



California Acceleration Project
Supporting California's 114 Community Colleges
To Transform Remediation to Increase Student Completion and Equity
www.AccelerationProject.org

Leadership Training in English and ESL

“Advanced CAP”

For Graduates of the CAP Community of Practice

Northern CA Cohort: Skyline College (June 20-23, 2019)

Southern CA Cohort: Riverside Convention Center (July 11-14, 2019)

Program Overview

This is an advanced training program intended to support faculty graduates of the CAP community of practice to lead acceleration efforts on their own campuses, including providing professional development to their colleagues and developing new approaches to placement and remediation. Participants will serve as apprentice leaders in this year's CAP community of practice, working with Katie Hern and Summer Serpas on the English side and Melissa Reeve and Jose Cortes on the ESL side to facilitate activities for participating faculty, observe the questions faculty ask and the kinds of activities that help them, share the work they've done on their campuses, and develop materials for local trainings.

Program Requirements

One faculty member per college is eligible to apply in each discipline (English/ESL). Participants will typically be full-time instructors. If more than one faculty member per discipline is interested, please email us to discuss who should attend. Participants must meet the following criteria:

- Have participated in a prior year of the CAP Community of Practice
- Be already helping to lead local professional development for accelerated pedagogy and other reforms related to AB 705 compliance
- Be willing to prepare materials related to your local efforts & share your experience implementing new approaches (e.g navigating local change, building support among colleagues and administration)
- Participate in conference calls to prepare for the institute
- Be able to participate in the CAP Summer Institute for their cohort and arrive Thursday afternoon (the day before regular participating teams).

Costs of Participation

Through grant funding, we are able to provide this program at no cost. Participants will need to provide for their own travel and hotel expenses and meals that aren't included in the institutes.

DEADLINE: Friday, April 19th

Submit your application using the online form available on CAP's website

www.AccelerationProject.org

Questions? CAP Central: CaliforniaAccelerationProject@gmail.com

Application Information:

1. In which CAP cohort do you want to participate?
 - a. Northern CA at Skyline College (June 20-23, 2019)
 - b. Southern CA at the Riverside Convention Center (July 11-14, 2019)
2. Provide the following information:
 - a. Name
 - b. Job title
 - c. Name of college
 - d. Email address
 - e. Cell phone
 - f. Are you full-time or part-time faculty member?

Please answer the following questions:

1. **AB 705 Planning -- English (ESL faculty skip to question 2):** AB 705 requires that we change our placement policies and remedial course structures to maximize a student's chances of completing transfer-level courses in English and math in one year. Please describe your college's current plans for responding to AB 705. (5 questions)
 - a. What have been your previous placement rules for access to transfer-level English? What will your rules be for Fall 2019?
 - b. Are you planning to offer corequisite models that allow students to enroll in transfer-level courses with concurrent support (instead of taking a stand-alone remedial course)? If so, which students will be required to enroll in the corequisite(s), if any?
 - c. What are the course numbers for the stand-alone transfer-level composition course and the corequisite course at your college (if offered)?
 - d. Are you planning to continue offering courses below transfer level? If so, please tell us how many sections of below-transfer-level courses you will offer in Fall 2019 and how many sections of English 1A (regular and with concurrent support). Please include course numbers.
 - e. Are you planning any other changes in response to the law?
2. **AB 705 Planning -- ESL (English faculty skip to question 3):** As ESL faculty anticipate and plan for the changes AB 705 will require, ESL departments are considering changes to placement, curriculum, and pedagogy in order to maximize credit ESL students' chances of completing transfer-level courses in English within three years. Please describe your college's current program and anticipated changes for the Fall 2020 implementation deadline. (5 Questions)
 - a. Describe your current ESL sequence, including the number of levels, units, whether courses are integrated or discrete skills, and whether courses are credit or non-credit. Please include course numbers.
 - b. How does the ESL sequence feed into the English sequence? (e.g. below transfer, into a transfer-level corequisite, directly into regular freshman composition?) Please include course numbers.
 - c. 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 and include course numbers.
 - d. How are students currently placed into ESL courses and what changes are you considering in response to AB 705?
 - e. Are you planning any other changes in response to the law?

3. **Anticipated Changes to Pedagogy and Content:** At this point, how do you think your transfer-level pedagogy and course content will need to be different as you work to implement AB 705? What are you doing to prepare faculty on your campus to teach in this context?
4. **Anticipated Challenges:** What challenges do you anticipate as you think about implementing AB 705 (political/logistical/pedagogical/other)?
5. **Professional Development:** Please describe any professional development your college is currently offering to help faculty teach within new models of placement and remediation and the role you've been playing. If your college is not currently offering professional development, please sketch out what you and your colleagues would like to develop in the coming year.
6. **Why You're Applying:** Please describe what you hope to get out of participating in this program.
7. **Logistics:** Please confirm that you are able to meet the program requirements, including attending the institutes in your cohort, arriving on Thursday to prepare for the institute, and participating in planning calls.