AB 705 CREDIT ESL IMPLEMENTATION TIMELINE

Spring 2018
- Review the legal requirements of AB 705
- Identify stakeholders among credit ESL teaching and counseling faculty, assessment, and institutional research
- Examine CalPass data for English proficiency status indicators
- Collaborate with English Composition and/or Reading faculty to ensure smooth transition from credit ESL to Freshman Composition
- Collaborate with Research (if possible) to determine baseline percentages of successful transition into and through Freshman Composition

Fall 2018
- Engage credit ESL teaching and counseling faculty, assessment, and institutional research
- ESL faculty should review credit ESL and/or noncredit ESL (as applicable) curriculum to determine sequence aligned to AB 705 requirements
- Review MMAP placement results for credit ESL (if available)
- Share best-practices gathered by the RP group, CATESOL, CAP, and other partners

Spring 2019
- Begin exploring an integrated credit ESL curriculum with successful completion of the highest credit academic ESL course placing students directly into Freshman Composition
- Continue to collaborate with English Composition and/or Reading faculty
- Begin exploring co-requisite credit ESL courses paired with Freshman Composition for ELLs with most advanced language proficiency
- Submit/approve locally developed credit ESL curriculum changes for approval as needed

Fall 2019
- Revise local assessment and placement practices to use multiple measures, including high school information when available to identify students in need of credit academic ESL
- Submit/approve locally developed credit ESL curriculum changes for approval as needed

Spring 2020
- Submit / Approve locally developed credit ESL curriculum
- Connect assessment and new placement rules with curriculum
- Publish relevant information in college materials

Fall 2020
- Full compliance with AB 705 requirements for credit ESL