



California Community Colleges

MEMORANDUM

July 20, 2018

AA 18-41 | Via Email

TO: California Community Colleges and Districts

FROM: Alice Perez
Vice Chancellor, Academic Affairs

John Stanskas
President, Academic Senate for California Community Colleges

RE: Assembly Bill 705 Initial Guidance Language for Credit English as a Second Language

In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on initial steps that colleges can take to begin moving toward compliance for students enrolled in credit ESL with a goal of degree and/or transfer.

WHAT THE LAW SAYS

As stated in the bill, “Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Education Code §78213 (d)(1)(B) states that colleges “must maximize the probability that. . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years.”

TIMELINE

Full implementation of AB 705 for ESL is required by the fall of 2020.

IMPLEMENTATION GUIDANCE

The three-year timeline is identified as six primary terms or nine quarters (as applicable) as it relates to credit English as a Second Language (ESL) instruction. As with the English and math guidance pertaining to the implementation of AB 705, the Chancellor’s Office, in consultation with the Academic Senate of California Community Colleges (ASCCC), will be incorporating these recommendations into a package of modifications of the California Code of Regulations (title 5) for consideration by the

Chancellor’s Office, Academic Affairs Division

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752
www.CaliforniaCommunityColleges.cccco.edu

rev04162018

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Board of Governors in the near future. Pertinent to implementing AB 705 as it relates to credit English as a Second Language, colleges are strongly encouraged to begin the following:

- Review currently offered credit ESL curriculum and consider integrating skills (e.g. grammar/writing, reading/writing, or reading/writing/grammar). This does not prohibit the offering of stand-alone, elective credit ESL courses such as listening/speaking, vocabulary, pronunciation, grammar, reading or other courses that support language acquisition and lead to academic language proficiency, per AB 705, Section 1(a)(7).
- Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses
- Ensure that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters (or nine quarters) or fewer
- Begin intentional discussions between credit ESL and English Composition faculty to determine shared goals, specific curricular needs pertaining to successful skills scaffolding, and knowledge-sharing
- Explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to 1) teach English Composition to ESL students or 2) create a credit ESL course that is the equivalent of transfer-level English
- Increase professional development opportunities for credit ESL and English Composition faculty
- Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation
- Begin to establish structures that would allow the collection of data for ESL students by educational goal and background
- Begin intentional discussions between credit ESL faculty and your college's Guided Pathways planning and implementation group(s)

ASSESSMENT AND PLACEMENT INTO CREDIT ESL

Education Code §78213 (d)(1)(b) requires colleges to use “evidence-based multiple measures for placing students into English as a second language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.” Guidance for what constitutes evidence-based multiple measures is being developed and will be shared with the field. Until that time, colleges can continue with current placement practices (incorporating existing multiple measures and placement tests).

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MMAP FRAMEWORK FOR STUDENTS WITH FOUR YEARS OF HIGH SCHOOL DATA

Statewide MMAP data modeling demonstrates that ESL students coming from high schools with four complete years of HS performance data (approx. 20-25% of ESL students system-wide) may be eligible for direct placement into college-level English based on their HS GPA. The ESL and English rules are similar in terms of the GPA Decision Rules.

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA \geq 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA $<$ 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Colleges should be mindful that while some high school senior English language learners (ELLs) may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English but whose language proficiency may still require attention to specific needs that are not met in transfer-level English even with co-requisite or co-curricular support.

FUTURE GUIDANCE

The AB 705 ESL Work Group will continue researching placement options for ESL students with fewer than four years of high school data, or no high school data (e.g., adult immigrants, refugees, and F1 Visa students), and the Chancellor’s Office will release further guidance by December 2018.