



Acceleration Across California

The California Acceleration Project's Third Annual Statewide Conference

The California Acceleration Project

Supporting the State's 115
Community Colleges to
Transform Remediation
to Increase Student
Completion and Equity



DOUBLETREE BY HILTON HOTEL, SACRAMENTO

FEBRUARY 21-23, 2019

www.AccelerationProject.org





Welcome to College – For Real

For years, over 80% of California community college students have been receiving a mixed message when they arrived at our open doors. “Welcome to college,” we told them. “But actually, you’re not ready for college.”

That changes with AB 705, as the vast majority of students have the right to bypass remedial classes and begin directly in transfer-level English and math.

Our classrooms may feel different in the fall. In the past, transfer-level English and math included only students who scored the highest on placement exams or survived the gauntlet of one, two, three or more remedial classes. Under AB 705, transfer-level classes will be full of first-time college students, some of whom will need more guidance than we’ve provided in the past. Their first papers may not have strong thesis statements. They might have a surprising misconception about a basic math concept. They may need some prodding and nudging to get their studenting habits in order. They will need us, their teachers, to apprentice them in how to be successful.

Perhaps most of all, they will need us to interrupt the deficit-based assumptions we’ve been carrying, the ones that begin, “this student can’t even...” and end with a dismissal of their potential. To really work, AB 705 requires more than simply a change in placement policy. It demands that we see and nourish the capacity of all students, even those arriving with less polish and experience.

Community colleges are in a time of tremendous and at-times unnerving change, but we’re not in it alone. This conference is a place where we can come together and learn from the great work underway across the state.

We hope you enjoy this year’s amazing breakout sessions, keynote speakers, and panels, and that you will leave feeling better equipped to welcome your students unequivocally in the fall, with a belief in their capacity as well as your own.

With hope for the future,

Katie Hern and Myra Snell
Co-Founders of the California Acceleration Project

Schedule Overview

Thursday, February 21st | Pre-Conference

Breakfast on your own

9:00-10:00 Registration (Grand Ballroom Foyer)

10:00-1:00 Pre-Conference Workshops (details on page 4)

1:00-2:00 Lunch (Grand Ballroom)

2:00-5:00 Pre-Conference Workshops (details on page 4)

Friday, February 22nd | Main Conference

8:00-9:00 Registration (Grand Ballroom Foyer) and Continental Breakfast (Grand Ballroom)

9:00-9:15 Welcome | Deputy Chancellor Daisy Gonzales (Grand Ballroom)

9:15-10:15 Opening Remarks | "Delivering on the Promise of AB 705"
Katie Hern and Myra Snell (Grand Ballroom)

10:15-10:30 Break

10:30-11:30 Breakout Session 1 (details on page 5)

11:30-11:45 Break

11:45-12:45 Breakout Session 2 (details on page 6)

12:45-1:30 Lunch (Grand Ballroom)

1:30-2:30 Policy Panel | "Spotlight on AB 705 Implementation" (Grand Ballroom)

2:30-2:45 Break

2:45-4:15 Breakout Session 3 (details on page 7)

4:30-6:00 Reception (Grand Ballroom)

Saturday, February 23rd | Main Conference

8:00-9:00 Registration (Grand Ballroom Foyer) and Continental Breakfast (Grand Ballroom)

9:00-10:15 Keynote Address | "The Essentials of Instructional Equity: Supporting Students to Be the Leaders of Their Own Learning" Zaretta Hammond (Grand Ballroom Foyer)

10:15-10:30 Break

10:30-11:30 Breakout Session 4 (details on page 8)

11:30-11:45 Break

11:45-12:45 Breakout Session 5 (details on page 9)

12:45-1:30 Lunch (Grand Ballroom)

1:30-2:30 Keynote Address | "Maximum Capacity: Increasing Ours to Recognize Theirs"
Carrie Marks (Grand Ballroom)

2:30-2:45 Break

2:45-4:15 Breakout Session 6 (details on page 10)

Plenary Speakers



Daisy Gonzales

Dr. Daisy Gonzales is the second woman to serve as Deputy Chancellor of the California Community College Chancellor's Office and the first person of color. As Deputy Chancellor, she manages the agency responsible for the largest public higher education system in the nation, composed of 115 colleges and 73 districts. Her primary duties include directing the progress toward the Vision for Success—the systems strategic plan to close equity gaps over the next five and ten years. She began her career in the classroom as a dual-immersion 3rd grade teacher. Prior to joining the Chancellor's Office, she served as the Associate Director of PACE at Stanford University, Principal Consultant at the Assembly Appropriations Committee, and as an Assembly Budget Committee Consultant. Dr. Gonzales is a first-generation college student and former foster youth and English-learner. She holds a Ph.D. and M.A. in Sociology from the University of California, Santa Barbara and a B.A. in Public Policy from Mills College.



Katie Hern & Myra Snell

Katie Hern and Myra Snell co-founded the California Acceleration Project in 2010 to address the low completion rates among students placed into remediation. As teachers, they knew that students were capable of more than traditional remedial courses were asking, and they understood that increasing completion of college English and math would require replacing remedial course sequences with accelerated models. In 2016, Hern and Snell were named to the Washington Monthly's list of the "16 Most Innovative People in Higher Education" for their work in CAP. Hern is an English Instructor at Chabot College and holds a master's degree in American Culture Studies from Bowling Green State University, plus a doctorate and master's degree in Educational Leadership from Mills College. Snell is a Professor of Mathematics at Los Medanos College and was one of four finalists for the national Faculty Innovation award from the American Association of Community Colleges. She holds a master's degree in Pure Mathematics from UC Berkeley.



Zaretta Hammond

Zaretta Hammond is a teacher educator, national education consultant, and author of the book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. She is a former high school and community college expository writing instructor. She is passionate about the intersectionality of equity, literacy, and culturally responsive teaching. Ms. Hammond blogs at CRTandtheBrain.com. She holds a Master's in Education in English Education, with a concentration in Writing.



Carrie Marks

Carrie Marks is a Professor of English at Sacramento City College. In 2015 she piloted one of the first English corequisite courses in the state with a cohort of students in the Umoja learning community. Students in the pilot completed transfer-level English at nearly four times the rate of African-American students in the traditional developmental sequence. Marks then helped her department and her district transition fully to the corequisite model while still maintaining a focus on equity. Marks previously taught middle and high school English and trained teachers in the K-12 system in Massachusetts, California, and Uganda. She holds a master's degree in English from Middlebury College and a bachelor's in English Language and Literature from Harvard University.

Policy Panel: Spotlight on AB 705 Implementation

Panelists will discuss what strong implementation of AB 705 looks like from their different perspectives as a system leader, dean, department chair, and student leader.

Laura Metune, Vice Chancellor for Governmental Relations at the California Community Colleges Chancellor's Office: Vice-Chancellor Metune leads the policy and advocacy efforts of the California Community Colleges. Her work focuses on securing statutory and budgetary actions in support of student access, equity, and success. She played a critical role in supporting AB 705 through the Legislature and has continued to actively participate in the Chancellor's Office implementation process.

Michael Wangler, Dean of Mathematics and Business at Citrus College: Dean Wangler has led the math department as they implement direct placement at the transfer-level in mathematics (with or without support) for all students. Additionally, Dean Wangler has supported faculty innovation and student success by funding professional development, embedded tutors, and flexible furniture for the classroom.

Lauren Halsted Burroughs, Department Chair of English at Cuyamaca College: Dr. Halsted Burroughs led her department's transformation from offering three levels below transfer, with separate reading and writing tracks, to placing all students in transfer-level English (with or without corequisite support). Dr. Halsted Burroughs supported faculty with an equity-minded community of practice focused on shifting faculty mindset by having faculty look at their own disaggregated success data and helping them learn to overcome bias in the classroom.

Yair Tapia, Member of Students Making a Change at City College of San Francisco: As a student advocate at City College of San Francisco, Yair Tapia played a pivotal role in informing students of their rights under AB 705 and transforming harmful remedial English and math placement practices. Additionally, Yair Tapia wrote recommendations for community colleges to immediately implement AB 705 and helped create a student-focused website for his peers to learn about AB 705 (AB705.org).





“As you begin refining your teaching practice, be prepared to embrace your conscious incompetence, that awareness and awkwardness that comes with trying out something new. Education change expert Michael Fullan calls this the ‘implementation dip’ -- that inevitable bumpiness, self-consciousness, and feeling of chaos that comes up when you are trying a new skill or practice and before it becomes automatic.”

- Zaretta Hammond
Culturally Responsive Teaching and the Brain



Thursday, February 21st (10am - 5pm)

California Salon 1 | What AB 705 Means for Your College in ESL

Guillermo Colls (Cuyamaca College), Jessica Aggrey (Woodland College), Loris Fagioli (Irvine Valley College), Gabe Winer (Berkeley City College), Olga Rodriguez (Public Policy Institute of California), Melissa Reeve (Solano College), Jose Cortes (Solano College), Kristine Fertel (American River College), and more!

This day-long workshop will address the most pressing topics facing credit ESL programs preparing for the Fall 2020 AB 705 implementation deadline. The program will include recent research on ESL student demographics and course-taking patterns; practitioner panels on emerging placement models and on ESL course offerings that satisfy the transfer-level English requirement; and attention to pedagogy for accelerating credit ESL students' progress to and through transfer-level English.

California Salon 2 | Supporting Students in Post-AB 705 English Classrooms

Katie Hern (Chabot College) and Summer Serpas (Irvine Valley College)

In the past, only a highly filtered group of students would enroll in transfer-level courses – the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences. Under AB 705, transfer-level classes will become much more heterogeneous as the vast majority of students enroll directly in this level. This day-long workshop will focus on pedagogy and classroom practices that harness student capacity and support all students to be successful. The workshop is intended for all faculty adapting to the changes of AB 705 in English. This includes reading faculty teaching composition for the first time, English faculty who need to better support students' growth as readers, basic skills faculty moving into transfer-level classes, and transfer-level faculty who have not previously taught basic skills.

California Salons 3 & 4 | Supporting Students in Post-AB 705 Math Classrooms

Myra Snell (Los Medanos College), Tammi Marshall (Cuyamaca College), Hal Huntsman (City College of San Francisco), and Rachel Polakoski (Cuyamaca College)

In the past, only a highly filtered group of students would enroll in transfer-level courses – the ones who scored highest on placement tests and those who survived the attrition of remedial course sequences. Under AB 705, transfer-level classes will become much more heterogeneous as the vast majority of students enroll directly in this level. This day-long workshop will focus on pedagogy and classroom practices that harness student capacity and support all students to be successful. The morning session will focus on practices for any transfer-level math class. In the afternoon, attendees can choose to attend either a Statistics or B-STEM breakout session.

Friday, February 22nd (10:30am - 11:30am)

California Salon 1 | Equitable Assessment and Feedback for Student Writing

Joelle Adams (Santa Monica College)

This session examines the way we design assessment tasks, evaluate student writing, and provide feedback to create equitable learning opportunities in post-AB 705 English classes. We will examine principles of effective and culturally-responsive assessment and feedback, and we'll use a review protocol to evaluate and improve our own practices.

California Salon 2 | The Sergeant vs. the Coddler: Integrating Affective Support for AB 705 Students

Julia Raybould-Rodgers and Christina Nunez (Allan Hancock College)

Due to the implementation of AB 705, students in transfer-level English courses come from diverse academic backgrounds, which require instructors to provide affective support to reduce common college fear factors. But how do instructors apply leniency and empathy while also enforcing deadlines and accountability?

California Salon 3 | Two Educators Holding the Ladder: How Tutor-Faculty Collaboration Increases Student Success

Lizzie Brock, Mitra Sapienza, Paula Mak, Desi Roberts, and Kate Lim (City College of San Francisco)

One strategy to facilitate success for all students in transfer-level English with a corequisite is to engage support services like embedded tutoring. Learn how our program uses best practices for faculty-tutor collaboration in and out of class, and try a tutor-designed activity to create a lesson of your own.

California Salon 4 | Contemporary Mathematics: A Transfer Course Designed for Humanities Majors

Levi Gill and Amber Buntin (College of the Redwoods)

Contemporary Mathematics is a course that studies the intersection of math and society. Because of AB 705 we now offer this course without a prerequisite and have seen a dramatic rise in enrollment and success. This session will address course content and design philosophy and will provide sample lesson plans.

Redwood Room | Designing Engaging, Insightful Activities for Precalculus Corequisite Courses

Jay Lehmann (College of San Mateo)

Designing effective activities for statistics is relatively easy compared to doing so for algebra. Come practice designing low-floor, high-ceiling activities that engage precalculus students, no matter what their ability. The open-ended activities will be just-in-time remediation that addresses contextualized concepts of the current course.

Sacramento Room | The Opportunity Project: Integrating Counseling in Your Courses

Rocio Diaz, Atheneus Ocampo, Ruby Padilla, and Christopher Page (El Camino College)

In this session, presenters will share information about The Opportunity Project (TOP), a program that links a counselor with specific English and math courses. The presentation will include strategies from a collaborative practice between student support services and instructional faculty that have impacted students' trajectory in English and math.

Garden/Terrace Room | What Can We Learn from Statewide Studies of Placement and Remediation Reforms?

Olga Rodriguez (PPIC), Marisol Cuella Mejia (PPIC), Tammi Marshall (Cuyamaca College), and Joshua Scott (Solano College)

Colleges across the state are adopting changes to placement and remedial course structures as a means to improve successful completion of transfer-level math and English courses. This session will present research findings and a panel of faculty will discuss how reforms have evolved in response to AB 705.

Maxi's Room | Preparing ESL Students for Freshman Composition Through Horizontal and Vertical Compression

Rhonda J Farley, Jenna Francisco, Joao Francisco, and James Wilson (Cosumnes River College)

ESL Professors from Cosumnes River College will discuss strategies to address the challenges of preparing students from very diverse cultural and academic backgrounds for the rigors of freshman composition and beyond. Through horizontal and vertical compression, and targeted support strategies, faculty have redesigned their course sequence from six to four semesters.

Friday, February 22nd (11:45am - 12:45pm)

California Salon 1 | A Hybrid Corequisite: The Best of Both Face-to-Face and Online Worlds

Maritez Apigo (Contra Costa College)

The presenter will showcase plans for a hybrid model of an enhanced corequisite English course. She will demonstrate technologies and techniques for concurrent support through the hybrid modality that maximize both the face-to-face time and the flexibility of online learning. Participants will receive a goody bag of helpful resources.

California Salon 2 | Embracing Change: Professional Development and the Corequisite Support Model

Terrie Nichols (Cuyamaca College)

By successfully replacing our basic skills sequence with a corequisite support model, Cuyamaca has nearly eliminated the equity gap. In large part this success is due to an intensive ongoing professional development program designed to support reform and change expectations. We'll share the program developed for math, but all may benefit.

California Salon 3 | Students Making a Change: AB 705 and the Affirmation of Student Capacity

Denise Castro, Christian Rodriguez, Marjorie Blen, and Yair Tapia (City College of San Francisco)

Students Making a Change (SMAC) engages Black and Brown community college students to positively transform the deep structural inequities now present in community colleges as reflected by the achievement gap and low retention and transfer rates of underrepresented students of color. We will share our experiences working to implement AB 705 at our college.

California Salon 4 | Why Not Go for 100% Success Rates?...But How?

Tue Rust (Los Medanos College)

Do you enjoy teaching students in class how to succeed academically outside of class? Add to our group's wisdom by contributing your ideas and analyses to an experiential adventure steeped in statistics-specific affective curriculum.

Redwood Room | Curriculum and Pedagogy for Precalculus and Applied Calculus Corequisite Courses

Julie Von Bergen and Marie Magante (Los Medanos College)

How do we write curriculum to support students in corequisite transfer-level courses? We will share how faculty at Los Medanos College have reorganized and reinterpreted existing curriculum to support just-in-time remediation for students in transfer-level Precalculus and Applied Calculus courses. We will share pedagogical practices for interactive, student-centered classrooms.

Sacramento Room | Incorporating and Maximizing the Effectiveness of Peer Tutors in the Classroom

Ray Sanchez (Madera Community College Center) and Vandana Gavaskar (Santa Barbara City College)

In this session participants will learn about the seamless and stress-free incorporation of a peer tutor in the classroom. A wide variety of engagement strategies and innovative approaches can be used in the classroom for maximizing student to student connections. When a tutor becomes a "teaching assistant" everyone benefits in the classroom and outside the classroom in the Tutoring and Learning Center.

Maxi's Room | Should ESL Be Part of the Acceleration Movement?

Guillermo Colls and Manuel Mancillas-Gomez (Cuyamaca College)

Sharing samples and numbers, the presenters from Cuyamaca College plan to show why the answer is "yes." Acceleration is more tailor-fitted to ESL than anybody ever imagined, empowering new students with the language to more quickly claim their piece of the American Dream.

Friday, February 22nd (2:45pm - 4:15pm)

California Salon 1 | Your Teaching Toolbox: Growing Student Engagement & Success in the Accelerated Classroom

Cheryl Chaffin, Gayle McCallum, and Adela Najarro (Cabrillo College)

In this session, instructors build a toolbox of culturally responsive materials and activities to support transfer-level accelerated English students. You will discover and practice teaching routines that help students to initiate and extend their learning and hone their abilities to be engaged learners, academically, metacognitively, and affectively.

California Salon 2 | Just-in-Time Corequisite Support

Ayesha Zia (Golden West College)

This presenter will share strategies for using the corequisite support class to teach students of varying skill levels by using just-in-time remediation exercises to help students recognize and correct their own mistakes, and embedded tutors who can reinforce the just-in-time approach and provide support for affective needs.

California Salon 3 | Valuing Student Voices: Maximizing Success through Democratic, Real-World Writing Projects

Ned Weidner and Michelle Dougherty (Mt. San Antonio College)

This session explores best practices for co-creating democratic, real-world writing situations in transfer-level, corequisite English courses. Facilitators will explain the fundamentals of and share best practices for designing and teaching democratic, real-world writing projects. Participants will partake in democratic classroom activities and learn how to co-create curriculum with students.

California Salon 4 | Creating an Equity-Minded Classroom in Transfer-Level Mathematics

Michael Wangler, Sophia Lee, Ana Lopez, and Victoria Dominguez (Citrus College)

Citrus College has adopted a full-inclusion approach to implementing AB 705, believing in the capacity of all students to be successful in mathematics. This interactive session will demonstrate techniques for creating an equity-minded classroom focused on empathy, collaboration and a shared sense of belonging that motivates and sustains students.

Redwood Room | Troubleshooting Common Problems in the Math Classroom

Rachel Polakoski (Cuyamaca College) and Myra Snell (Los Medanos College)

Why do some students sabotage their success by not asking questions or participating in class, by sporadically doing homework or skipping exams? What can teachers do about it? In this session, we will share strategies for troubleshooting common classroom problems and motivating students to engage productively in learning math.

Sacramento Room | This Is Not My Class! You Do You in an AB 705 World

Jackie Williams (Fresno City College) and Melissa Long (Porterville College)

Do your teaching practices work well now, but you're unsure how to adapt them under AB 705 without dumbing down curriculum and still addressing everyone's needs? We'll help you reimagine your class with high-challenge, high-support features that bridge students' needs and college-level outcomes, while staying true to the educator you are.

Garden/Terrace Room | Creating Classroom Policies with a Capacity Mindset

Emily Liu (Irvine Valley College)

As students enter our classrooms earlier in their college careers, we must rethink how we approach our students from our first communication with them: the syllabus and, specifically, our classroom policies. This session will explore how we can devise effective, equitable classroom policies with empathy, flexibility, and a capacity mindset.

Maxi's Room | Ditch the Grammar Textbook: Teaching Grammar Using Fiction or Non-fiction

Abedin Jamal (Cuyamaca College)

This session covers ways to teach commonly used grammatical concepts with some hands-on activities. The grammar lessons will help students to write paragraphs or essays using engaging activities based on the fiction and non-fiction books they are reading.

Saturday, February 23rd (10:30am - 11:30am)

California Salon 1 | We Are the Ones We Have Been Waiting for: Collaboration for Success

Leila Easa, Mitra Sapienza, and Saramanda Swigart (City College of San Francisco)

As we face curricular changes in the wake of AB 705, one untapped resource might be each other. Learn how your English department can plan professional development by leveraging the strengths of its members for both school-year PD and summer communities that follow the CCSF “plug and play” model for easy implementation.

California Salon 3 | Strategies for Strengthening the Springboard for Students and Faculty

Gregory Ramirez (Madera Community College Center) and Nicole Glick (Long Beach City College)

The post-AB 705 landscape requires a renewed pedagogical approach of inquiry-based, equity-minded collaboration. This session emphasizes instructional design to ensure the first out-of-class essay specifically promotes persistence among students who may feel initially overwhelmed in transfer-level composition. The presenters address metacognitive assessments of reading and writing histories to accomplish this goal.

California Salon 4 | Build Success in the Statistics Corequisite Model: Lose the Textbook

Terrie Nichols (Cuyamaca College)

At Cuyamaca College, we adopted the activity-based classroom and abandoned the textbook. During class, time is spent on discussion, productive struggle, and contextualized remediation. Outside of class, students engage with interactive learning materials on Canvas. We'll share our materials and strategies for implementation.

Redwood Room | Collaborating with Other Disciplines in Light of AB 705

Amber Buntin (College of the Redwoods)

Now, more than ever, cross-discipline collaboration is a critical part of improving student success across campus. With developmental math courses dwindling, it's essential that requisites across disciplines be re-evaluated. College of the Redwoods shares some solutions implemented, including a chemistry support course and a math course for Career Education students.

Sacramento Room | Administrative Support for Implementing AB 705 in Mathematics and English

Michael Wangler (Citrus College)

What administrative support is needed to implement AB 705 in mathematics and English and the cohort model for corequisite support? This session features discussion of the administrative role in AB 705 implementation, including professional development, wrap around support services, redesigning the classroom and schedule, and providing instructors the tools they need to help students succeed.

Garden/Terrace Room | Advancing Equity-Mindedness in the Classroom: Using Practitioner-Level Data to Create Cultural Change

Lauren Halsted Burroughs, Tania Jabour, Kristin McGregor, and Katie Cabral (Cuyamaca College)

Cuyamaca's English Department made significant gains in student success by implementing AB 705. We learned, however, that structural change alone is not enough to close equity gaps. Presenters will discuss efforts to build a coalition of equity-minded practitioners who are empowered to improve their own data and close equity gaps.

Maxi's Room | Developing a Language (ESL) Corequisite for a Transfer-Level Writing Course

Rebecca Beck (Irvine Valley College)

Learn how the ESL department at Irvine Valley College developed an ESL support course for multilingual writers enrolled in transfer-level writing. The presenter will share the process for creating the corequisite curriculum and sample materials intended for use in this new course offering.

Saturday, February 23rd (11:45am - 12:45pm)

California Salon 1 | Backward Mapping in an Active Classroom and Online Environment

Aaron Bradford (American River College) and Lisa Sapra (Folsom Lake College)

Students often struggle when approaching complex texts and evaluating sources as they plan for researched and/or analytical arguments. This struggle often results in frustration and fear on the part of students, resulting in less success in the class. This presentation will show how to use backward mapping to help students actively build these skills to become comfortable working with complex texts and evaluating sources for relevance and reliability so they can write more confidently.

California Salon 2 | Informed Assets: Using Assets-Based Hip-Hop Pedagogy, Critical Race Theory, and Autoethnography in a Library Class

Kim Morrison (Chabot College) and Kyzyl Fenno-Smith (Cal State East Bay)

Students' lived experiences and their cultural and community knowledge are valuable assets for community college success. Asset-based information literacy uses student knowledge and voice to teach autoethnographic methods and access cultural wealth and academic literacies. This session presents research and pedagogy from a hip-hop research library course.

California Salon 4 | What Does Your Math Syllabus Really Say to Students?

Tammi Marshall (Cuyamaca College)

What impression does your syllabus make on students? How might the discrepancies between your stated policies and what you actually do create unintended inequity in your classroom? Come investigate ways to better design and communicate equitable and supportive policies grounded in a belief that all students can learn math.

Redwood Room | Online Implementation of AB 705 in Math

Fred Feldon and Lisa Lee (Coastline Community College)

Online learning is an attractive option to an ever-increasing number of diverse students. Supporting AB 705 in the online modality is a real challenge. Coastline College, with an 85% purely online enrollment in math, is meeting the challenge.

Sacramento Room | Keeping Students Motivated and Engaged as They Face New Challenges

Corrine Kirkbride and Linda Hintzman (Pasadena City College)

Students will face different challenges post-AB 705 than they did in our longer sequences. However, intellectual ability is only a small piece of what determines their success. In this session we will address classroom management and our changing role in creating successful students. Participants will receive metacognition activities that can be used in any course.

Garden/Terrace Room | The Dangers of Underplacement: Reducing the Risk through Informed Consent and Guided Self-Placement

Nicole Bryant Lescher (College of the Redwoods), Erik Armstrong (College of the Sequoias), Tina Vaughan (College of the Redwoods), Myra Snell (Los Medanos College), and Summer Serpas (Irvine Valley College)

When colleges offer classes below transfer-level, there is a danger that students will be guided toward underplacement, by themselves or by others. Learn about the dangers of underplacement and how colleges are working to reduce this risk through informed consent and guided self-placement.

Maxi's Room | Across the False Divide: Language Development from ESL to English

Melissa Reeve and Jose Cortes (Solano Community College)

This session will explore student language development across the "false divide" between credit ESL and transfer-level English courses. Samples of writing from the same students across multiple semesters will show that students' language continues to develop as they tackle the escalating intellectual challenges of college-level coursework.

Saturday, February 23rd (2:45pm - 4:15pm)

California Salon 1 | AB 705 & Puente

Erica Brenes (El Camino College)

When asked to evolve our Puente program to be in line with AB 705, I combined culturally responsive teaching, Puente's pedagogy of care, and Reading Apprenticeship to create a corequisite composition course which promotes authentic engagement while maintaining high rigor and high expectations. Learn how to integrate our practices into your work.

California Salon 2 | Problem Posing Curriculum: Freire in the Coreq Classroom

Joshua Scott and Jose Cortes (Solano Community College)

In this interactive presentation, we will share our experience using excerpts of Freire's *Pedagogy of the Oppressed* as a foundational class text. We will share some of what we learned from this experience, and then we will devote the rest of our time to discussing the implications of Freire's philosophy and how best to utilize this framework to develop inquiry-based, student-centered corequisite classrooms.

California Salon 3 | Embedding Intentional Support into Instructional Designs

Jason Kalchik (San Diego Mesa College)

This interactive session will move us through a project-based learning unit that was designed to cultivate learning partnerships while grounding the development of reading and writing instruction within affirming activities meant to anticipate, uncover, and provide support for the non-cognitive needs of students in a corequisite English course.

California Salon 4 | The Unexpected Power of Expectations, Micro-Affirmations, and Norms in Math Classrooms

Hal Huntsman (City College of San Francisco) and Kathy Kubo (College of the Canyons)

All of our students deserve our highest expectations. In this session we will discuss the impact of our expectations on students and share examples that convey positive expectations through micro-affirmations and establishing classroom norms, especially when implementing non-traditional pedagogical strategies.

Redwood Room | Challenging the Culture of Failure

Mara Landers and Diwa Ramos (Los Medanos College)

This session presents research-based teaching practices around student self-assessment and revision in mathematics. Developed by community college faculty, these practices support underprepared students in developing learning and affective skills and habits needed for success in transfer-level mathematics. Participants will also outline practices to implement in their own teaching.

Sacramento Room | Mind the Gap: Addressing the Affective Domain and College Readiness Post-AB 705

Danelle Huggett and Christine Granillo (Irvine Valley College)

This session addresses how to gauge and combat the affective domain and students' underpreparedness in a post-AB 705 classroom with examples such as prompt literacy, activities for different learning styles, easing students into self-directed learning that mimics strong instruction, scaffolding basic skills into lessons, and modified assignment assessment.

Garden/Terrace Room | Grading and Assessing for Fairness and Learning

Leslie Henson (Butte College) and Erik Armstrong (College of the Sequoias)

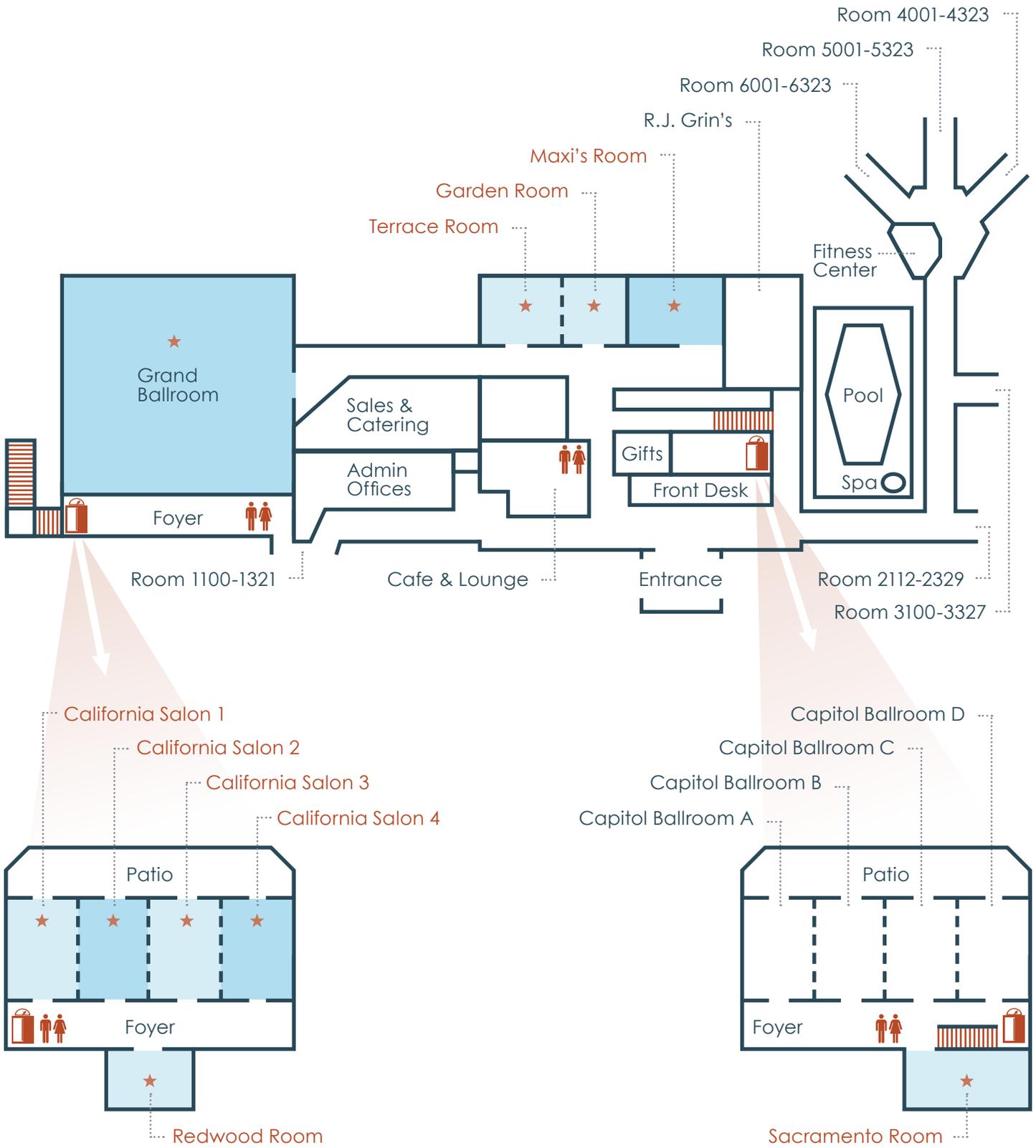
This session examines how contract grading and anti-racist writing assessment can help more heterogeneous groups of students succeed in a post-AB 705 world. The presenters will discuss their own contracts and assessment methods, as well as the challenges and solutions involved in making these changes. Participants will brainstorm how to apply these practices.

Maxi's Room | Burning Questions: Developing Thematic Curriculum for Accelerated ESL

David Garrett (Cuyamaca College)

A challenging book forms the foundation for an accelerated class, but how do you build from there? Come hear about how we used *Fahrenheit 451* to create a semester-long curriculum for accelerated ESL, and then use the provided templates, time and guidance to create your own thematic text sets.

Main Level



Lower Level



The California Acceleration Project

Supporting the State's 115 Community Colleges
To Transform Remediation to Increase Student Completion and Equity

www.AccelerationProject.org

This conference was made possible with generous support from the Bill & Melinda Gates Foundation, College Futures Foundation, and the James Irvine Foundation. The Foundation for California Community Colleges—the official foundation to the California Community Colleges' Board of Governors, Chancellor, and System Office—serves as the fiscal sponsor of the California Acceleration Project.

Recommended Reading



Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms (2018)

This statewide study by the Public Policy Institute of California features outcomes and implementation issues at the first community colleges implementing multiple measures placement and corequisite remediation in 2016-17. Appendix A includes data on all California community colleges.



AB 705 Implementation Toolkit (2018)

This toolkit compiles resources to help colleges implement AB 705 in ways that produce the greatest completion and equity gains, including information on corequisite models being offered around the state, links to research, and implementation checklists.



A Seat at the Table: Supporting Student and Teacher Capacity in Corequisite English and Accelerated ESL (2018)

This report sheds light on the specific classroom practices, teacher mindsets, and professional development efforts inside successful corequisite English and accelerated ESL programs at three colleges, providing useful guidance for other community colleges on preparing for AB 705.



Leading the Way: Cuyamaca College Transforms Math Remediation (2017)

This report provides a window into how Cuyamaca College used multiple measures placement, corequisite remediation, and improved pedagogy to increase completion of transfer-level math nearly sevenfold among students who would have previously taken remedial courses.



Up to the Challenge: Community Colleges Expand Access to College-Level Courses (2017)

This report features student stories and data from colleges that used self-reported high school grades for placement in English and math and replaced traditional remedial courses with corequisite models in which students enroll directly in transfer-level courses with 2 or 3 units of additional support. The result? Immediate and dramatic increases in student completion.



Toward a Vision of Accelerated Curriculum and Pedagogy: High-Challenge, High-Support Classrooms for Underprepared Students (2013)

This CAP monograph articulates a set of instructional design principles for supporting students with varying levels of skill and experience to meet college-level challenges, with illustrations from English and math classrooms across California.