ESL TEAMS – Application Form

- Name of College
- Number of participants on your ESL team

Please answer the following questions

1. **Tell us about your ESL program structure (4 questions):**
   a. Describe your current ESL sequence, including the number of levels, required units at each level, whether courses are integrated or discrete skills, and whether courses are credit or non-credit (include course numbers). Please make note of any AB 705 changes you have already made.
   b. Describe any changes to your credit ESL course sequence that your college plans to make to align with the provisions of AB 705 (e.g. skills integration, reduction in number of levels, addition of support in transfer-level composition, etc.), and your planned timeline for implementing these changes.
   c. How does the ESL sequence feed into the English sequence? (e.g. below transfer, into a transfer-level composition class with a corequisite support class, directly into regular freshman composition?) Please describe the current structure and make note of any planned changes (include course numbers).
   d. Are any sections of transfer-level English composition (stand-alone or with concurrent support) designated for multi-lingual students and/or taught by an ESL instructor? If yes, please describe the model and the way(s) students may access these sections. Please include any new classes approved for AY 2020-21 implementation.

2. **Placement:** How are students currently placed into ESL courses? Please be sure to include your policies for English learners who graduated from U.S. high schools, as well as how placement is handled for students who have not attended a U.S. high school. Identify any changes have you made response to AB 705, and/or any planned or changes and the implementation timeline.

3. **Implementation Challenges:** What challenges have emerged around providing appropriate instruction and support to English language learners in your college’s implementation of AB 705 in both English and ESL (political/ logistical/ pedagogical/ other)?

4. **Changes to Pedagogy and Content:** At this point, how do you think the pedagogy and content of your credit ESL courses may need to change as you work to implement AB 705? What are you doing to prepare faculty on your campus to teach in this context?
5. **Reasons for Applying:** Please briefly describe what you hope to gain from participating in the CAP Community of Practice and any particular issues or topics you hope the facilitators will address during the trainings.

6. **College Team:** For this question, please submit information for participants on your team. If you have more than 6 total team members, please email the information for each additional team member to CAP Central ([CaliforniaAccelerationProject@gmail.com](mailto:CaliforniaAccelerationProject@gmail.com)).

- **Team Leader**
  - a. Name
  - b. Email address
  - c. Job title
  - d. Cell phone
  - e. Are you... (check one)
    - ___ Full-time faculty
    - ___ Part-time faculty
    - ___ other (explain)________

- **Other Team Members (provide the following information about all team members)**
  - a. Name
  - b. Email address
  - c. Job title
  - d. Cell phone
  - e. Are you... (check one)
    - ___ Full-time faculty
    - ___ Part-time faculty
    - ___ other (explain)________