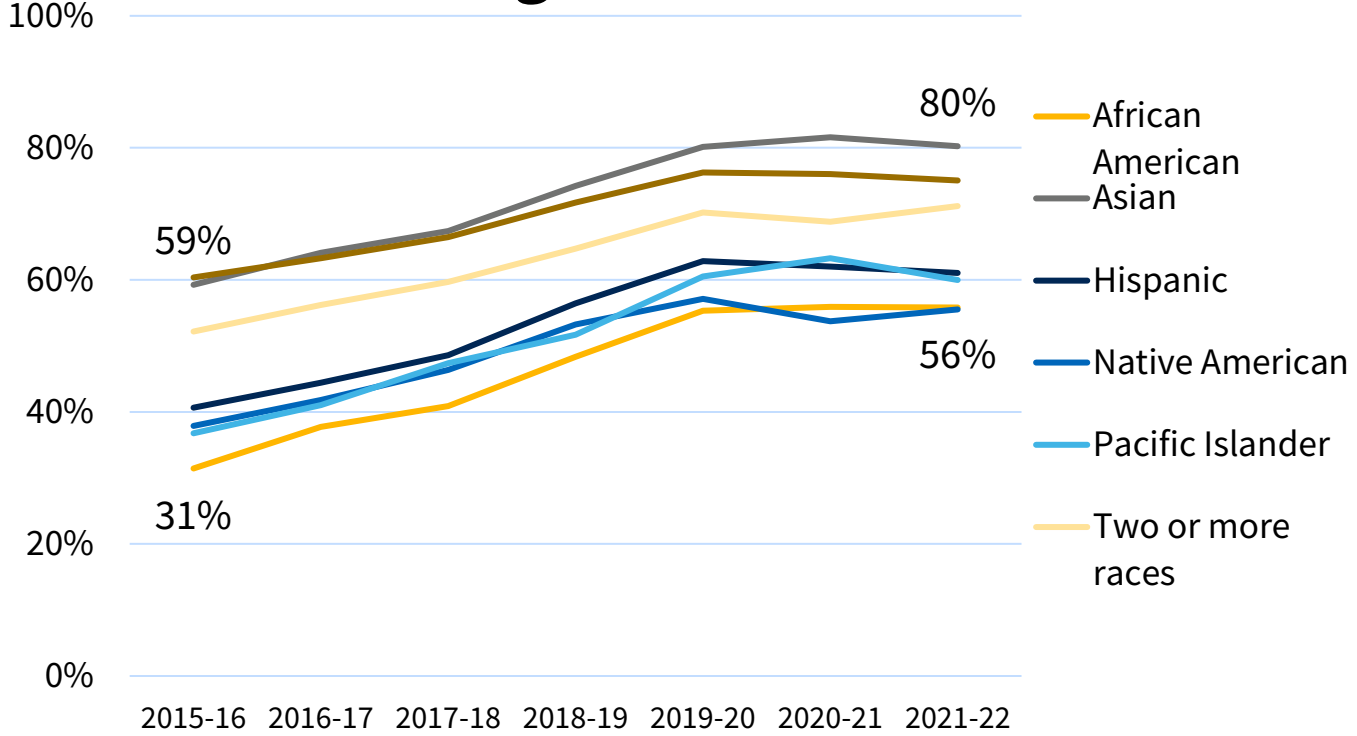


Direct enrollment in transfer-level English and math has increased across all racial/ethnic groups, substantially narrowing equity gaps.

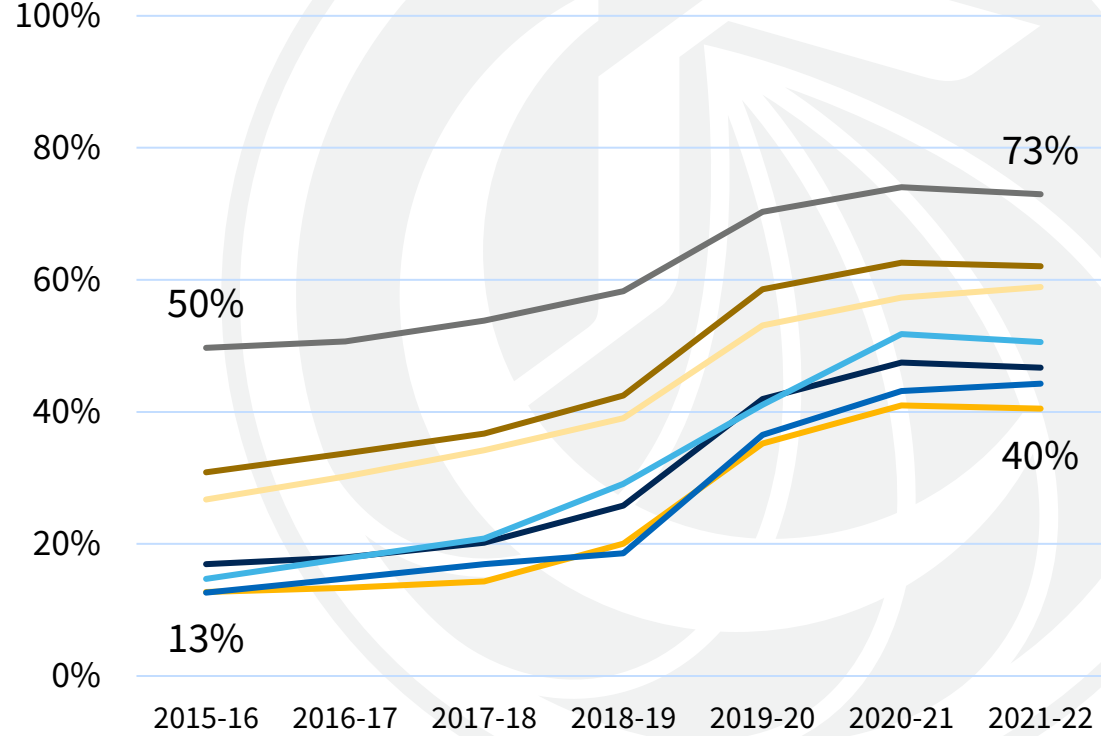


Successful completion of transfer-level English and Math (in one year) increased for all racial/ethnic groups; Equity gaps persist, though narrowing slightly.

English

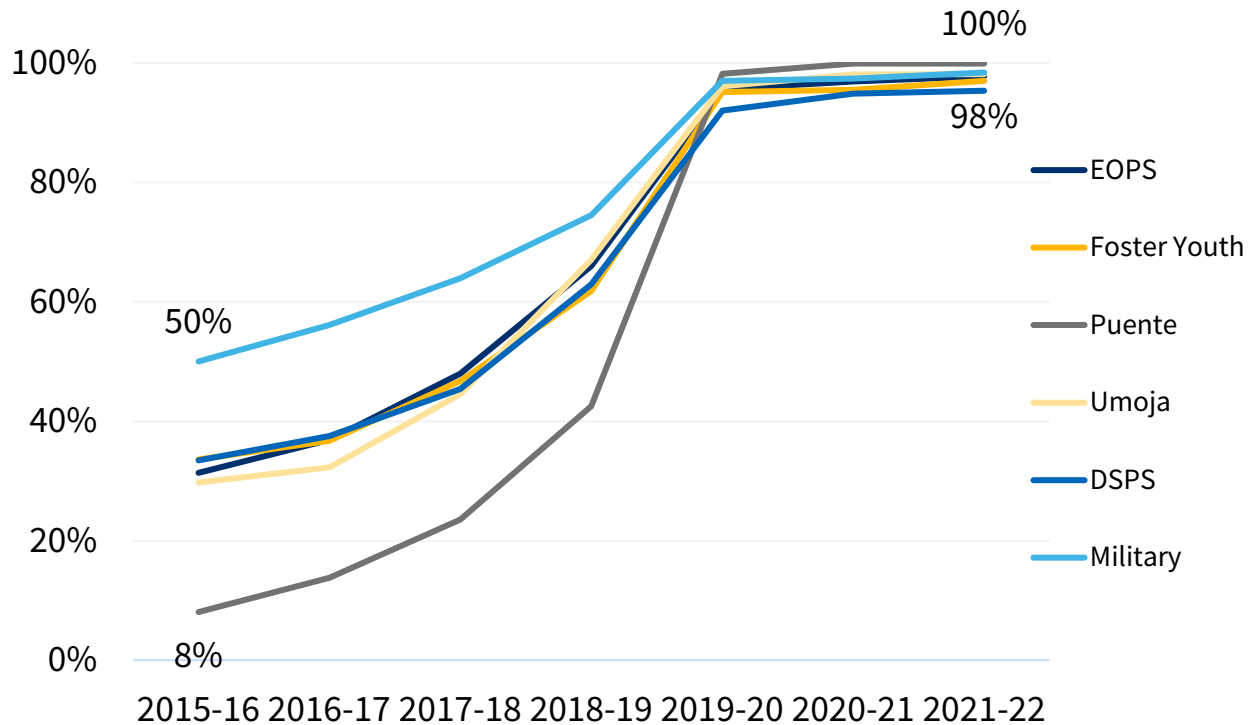


Math

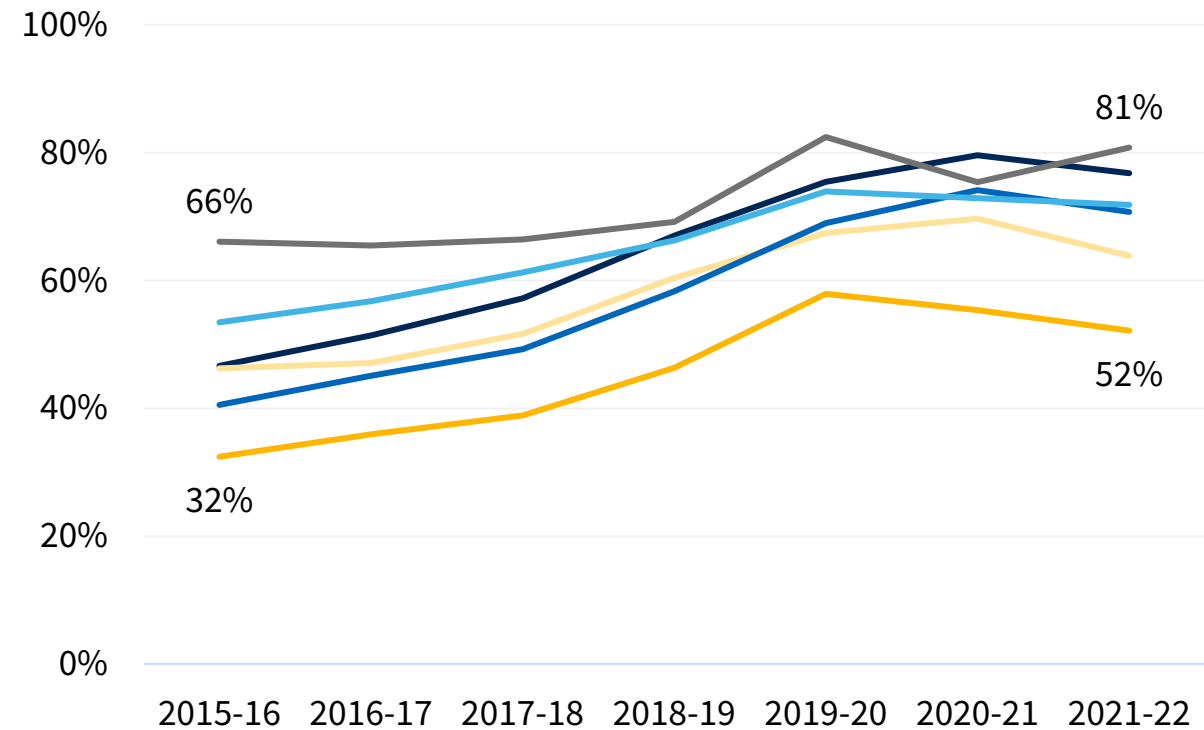


Enrollment in transfer-level **English** is nearly universal across student groups and one-year completion rates have increased for each group.

Access

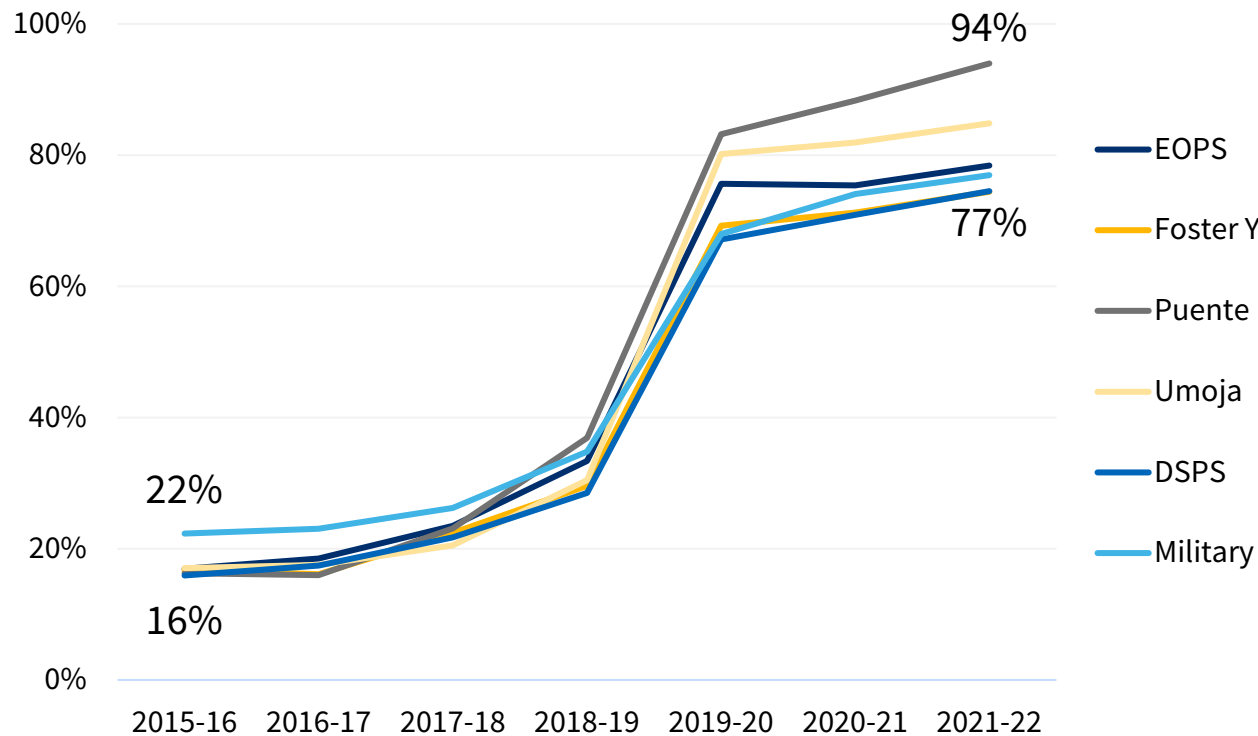


One-Year Completion

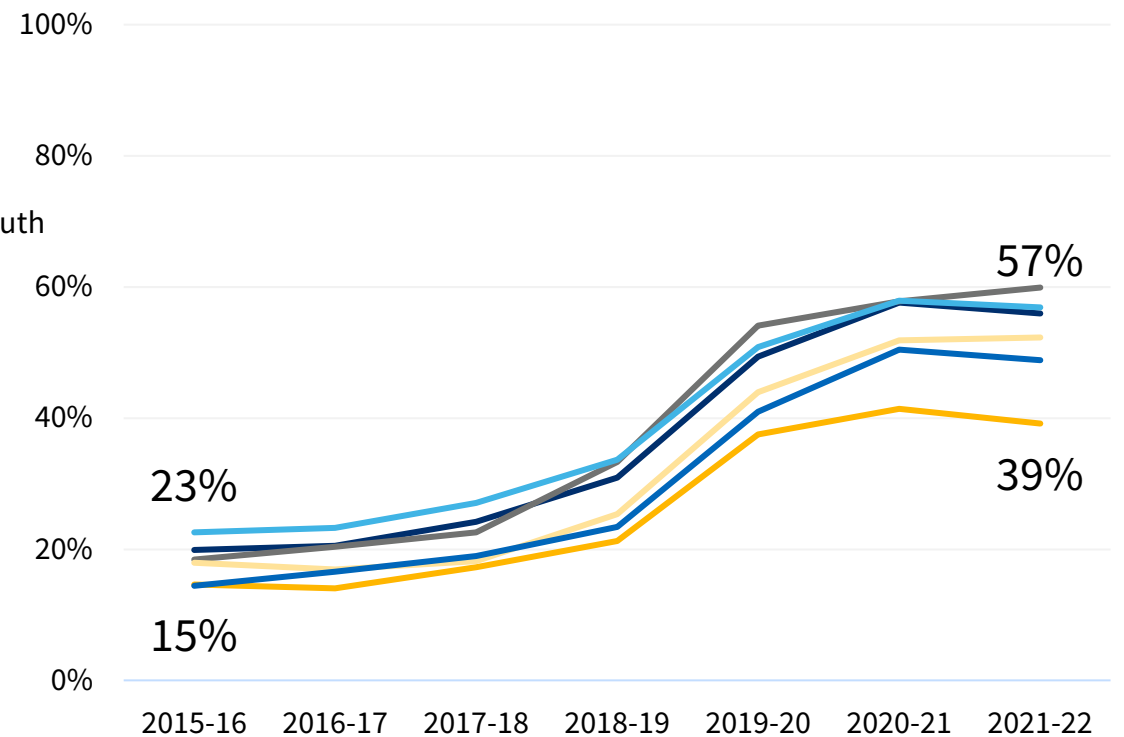


Both enrollment in and completion of transfer-level **math** improved powerfully across student groups, though access is not yet universal for every group.

Access



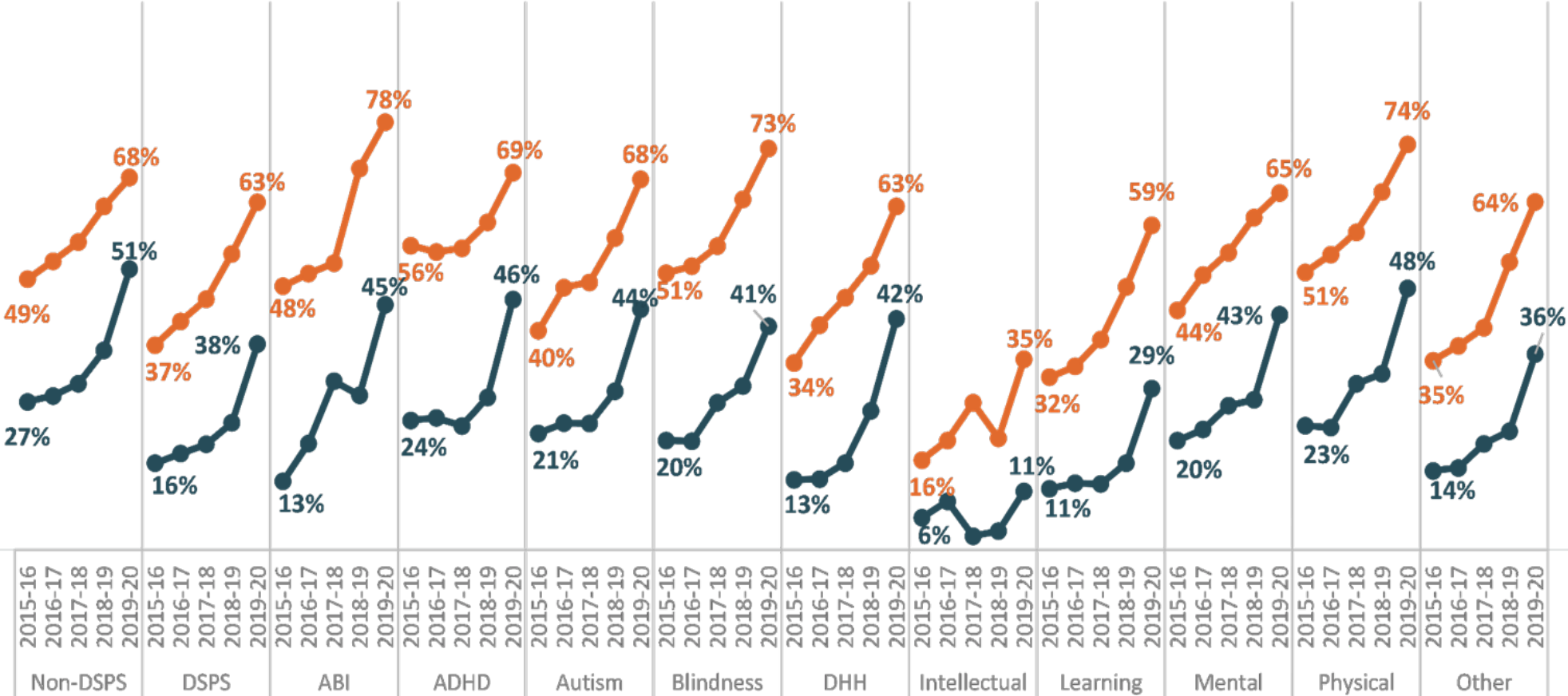
One-Year Completion



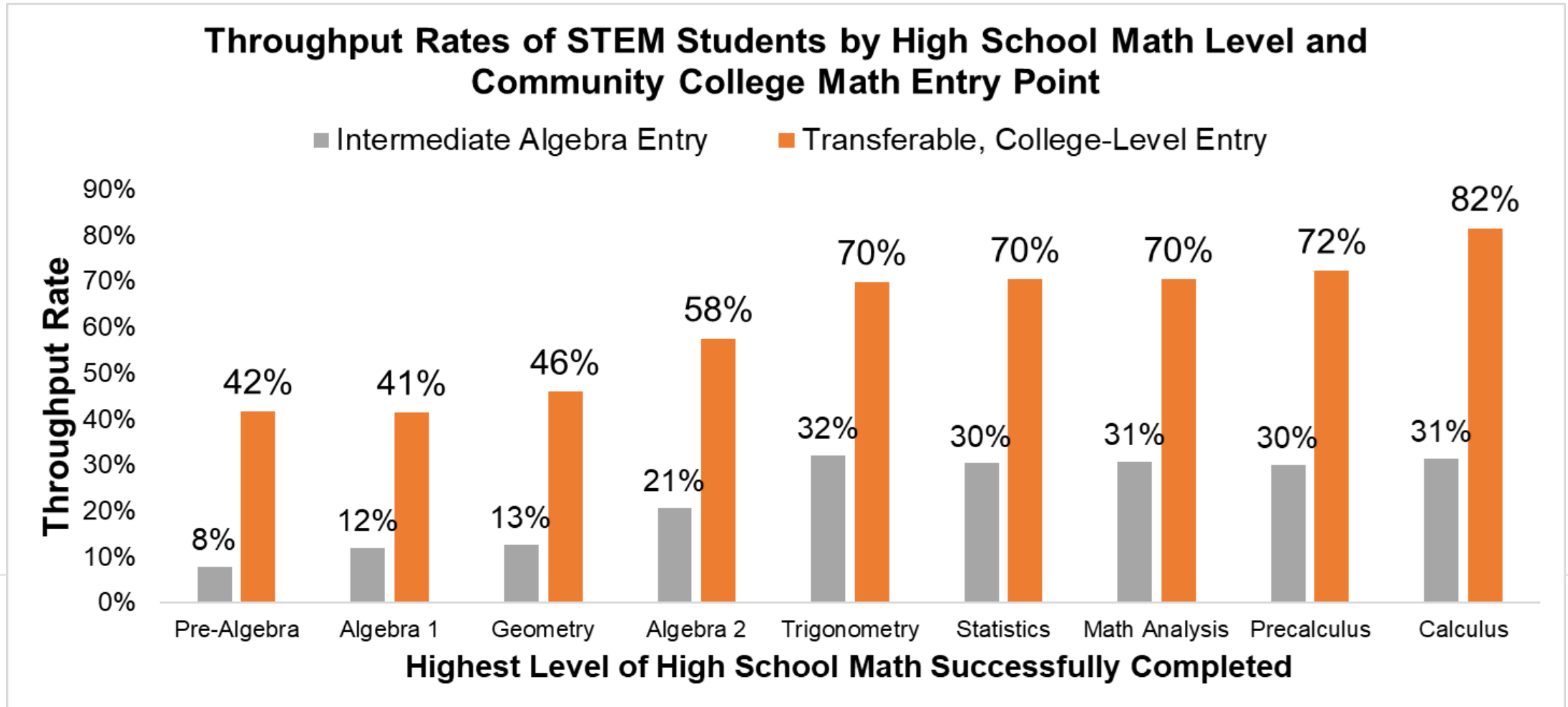
Successful completion of transfer-level English and math increased for DSPS students across all disability types.

Figure 1. One-Year Transfer-Level Throughput Rates by Disability Type

English Math



Transfer level math completion is highest when students begin at transfer level, regardless of their high school math preparation.



Remedial Education Reform (AB 705/1705)

- **Goal:** Maximize student success
- **Policy Reform:** Using policy as a tool to disrupt the status quo
- **Implementation:** Support policy change with research & evaluation to illuminate models and promising practices



Categorical Supports for Implementation

- CalWORKs, EOPS and NextUp
 - Can use program funds to provide tutoring and academic support
- DSPS Educational Assistance Classes (EACs)
 - Learning Support Courses for students with disabilities who are concurrently taking a transferable English and/or math course
 - Study Skills courses for students with disabilities
 - Development of EACs builds collaborative relationships with English and math faculty

Benefits of EACs for Students with Disabilities

- Provides equal access and opportunity to participate in an educational environment that is student-centered;
- Provides academic/mentorship support that prepares SWDs to be successful in transferrable Math/English classes;
- Prepares SWDs to assert their educational limitations and acquire fundamental skills necessary to complete transferrable Math/English classes;
- Encourages SWDs to foster independence and attain educational, learning opportunities in transferable Math/English classes

CSSO Role in Implementation

- Reminder – SEA EC requires the adoption and implementation as a condition of receiving funds
- AB 1805 requires colleges to communicate well with students
- Ensure Counselors encourage students to enroll in transfer level courses
- Ensure Counselors are informing students of academic supports available
- Encourage campus collaboration with categorical programs to utilize all available resources

Enabling Conditions for Transformative Pathways

Guided Pathways in Action



Enabling Conditions for Transformative Student Supports



Discussion

How can you support Equitable Placement, Support and Completion across your portfolio of work?



Thank you!



Appendix



Implementation Progress

| | |
|-----------------|--|
| October 2017 | Legislation Signed |
| March/July 2018 | Default Placement Rules Established |
| March 2019 | English and Math Regulations Approved |
| July 2019 | English and Math Adoption Plans Submitted |
| Fall 2019 | Implementation Deadline for English and Math |
| March 2020 | ESL Regulations Approved |
| Spring 2020 | ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation |
| Spring 2020 | Equitable Placement Toolkit Published |
| Spring 2021 | Equitable Placement Dashboard Created |
| Spring 2021 | English and Math Validation of Practices Data Collected |
| Spring 2021 | ESL Data Analysis and Research |

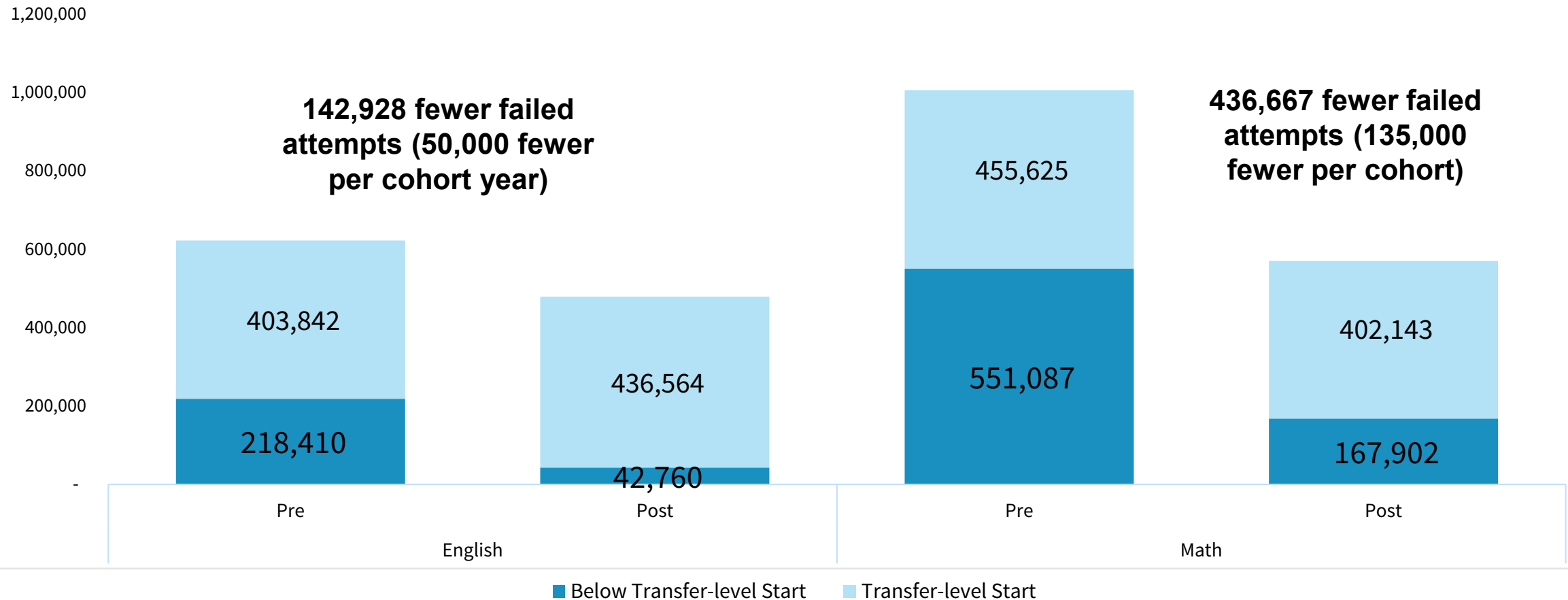


Implementation Progress

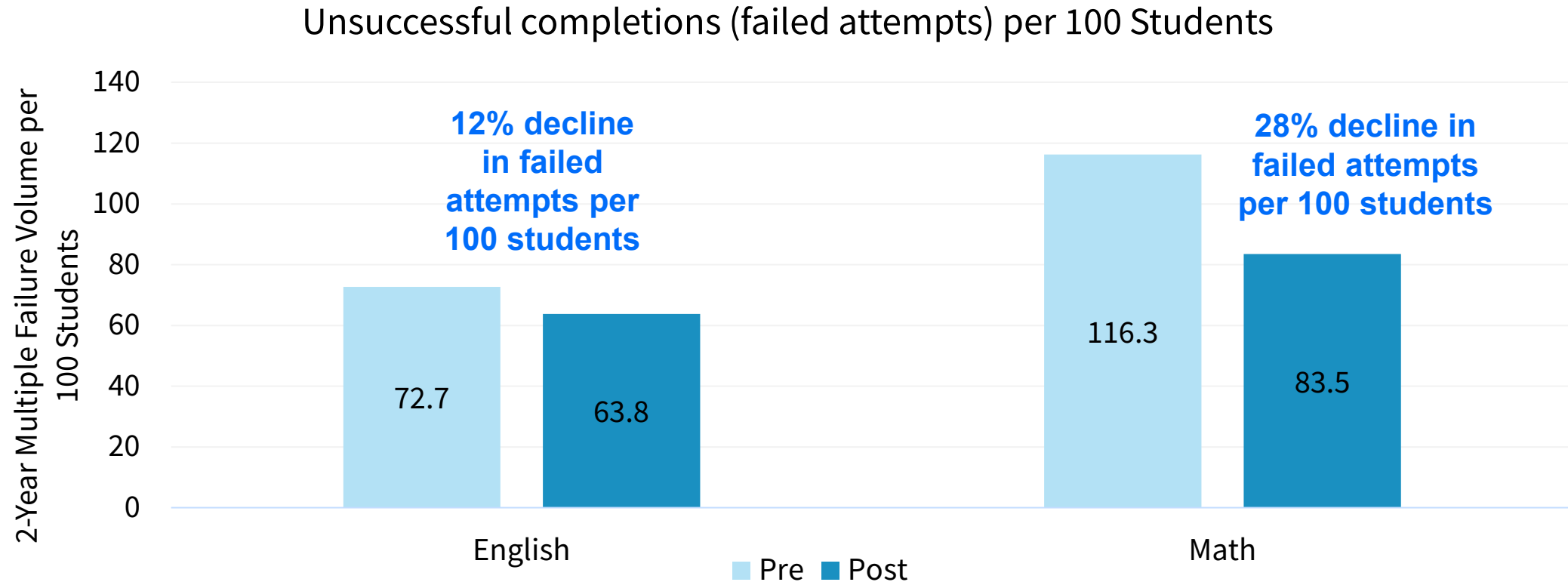
| | |
|--------------|--|
| July 1, 2021 | ESL Adoption Plans Due |
| July 9, 2021 | AB 1805 Data Templates Due |
| Summer 2021 | English and Math Validation of Practices Response to Colleges |
| Fall 2021 | Required Improvement Plans (due March 2022) AAC review of second-party vendor ESL assessments |
| Spring 2022 | Collected required Improvement Plans |
| Fall 2022 | AB 1705 legislation passed Improvement Plan responses to colleges AB 1705 guidance disseminated Local college ESL assessment training |
| Spring 2023 | AB 1705 implementation commences Local college ESL assessment validation |



The total volume of unsuccessful completions (or failed attempts with grade D, F, or W) has decreased.



Standardized volume of unsuccessful completions, or failed attempts, has decreased in math and English.



Fewer students are repeating math courses they successfully completed in high school, with the greatest improvements for disproportionately impacted students.

| High School to CCC Math Transition | Pre-AB 705 (Fall 2016) | Post-AB 705 (Fall 2021) |
|--|---------------------------|----------------------------|
| % students repeating any math course | 78% | 47% |
| % students repeating math above Algebra 2 | 9% | 21% |
| Disproportionately impacted students' likeliness to repeat a math course lower than completed in HS compared to Asian and white students | 20% more likely | 15% less likely |
| % of disproportionately impacted students who transitioned to transfer level math | Under 25% | Over 80% |

Equitable Placement and Completion Improvement Plan Results

In November 2021, colleges were asked to submit an Equitable Placement and Completion (AB 705) improvement plan and select from three options to indicate their level of adoption. Below is the distribution of college plans submitted.

| Option | Count | % |
|--|-------|------|
| Option 1: no pre-transfer-level enrollments in fall 2021 | 6 | 5% |
| Option 2: no pre-transfer level enrollments in fall 2022 | 62 | 54% |
| Option 3: some pre-transfer level/college/level enrollments in fall 2022 | 46 | 40% |
| No submission | 1 | 1% |
| Total | 115 | 100% |

Of colleges that submitted a data addendum template, 27 colleges were potentially maximizing throughput for a student group. Based on selection criteria, the following outcomes were determined by the Chancellor's Office:

- 19 colleges were unable to provide evidence that throughput was maximized for any group
- 5 colleges were potentially maximizing throughput, but additional data was required to be submitted
- 3 colleges submitted insufficient data and are required to resubmit.



In November 2022, the Chancellor's Office sent colleges individual feedback on their plans and provided guidance on the continuation or discontinuation of enrollments into below-transfer-level coursework.

AB 1705 Requirements

- Core provisions of AB 705 remain the same
- Some student populations are exempt
- Allows college-level placement and enrollment in lieu of transfer-level placement and enrollment for students in CTE programs with specific requirements, and for specific groups of students for whom the college has provided local research
- Allows colleges to require **transfer-level** prerequisite coursework if validated by local research

AB 1705 Requirements

- Allows exemptions for STEM programs where **transfer-level** prerequisite coursework does not satisfy requirements for a student's intended associate degree or transfer within a STEM major
- Clarifies colleges' obligation to provide access to extra academic support for students enrolled in transfer-level English and math/quantitative reasoning courses
 - concurrent low-unit credit or similar contact hour noncredit corequisite coursework
 - may require students to enroll in additional concurrent support, if validated

Ensuring Full Implementation

Implementation
Guidance

2023 Equitable
Placement, Support &
Completion Learning
Series

\$64M Implementation
Grant Source
(targeted PD for key
college stakeholders)

Strategic
Communications

Key Stakeholder
Engagement

Research and
Evaluation