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## Accelerated Learning Models in Action

By **Karen Bautista**



“Accelerated learning” has become a buzz term in adult education. The term brings to mind a course or program that propels a student to success in a shorter period of time. In reality, this term represents more complex educational models and may or may not include a shorter

time frame. Current understanding of the term warrants a mindful examination of strategies that are considered to be accelerated learning by practitioners in the field of adult education.

Accelerated Learning Models are educational approaches designed to fast-track a student’s progress toward his or her academic or career goal. These best practices models use the word “accelerate” to emphasize that aspects of the program actually thrust the adult forward by keeping the student engaged and on the path to completion. According to Marques (2012), accelerated learning models must also demonstrate a shift in teaching strategies from lecturing to facilitating and a serious effort to engage students in interaction, reflection, and self-learning. Peer support, guidance, and feedback are key components of accelerated learning models (Lee and Horfsall 2010). Students make strong connections with other students and support staff in a cohort model. Additional guidance supports (like coaches, counselors, and goal setting with school staff) keep students engaged with the program and on track for completion. Students who receive frequent feedback are able to make course corrections quickly, and they use instructional time more efficiently.

Some familiar Accelerated Learning Models include Integrated Education and Training (IET) and Contextualized Instruction, which promote the learning of academic skills and career-specific skills concurrently. Boot camps and intense short-term courses are also popular in that they provide just-in-time teaching for the individual who is highly motivated to enter a particular program of study or the workforce. The popularity of smartphone use, coupled with relatively inexpensive electronic tablets, has spiked the development of blended learning models. In blended learning, learners spend some of the instructional time working on their own using a technological device and some of the learning time in a “brick and mortar” classroom. Bridge courses facilitate the transition of students from one program to the next, with minimal risk of student attrition (see pg. 3). This is a practical way to address gaps in the curriculum or disparities in student preparedness.

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## Director's Message

# Accelerated Learning: Moving Adult Learners Forward

By Catherine Green, CALPRO Director



The Workforce Innovation and Opportunity Act (WIOA) clearly identifies helping adult learners to achieve college and career success as a federal priority, and this federal policy focus is reflected in both the California Department of Education's (CDE) 2017–18

WIOA application for adult education agencies as well as the ongoing collaborative work of the Adult Education Block Grant (AEBG) regional consortia. In California, the adult education field is addressing these priority goals in several ways. In their implementation of WIOA, many administrators and teachers are aware that not all adult learners are able to make a successful and efficient transition into the workforce or workforce training, and students need more assistance and support. Traditional academic programs may not help as many students to get far enough, fast enough. Increasingly, we are seeing

that innovative programs are finding ways to accelerate adult learning as a means to ensure more effective participation in a career pathway.

The term “accelerated learning” is a collection of both classroom and program strategies that help to create a more streamlined path to careers and postsecondary education. In K–12 education and

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## Pilot of Accelerated Learning Module

CALPRO's new module this year will be on accelerated learning. It will follow up on many of the topics in this volume of CALPROgress and add more. Is your program considering how to fast-track a program or career pathway or enhance learner persistence for a struggling course? The Accelerated Learning Module will be piloted at CALPRO's Sacramento office in April–May 2017. Programs close enough to drive to Sacramento that would like to send an administrator and teacher or other staff members (at least one and not more than three) to help pilot this new community of practice should contact Marian Thacher ([mthacher@air.org](mailto:mthacher@air.org)).

## Upcoming Events of Interest

### **CCAIE State Conference**

May 4–6, 2017

Long Beach, California

<http://www.ccaestate.org/2017-ccae-state-conference/>

### **CASAS National Summer Institute**

June 13–15, 2017

Orange County, California

<https://www.casas.org/training-and-support/SI>

### **ACSA Leadership Summit**

November 2–4, 2017

San Jose, California

<http://www.acsa.org/>

### **CATESOL State Conference**

October 19–22, 2017

Santa Clara, California

<http://www.catesol.org/conferences.aspx>

### **CASAS EL Civics Conferences**

Dates and Locations TBA

<https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/california-el-civics>

### **CAEAA Annual Conference**

Winter 2018

Location TBA

<http://www.caeaa.org/events/index.htm>

### **OTAN Technology and Distance Learning Symposium**

Dates and Northern Location TBA

<http://www.otan.us/tdlsymposium/>

### **TESOL Convention 2018**

March 27–30, 2018

Chicago, Illinois

<http://www.tesol.org/>

### **COABE National Conference**

March 25–28, 2018

Phoenix, Arizona

<http://www.coabe.org/>

# A Message from the California Department of Education

**By Christian Nelson, Administrator of the Adult Education Office**



As an adult educator, I have taken advantage of professional development activities throughout my 39-year career. I have always believed that to be the best teacher, coordinator, and administrator, you have to keep up with new strategies for teaching. I

remember when I first started teaching that most of the time in the classroom was teacher centered with little interaction between students. “Drill and kill” was the mantra. Thankfully, we have come a long way since those days in large part due to professional development.

California has the best adult education professional development system in the country and provides a wide array of activities for adult educators. Your professional organizations—the California Council for Adult Education (CCAЕ), the California Adult Education Administrators Association (CAЕAA), and the Association of California School Administrators (ACSA)—all provide wonderful professional learning opportunities for teachers, coordinators, administrators, and support staff throughout the year. Please visit their Web sites.

In addition, our Adult Education Office at the California Department of Education funds three unique leadership projects that provide professional development. CASAS provides professional development on data collection and analysis from the classroom level all the way to the state level. The Outreach and Technical Assistance Network (OTAN) provides distance learning, online support, and technology professional development. And of course, CALPRO provides professional development in all aspects of adult education that is based on current research. As we are encouraged and directed by the federal legislation to raise the bar for our students and help them to meet rigorous academic standards, it is important to be aware of teacher strategies and approaches of proven effectiveness. In the last

year alone, CALPRO served more than 2,000 teachers, administrators, and support staff throughout California through workshops, communities of practice, Webinars, and online courses. If you haven’t participated in a CALPRO professional development activity, now is the time to do so. I invite you to take advantage of this invaluable resource to assist you in becoming the best teacher, support staff, or administrator you can be. See “Pilot” sidebar page 2.

## A Bridge to Community College

**By Karen Bautista**

Students who have passed their high school equivalency exam are not by definition college-ready. Although adult education academic programs may have incorporated twenty-first century skills into curricula, student reading and math abilities may not be at the level required for college entrance. High school graduates taking college entrance exams may place into remedial coursework. When remedial classes are unavailable, this causes a delay for students who are ready to move forward along their career pathways.

Bridge programs support students by efficiently engaging students as they transition from one institution to another or from one program to another. Because adult students may complete their diploma studies at any time throughout the school year, it is important to provide skill development opportunities until they transition to the next program of study.

Inland Career Education Center (ICEC) created a blended course specifically for those students completing their GED exam or diploma who want to continue their studies at the community college level. Understanding that student test scores may not be as high as needed to pass the ACCUPLACER college entrance exam and enter into credit-bearing coursework, this course serves two purposes. First, the course provides students

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# Accelerated Learning: An Overview

By *Marcela Movit, AIR*



When the Workforce Innovation and Opportunity Act (WIOA) was passed in 2014, it was the first change in federal policy on adult education in many years. Although there had already been connections between adult education, postsecondary education, and the workforce under WIOA's predecessor, the Workforce Investment Act of 1998, WIOA strengthens the alignment of employment, training, and education programs even more to support the academic and economic success of those who participate in them. The legislation also emphasizes increased access to services and program effectiveness. By mandating these three components—better alignment, more access, and greater effectiveness—WIOA has set the foundation for a comprehensive system in which different programs collaborate to increase the efficiency with which adults are served and are able to achieve their academic and career goals.

The changes in federal policy under WIOA with the focus on alignment, access, and effectiveness reflect an acknowledgment by Congress of a reality adult educators already know all too well: compared to “traditional” students, adult learners tend to have more responsibilities outside of the classroom and have greater demands placed on their time and resources. As a result, adult educators have long faced the challenge of teaching adults who, out of necessity, “want to minimize the amount of time they spend in class while maximizing the economic payoff of their effort” (Kazis, et al. 2007). Adults need programs that are aligned so that they are not wasting their limited time taking classes that will not prepare them for the future. They need programs that will allow them to access education in a way that fits in with their already busy lives. They need programs that are effective in ensuring that they are gaining the knowledge and skills for academic and economic success, and give them access to highly effective teachers and

programs (U.S. Department of Education, 2015). Adult educators have spent years looking for ways to meet these very important needs.

One of the most effective approaches adult education programs have found to increasing their efficiency in helping students to achieve their academic and career goals is through strategies that help to accelerate students' learning. Known collectively as “accelerated learning,” these strategies are not new ideas. For example, in 1999, Wlodkowski and Westover suggested the use of accelerated courses as a learning format for adults. As a result, many teachers may find that they are already doing something similar in their classrooms. However, these strategies have garnered more attention recently as a result of WIOA's focus on access and effectiveness in adult education and are well worth considering.

Accelerated learning strategies generally fall into three main categories:

- **Compression.** These strategies involve reducing the amount of time it takes to complete classes.
- **Customization.** These strategies involve tailoring the material itself and the way it is presented so that it meets students' specific needs.
- **Contextualization.** These strategies involve drawing from the occupation or industry in which students seek to advance to make abstract concepts more concrete.

For the greatest success, these strategies are not implemented in isolation. Adult education programs that have helped their students most effectively also provide students with comprehensive support services; facilitating students' access to the services they need reduces the barriers to their success. These programs help students to understand the payoff for continuing their education in terms of more and better job opportunities. Additionally, they comply with the WIOA requirement of aligning with other programs, ensuring that students' work in adult education helps them gain the requisite skills and knowledge needed for academic success and success in their careers (The Breaking Through Practice Guide, 2010). Together, these strategies

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# Acceleration Through Flexible Scheduling

By Kathleen Porter



When we talk about acceleration in adult education, what we're really talking about is how to quickly and efficiently move our students through our education programs toward their end goal(s). Ultimately, we want to create the most direct route for our students to transition from education and training programs into the workforce.

The Alliance for Quality Career Pathways identified three essential features of career pathways: (1) multiple entry points, (2) multiple exit points, and (3) well-connected, transparent services to facilitate students' progress along the pathway. Through flexible scheduling, adult education agencies can achieve both acceleration and quality in career pathways.

By deciding when and how we offer programs, we can create multiple entry points, multiple exit points, and well-connected services that promote student progress. Of course, what we're really after is creating a unique, student-centered learning plan that will meet individual students' needs. Flexible scheduling can take many different forms, and some of those forms may be easier to implement in your agency than others. Let's explore a few that may be easily replicable—and some of which you may already be doing.

## Offering Flexible Orientations

Many of us offer orientations for our academic and career programs. More than likely, the orientation is scheduled during the time that the program is offered, so we logically conclude that students will be available during that time. However, this may not always be the case. How do we respond when a student is not able to attend an orientation? One response might be to vary the times and days of the week that orientations are offered to accommodate a variety of schedules, including those of parents of school-age children and adults who work during the day. In addition to varying the dates and

times, orientations can also be offered by appointment or online.

## Rethinking When Classes and Services Are Offered

Many of our students need to work and may not have a lot of flexibility with their work schedules. Students who are not working are often primary caregivers for children or other family members during the day; they often must wait for the worker(s) in their family to come home before they can attend classes themselves. How can we create training opportunities that allow students to engage outside of typical working hours? Historically, my agency offered a Nurse Assistant (NA) program Monday–Friday during the traditional school day. We recently overhauled our program, which included changing when the instruction took place. We now offer the program on Friday nights and all day on Saturdays; this change has resulted in an increase in both enrollments and completions. Because the Nurse Assistant training is offered at times that don't conflict with other academic programs we offer, another advantage of this change is that students who are struggling with a particular academic skill have the opportunity to do some just-in-time remediation in our learning center prior to their next class meeting.

## Creating Quick-Starts

When a student has decided to return to school or take the next step toward career training, the last thing he or she will want to hear from us is that the next course doesn't start for another 18 weeks. One flexible scheduling solution for this problem is what I call "chunking" a course or dividing longer courses into smaller units in order to create more frequent entry points. Obviously, some courses will lend themselves better to this than others. Courses in which this approach works well include some of our career pathway courses—Automotive Technology, Construction Technology, and to some degree, the Nurse Assistant program.

A quick-start unit functions as a foundation for the course and allows students to start a course at various points. For example, in Automotive Technology

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# Co-Location of Services

By Arline Troncoza



Have you heard the term co-location being tossed around these days? In this era of the Adult Education Block Grant (AEBG) and Workforce Innovation and Opportunity Act (WIOA) Title II memoranda of understanding (MOUs) with local workforce development depart-

ments, we are all looking to leverage resources collaboratively in ways that help adult learners to increase their economic opportunities. Co-locating services is a great way to accomplish this, but what does a co-location model look like in action? Here is how we approached this goal at Redlands Adult School.

Redlands Adult School is located in Southern California's Inland Empire region. We are part of San Bernardino County, which, according to 2015 U.S. Census Bureau data, is home to 2.1 million residents, 18.9 percent of whom live below the poverty line and 21.4 percent of whom lack a high school diploma or its equivalent. Like many adult schools in our state, we have begun with the support of AEBG funding to rebuild services decimated in the era of funding flexibility. But in doing so, we faced a clear problem: facilities. We had resources to hire staff and add classes and plenty of demand to fill the classes, but we lacked facilities to house additional classes.

Having partnered with our local Regional Occupational Program (ROP) for years in the form of cross-referrals, both agencies knew we could do more to connect our shared clientele with each other's services. In January 2015, while meeting with Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP), we discovered a powerful overlap. Redlands Adult School was short on space and needed facilities as well as increased opportunities for our graduates. CRY-ROP had some available classrooms and was looking to connect *their*

opportunities to *our* graduates. Because our district already had an active MOU with CRY-ROP, an addendum to the existing MOU was drafted, and a pilot plan was born. We began offering one evening high school diploma class at the CRY-ROP campus, just a few miles away from our main campus, in February 2015.

The pilot went well, and CRY-ROP agreed to expand the pilot to two classrooms in 2016–17, offering high school diploma, Adult Basic Education (ABE), and High School Equivalency (HSE) exam classes taught by Redlands Adult School staff and located at CRY-ROP. Both agencies have found numerous benefits to the co-location of services. For Redlands Adult School, our students have immediate on-site access to CRY-ROP's career and education resources. This is important because many of our students struggle with transportation and are juggling multiple responsibilities that put constraints on their time. Co-location has also given our students exposure to CRY-ROP's vocational programs with their vocational classes taking place concurrently next door to our high school diploma and GED preparation classes. During breaks, our students walk through the halls and pass by the open doors of CRY-ROP classes taking place, witnessing, for example, vocational nursing students in action.

The CRY-ROP facility contains a testing and certification center that administers the following assessments: CASAS assessment, ATI Test of Essential Academic Skills (TEAS) (used for admission to some nursing programs), high school equivalency (HSE) and industry testing, Pearson VUE official testing, and typing certification. The CRY-POP facility also offers the following occupational and educational programs: certified nursing assistant, vocational nursing, medical health care interpreter, intravenous therapy, and blood withdrawal. They also offer employment workshops and other services assisting adults with career planning and training. For CRY-ROP, the presence of our students on their campus has resulted in dramatically increased participation in their services.

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# Using Online Supplemental Programs to Accelerate Learning

by **Dom Gagliardi**



Of late, there has been much discussion regarding accelerated learning, particularly for English language students or for those who may be deficient in basic skills. One strategy that Escondido Adult School has incorporated in several of its programs is the addition of

online content as a way to supplement its standard curriculum. Two programs highlighted here are our pathway in Health Science and Medical Technology pathway and our Business and Finance pathway.

## Health Science and Medical Technology

Escondido Adult School offers several courses within its Health Science and Medical Technology pathway including: Healthcare Career Fundamentals; Certified Nurse Assistant and Home Health Aide; Medical Assisting; Medical Billing, Coding, and Electronic Health Records; and Pharmacy Technician. Instructors note that common areas of difficulty for students include medical terminology; anatomy and physiology; and medical math. To provide additional assistance to students and to maximize classroom instruction, the school purchased a supplemental health science content management system that students can access from anywhere.

The broad content within this supplemental program allows instructors to customize a curriculum to target areas of focus for students while the management system tracks student progress. Specific topics are assigned to students, and they may access this system while in the classroom or remotely. This provides students with the opportunity to remediate in any given topic areas on their own time. In this particular delivery model, students are essentially accelerating

their learning by keeping pace with the standard curriculum and avoiding the risk of having to repeat the class or even leave the program altogether.

## Business and Finance

The use of an online supplemental component in the school's Business and Finance pathway is available to students on an optional basis. Classes in the pathway include: Business English; Business Math; Keyboarding; Microsoft Office applications; and other office skills. The classes are delivered in a learning center model where students can enroll at any time and work at their own pace. Due to the amount of material to be covered in this pathway, students expressed a desire to work at a faster rate. A constant complaint of students was the length of time it took to complete the program. They often inquired about whether additional class time could be provided.

As a result of these student requests, and in collaboration with the instructors, the school bought an online content management system that focuses on the Microsoft Office applications, which complements the materials used in the classroom. Because this is optional, students pay a modest additional fee of \$11 to access the online curriculum. The vast majority of students take advantage of this option.

## Some Factors to Consider

While implementing such online options in order to accelerate student learning, there are factors to consider. Obviously, the first one is cost. Annual licensing fees can be expensive, depending on the number of licenses purchased. Because students in the school's Health Science pathway are given assignments in the online content on an as-needed basis, the cost of the program is absorbed by the school. However, because the online curriculum is optional for students in the Business and Finance pathway, that cost has been passed onto them.

After implementation of the online curriculum related to Microsoft Office, the additional workload for the instructor quickly became apparent. We needed to

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# Aligning Curriculum for Student Transitions

By Lynn Starks



In adult education, creating a curriculum that is rigorous and appropriate for our adult secondary student population is challenging, particularly in districts like mine where there is just one full-time teacher and a couple of part-time teachers in the Adult Secondary

Education (ASE) program. The task of creating a curriculum with no budget and no support was daunting after our budget was severely cut after 2009. Thanks to AB86, the resultant AB104, and my consortium's cooperative culture, we now have resources to provide the quality instruction that our students deserve.

My district is a member of CAERC—the Capital Adult Education Regional Consortium—composed of 14 members and 22 partners from throughout the Los Rios Community College District geographical boundary in the Sacramento metropolitan area. Members include large and small school districts, county offices of education, and representatives from all four of the Los Rios colleges. CAERC partners include other adult education stakeholders from throughout the region.

The members of CAERC have a history of collaboration, but jointly creating and sharing a curriculum among our member districts is a new challenge. Rather than functioning as individual districts operating separately within our region, we are now working together as a unified group with a collective focus. Specifically, CAERC created three curriculum alignment groups: mathematics, English language arts, and English as a second language. The goal of these teams has been to identify transition points to streamline educational pathways for adult learners across our entire consortium. This includes recalibrating the alignment of curriculum, standards, and courses and designing replicable and scalable course recommendations.

For the past eight months, I have been working on the English language arts (ELA) team composed of four adult education and three community college instructors. We began by assessing various levels of adult education and community college developmental English courses and identifying points of intersection among the various curricula. We determined the highest area of need that could reasonably be addressed through the scope of this project was a bridging curriculum. As a result, our English alignment team elected to create supplemental course modules bridging adult education students' academic pathways to community colleges and careers.

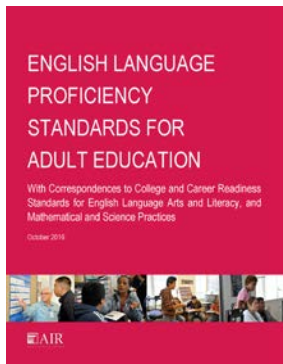
It was agreed that the members of the English alignment team would complete an extensive four-day Expository Reading and Writing Course (ERWC) developed by California State University system English faculty and high school teachers and administrators. This curriculum focuses on critical thinking, strategic reading, analytical writing, and principled debate or argument, which matches well with the adult education College and Career Readiness Standards (CCRS). Additionally, it emphasizes in-depth study of nonfiction and fiction texts using Aristotelian rhetoric and themes. From this material, we selected modules and modified them for our adult education students as “boot camps” requiring 20 hours of instruction. Modules are being piloted this spring and deliverables to all our consortium members will roll out later this year. Ideally, the course is to be delivered via direct explicit instruction. However, understanding the varied dynamics of the adult education programs in our consortium, we are also planning to adapt our modules for the multisubject classroom as a pull-out and for independent studies with additional modifications. The ERWC material is proprietary, so instructors who use it will need to complete the four-day training to receive and teach the materials. Teacher training hours will be compensated by the consortium. Initially, we will monitor success using pre and post CASAS reading tests along with the student essays. We are still fine tuning the prerequisite CASAS score for eligibility for enrollment. A separate set of curricula bridging Adult Basic Education to ASE is in progress as well.

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# New English Language Proficiency Standards for Adult Education

by Mariann Fedele-McLeod,  
CALPRO Senior Advisor



In October 2016, the American Institutes for Research, under contract with the U.S. Department of Education's Office of Career, Technical, and Adult Education, published the *English Language Proficiency Standards for Adult Education*. The Workforce Innovation and Opportunity

Act (WIOA) highlights the importance of preparing all adults, including English language learners (ELLs), for continued education and training beyond high school. However, many English language acquisition classrooms may not be adequately preparing adult ELLs with regard to the academic content they will need to master. The published report identifies ELP standards to help ensure that adult ELLs receive the focused and effective instruction they need to reach their education and career goals. To that end, the standards strongly emphasize the academic language needed by ELLs to meet standards such as the College and Career Readiness Standards. You can download the report from LINCS to view the ELP Standards for Adult Education and learn how to support their use in adult education classrooms at <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>.

CALPRO will support California's adult educators in understanding and implementing the new standards. In Spring 2017, the following Webinars were offered and are archived and available on the CALPRO Web site (<http://www.calpro-online.org/onlinevideolibrary.asp>):

## Introduction to the ELP Standards for Adult Education

This Webinar provides an introduction to the standards; explains the development process (including guiding principles and design parameters); and provides an overview of the structure, use, and

supports for the standards found in the report. These supports include two views of the standards: one showing their correspondences to the College and Career Readiness Standards for English Language Arts and Literacy and one showing their correspondences to the Mathematical and Science Practices; scenarios that provide examples of instruction based on the standards; a glossary of key terms; and examples of instructional scaffolds and supports for learners at varying levels of English language proficiency. The intended audience for the Webinar, and for the report itself, is broad and includes all practitioners involved in the education of adult English language learners.

## What Teachers Need to Know About the English Language Proficiency Standards

If you are an ESL teacher or a teacher from another program area with English language learners in your class, view this recorded Webinar to interact with the guiding principles of the new English Language Proficiency Standards (ELPS) and consider how they apply to your teaching. See how the ELP Standards are organized and how you can provide scaffolding for your students to help them meet these rigorous requirements.

## Applying the English Language Proficiency Standards

This Webinar assists ESL teachers in exploring how the English Language Proficiency Standards (ELPS) are related to the College and Career Readiness Standards, how to make use of two different approaches to the ELPS, and how to apply them in the classroom. The presenter provided vignettes and case studies and gave participants the opportunity to share their own strategies.

## Working with ELLs in Career Technical Education and Other Classes

If your students are working to reach their personal career goals and some of them are challenged by their lack of English language skills, how can you best meet the needs of those students while not neglecting the rest of the class? This Webinar, to be held on May 24, 2017, offers strategies to help teachers with ELLs support those learners so that they can master the course content.

# Highlights of CALPRO Activities

By CALPRO Staff

## Leadership Institute

Congratulations to the CALPRO Adult Education Leadership Institute Class of 2016 graduates!



They are as follows:

**Jennifer Barrett**, Elk Grove Adult Education Center

**Laura Dutch**, Vallejo Adult School

**Sara Garcia-Salgado**, Chula Vista Adult School

**Beverly Hatch**, Chino Valley Adult School

**Jodie Hoffman**, William S. Hart Union

High School District

**Cameron Layton**, Placer School for Adults

**Tracey Levy**, Fremont Adult & Community Education

**Lynn McConville**, Poway Adult School/

Twin Peaks Center

**Elizabeth Molina**, Calipatria Adult School

**Suzanne Murphy**, Pittsburg Adult School

**Patricia Oliva**, Elk Grove Adult Education Center

**Tricia Ouellette**, Mt. Diablo Adult Education

**Tatiana Roganova**, Overfelt Adult Center

**Thoibi Rublaitus**, Corona-Norco Adult Education

**Susan Taylor**, Grossmont Adult School/Foothills  
Adult Center

**Mark Thomas**, Episcopal Community Services  
Adult Education

**Sherri Watkins**, Selma Adult School

**Joseph Williams, Jr.**, Desert Oasis Adult School/  
Ironwood State Prison

**Robert Wilson**, Tsunami Adult School/Pelican Bay  
State Prison

**James Woods**, Fairfield-Suisun Adult School

**The 2016 graduates mark the 31st Anniversary of the Leadership Institute!** The one-year leadership development program is offered to aspiring and practicing administrators new to adult education, providing them with effective, high-quality management and leadership skills to enhance their ability to successfully operate adult education programs. These graduates join the more than 600 adult educators who have participated in the Leadership Institute since its inception in 1985. We wish them continued success as they move forward in their careers.

In January 2017, 23 nominations for the 2017 Leadership Institute were received. Of these nominations, 21 are now part of the Class of 2017 Adult Education Leadership Institute. The participants met in January 2017 for the first two-day session of the Institute and will meet again in April 2017 for the second two-day session. They will meet for the final two-day session in July 2017. The Class of 2017 is as follows:

**Adder Argueta**, Hacienda La Puente Adult  
Education—Willow Campus

**Alison Armand**, Martinez Adult Education

**Kim Bellaart**, Foothills Adult Education

**Steven Casperite**, Placer School for Adults

**Dave Coleman**, Los Angeles Unified School  
District (LAUSD), Division of Adult and Career  
Education Central Office

**Beth Cutter**, Pleasanton Adult & Career Education

**Nancy Emanuele**, Petaluma Adult School

**Virginia Espana**, Bassett Adult School

**Angele Hatter**, Charles A. Jones Career &  
Education Center

**Theresa Hikita**, Long Beach School for Adults

**Rosana Jeronimo**, LAUSD-West Valley  
Occupational Center

**Gustavo Lara-Gonzalez**, Moreno Valley Community  
Adult School

**Mayra Lopez**, MiraCosta Community College

**Devon Monson**, Whittier Adult School

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# Convenient Professional Development: CALPRO Online Learning Opportunities

**By CALPRO Staff**

At CALPRO, we keep our fingers on the pulse of the adult education field while simultaneously monitoring the state and federal requirements that adult educators and administrators need to understand and apply. With these things in mind, we have a great lineup of courses available this summer and fall.

## Serving Adults with Learning Disabilities

Have you found yourself asking “How can I best serve my students with learning disabilities”? Navigating through legislation and policy specific to learning disabilities can be daunting. Compounding this difficulty is the frustration of suspecting your student has a learning disability but they have not disclosed a diagnosis. Maybe they’ve never been diagnosed or are too afraid to tell anyone. Although we cannot remove all of the difficulties educators experience while trying to understand, empathize with, and teach their students, we can offer information about teacher options and responsibilities while designing programs that support all adult learners.

In May 2017, CALPRO will launch the *Designing Programs for Adults with Learning Disabilities I* self-directed course. This course will provide an overview of the assessment process (diagnostic testing versus screening) along with the legal rights and responsibilities of the learner and the education program. Participants explore the related issues of self-determination, self-advocacy, and disclosure of a learning disability and the importance of these matters to the full and independent functioning of adults with learning disabilities. Finally, participants are introduced to a model for systemic change that can bring about lasting innovation and, ultimately, enhanced service delivery among programs that serve adults with learning disabilities.

In July 2017, CALPRO will offer the new and improved *Designing Programs for Adults with*

*Learning Disabilities II* facilitated online course. This course is designed to help adult educators become familiar with proven strategies for helping adults with learning disabilities succeed in the learning environment. It presents an overview of various instructional approaches and addresses appropriate accommodations for persons with learning disabilities. The new self-directed course *Designing Programs for Adults with Learning Disabilities I* is a prerequisite of this course.

## New Online Course: Effective Teaching for Adult Educators

Also in July 2017, CALPRO will launch the brand new *Effective Teaching for Adult Educators* facilitated online course. Built on the foundation of the Adult Education Teacher Competencies, this course is intended to build teachers’ capacity to identify the skills and knowledge required for excellent teaching. The course will also help teachers to evaluate in which areas they are strong and in which areas professional development could support improvement, and will assist with planning for increasing the effectiveness of instruction.

## College and Career Readiness Standards for English Language Arts

This summer CALPRO will offer *College and Career Readiness Standards: ELA Implementation and Application*. This course focuses on the alignment of teaching materials to the College and Career Readiness Standards (CCRS) on English language arts (ELA) and the application of the standards in the classroom using practical tools and strategies.

All of CALPRO’s facilitated courses take place entirely online and run for four consecutive weeks. Weekly participation is required, although participants may, during a given week, log in whenever they wish. What’s even better than these professional learning opportunities? Participants who successfully complete a course may register for 1.0–2.0 Continuing Education Units from California State University, Sacramento.

**Continued on page 19**

# CASAS Update: WIOA, AEBG, and Summer Institute

## WIOA Emphasizes EL Civics Workforce Preparation Instruction

The Workforce Innovation and Opportunity Act (WIOA) has prompted California agencies to take a new look at their English language (EL) civics instruction and assessment. Agencies are brainstorming new and exciting ways to inject workforce preparation into existing Civics Objectives and Additional Assessment Plans (COAAPs), and they are developing instructional materials for the five new Transition COAAPs.

Petaluma Adult School is modifying COAAP 46–Nutrition by inserting a few tasks related to ServSafe, an important certificate for food service and restaurant workers. These tasks will prepare students to effectively participate in ServSafe instruction from a certified trainer and get their ServSafe certificate.

A number of agencies including Fresno Adult School, Mountain View-Los Altos



Adult School, and Campbell Adult and Community Education are using the VESL Cluster model to teach one of the new Transition COAAPS, COAAP 50, to teach the study skills students will need to succeed in career technical education and postsecondary education.

Some agencies such as the San Diego Community College District and Mount Diablo Adult Education are preparing instructional materials to teach the soft skills built into COAAP 52. Any agency wanting to use the Co-Teaching model would be able to write new assessment plans that could incorporate tasks to accommodate the specific career technical

Continued on page 19

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## News From the Outreach and Technical Assistance Network (OTAN)

### New Director of Adult Education at Sacramento County Office of Education (SCOE)

Upon John Fleischman's retirement as Assistant Superintendent and Executive Director of OTAN, his responsibilities were divided into two categories: technology and infrastructure, and adult education. Oversight of the adult education category was recently filled by the hiring of Diana Batista, a long-time adult educator and administrator whose most recent experience was as Principal of Oxnard Adult School. Diana will oversee the two adult education entities at SCOE: OTAN and Capital Adult Education Regional Consortium (CAERC).

### New Training Opportunities for Adult Education Block Grant (AEBG) Consortia

Under the authority of SCOE, OTAN is pleased to be a partner in the successful request for applications relating to Adult Education Block Grant (AEBG) Technical Assistance, Coordination and Capacity Building. Along with the other state leadership

projects, CALPRO and CASAS, and additional partners, the grant will



support focused training to include all 71 statewide consortia. Previously, training was limited only to agencies that received Workforce Innovation and Opportunity Act (WIOA) funding. Professional development opportunities are posted on the California Adult Education Professional Development site at: <http://www.caadultedtraining.org>. The grant extends through December 31, 2019. Diana Batista is the lead for this grant. For information regarding training available to consortium members, please e-mail her at: [DBatista@scoe.net](mailto:DBatista@scoe.net)

### Technology and Distance Learning Symposium (TDLS)

OTAN's eighth symposium took place March 10–11 at the Anaheim Campus of north Orange Community College District, School of Continuing Education. It was the first time TDLS had been hosted at a community college venue. The Keynote presenter, Director of Instructional Technology and

Continued on page 20

## Introducing Sudie Whalen



**Sudie Whalen** came to CALPRO in August 2016 after four years as a career and technical education (CTE) instructor at Liberty Adult Education Center. She holds a master's degree in educational leadership and is working toward a doctorate. Sudie

manages the CALPRO online professional development courses, is working on a research brief on integrated education and training (IET), assists in developing the new CALPRO module on accelerated learning, and helps facilitate the Professional Learning Communities (PLC) Institute.

At Liberty, Sudie taught photo editing and Web design as well as MS Word, MS Excel, MS PowerPoint, MS Access, QuickBooks, records management, and proofreading. Her Web and computer skills have proved quite useful at CALPRO and she has become the go-to person for anyone struggling with a software challenge. Sudie took on a leadership role in the Liberty CTE department, leading its PLC with five other teachers and two instructional assistants. She assisted with data collection and

### **“Community College,” continued from page 3**

with the skills and knowledge needed to have a successful transition to the community college. The instructor takes students on field trips to see the college campuses in the area. The students learn proper notetaking and study skills as well as test taking strategies. Students receive academic, career, and financial aid counseling as well as assistance with completing the online enrollment application and the Free Application for Federal Student Aid (FAFSA). Second, the students receive access to an online curriculum so they can improve reading and math skills in order to enter into credit coursework. The instructor meets face-to-face with students once every two weeks while students work online in Moodle-driven coursework. Students also use Aztec software to improve their reading and math skills. This course is free and open entry/open exit to provide maximum flexibility.

analysis for CTE as well as researching the local labor market and recommending program adjustments to match local employment needs.

Prior to her adult education career, Sudie was a Missile System Technician for the U.S. Army serving in Korea and various state-side duty stations, earning multiple coins, ribbons, and medals throughout her military career. Sudie spent more than a year of her enlistment in Iraq where she was deployed with the Third Infantry Division during Operation Iraqi Freedom and earned 5 of her 11 medals. Her work on missile systems taught her to be a focused problem solver under pressure, a skill needed in pretty much any field of endeavor these days. If you are interested in an online course from CALPRO or the PLC Institute, Sudie will be your contact.

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### **“Aligning Curriculum,” continued from page 8**

So far, I am impressed with student engagement and success with the pilot. My pilot meets for four hours one day a week for five weeks. This time-frame was selected based on surveys that offered students the following options: a four-hour class one day per week for five weeks; a two-hour class twice per week for five weeks; or a two-hour class one day per week for 10 weeks. The students elected the four-hour class. I was concerned that a four-hour class might be too much for the students, but the feedback has been positive. My class is quite small but has a diverse mix of ethnicities, genders, and educational backgrounds. The students appreciate learning skills they know will be transferable across curricula in ASE and college as well as in employment. Most of the work is done in class and requires substantial peer review among the students, which eases the burden of teachers having an abundance of papers to correct. It has taken a lot of time and commitment from our consortium to pull this together, but it clearly seems that it will be a worthwhile investment for our students' success.

**Biography:** **Lynn Starks** has been teaching Adult Secondary Education classes in the San Juan Unified School District in north Sacramento County for 26 years and has been the lead ASE teacher for the past 16 years. She is a long-time advocate for adult education and an active member of her regional consortium.

## “Accelerated Learning Models,” from page 1

### Cohort Model

Inland Career Education Center (ICEC) decided to implement a cohort model based on its research into best practices. Through the ICEC strategic planning process, a best practices work group was formed to focus on research and dissemination of best practices in adult education. Teachers and support staff in the academics department (Adult Basic Education [ABE], Adult Secondary Education [ASE], English as a Second Language [ESL]) were excited about offering a new program with the goal of increasing GED pass rates. The leadership team began with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the academics department.

The results of the SWOT indicated that the academic program has several strengths, including students who attend full-time Monday through Friday from 8 a.m. to 12:20 p.m.; full-time, experienced teachers; paid staff development time; and funding to support time for teachers to prepare lessons together on a daily basis.

The SWOT also identified one area for improvement. When students complete the ABE classes, they are moved to the GED preparation classes. During the 2014–15 school year, it was noted that several students completed the ABE classes but did not continue attending after being moved to other classes. This was the impetus for piloting a cohort model.

Morning ABE classes consisted of two groups of students working Monday through Friday from 8 a.m. to 12:20 p.m. with two teachers, a language arts teacher and a math/science teacher. Students spend two hours with one teacher, take a 20-minute break, and then move to the other teacher. This intensive program allowed students to attend five days a week with the same cohort of students. Students were promoted to the next level as their CASAS scores warranted. However, with this promotion came a schedule change to classes taught by different teachers, and a schedule change from attending five days a week to either a Monday/Wednesday/Friday schedule or a Tuesday/Thursday schedule, with six hours for language arts, and six

hours for math and science. Students making this change had lower persistence rates than students who remained in the ABE classes.

After reading about the success of cohort models, the leadership team reached out to the ABE teachers about changing the curriculum so that students would not be promoted out of the class but rather the instructors would begin to teach the higher level ASE material. The two teachers agreed. In addition to the new curriculum, the teachers were also given one hour daily to work together and discuss students and their progress and needs. This was an opportunity to focus on students in a concerted effort to get them the resources needed to keep engaged in the program.

At the same time that the new ABE/GED cohort model was conceived, a similar cohort model for ESL students was created. Students graduating from the intensive ESL program would now be promoted to an ESL cohort that consisted of an ABE math class and an ABE language arts class. Students ready for more difficult material entered into a GED math and a GED language arts cohort.

One evident benefit of the cohort model is that students developed strong relationships with classmates. These relationships were formed during collaborative lessons focused on studying to pass the GED exam. This added support also facilitated the use of technology in the program. In addition to class time, students had access to a computer lab open daily until 3 p.m. Each student had an account on the Aztec software program that could be accessed from school or home. Instructors in the program used other online tools like Edmodo to post daily assignments so that students missing class could complete coursework on their own. Students often sought assistance from one another in using the technology and its resources.

Although collection of data is in the preliminary stages, the results show that the cohort model has been beneficial for student completion outcomes. For the 2014–15 school year, 47 percent of our GED passers had been enrolled in a cohort class. For the 2015–16 school year, 36 percent of GED passers had been enrolled in a cohort class. We continue to

improve on the model and hope for similar results for the 2016–17 school year.

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**Biography:** Karen Bautista, EdD, is the principal of Inland Career Education Center in San Bernardino City Unified School District. She has been in adult education for 28 years and enjoys creating new programs to make a difference in the lives of adults.

### "Director's Message," from page 2

in the community colleges, the term has most often come to mean faster learning (i.e., more hours per class, tutoring support, and intensive instructional strategies). In adult education, however, accelerated learning is taking a number of different forms and employs a variety of strategies. The overall goal of all of these strategies is to provide adult students with a means to reaching their college and career goals in the most efficient way possible. CALPRO is advancing statewide knowledge and practice around this topic in two distinct ways: this CALPROgress newsletter, which provides some background information and showcases what practitioners around the state are doing to accelerate their adult students' learning; and a professional development module, Accelerated Learning to Facilitate Career Pathways, which provides an extended professional learning opportunity for adult educators to explore many of these strategies.

This issue of CALPROgress provides a kaleidoscopic view of this high-priority topic. CALPRO Research Analyst Marcela Movit provides an overview of accelerated learning and explains the theory behind it. Several reports from the field describe how some adult education agencies are using a variety of strategies to accelerate learning.

For example, CALPRO Professional Advisory Board member Kathleen Porter writes about how Poway Adult School is using flexible scheduling of classes. Another article introduces the newly released English Language Proficiency Standards and webinars that are available on the topic. Karen Bautista describes how Inland Career Education Center is using a cohort model, while Dom Gagliardi describes Escondido's use of a blended model to accelerate learning. Finally, Arline Troncoza provides an example of co-location of services between two agencies, and Lynn Starks describes the curriculum alignment she is engaging in with adult school and college ESL and writing teachers. Taken together, these articles illustrate many innovative ways adult education agencies in California are helping to deepen and strengthen adult education learning so as to provide our students with better on-ramps to career pathways.

In addition to the adult education field's efforts, this year CALPRO is developing a new professional development module formatted as a regional Community of Practice (CoP) on Accelerated Learning to Facilitate Career Pathways. The CoP will be piloted in April and May in Sacramento. (See sidebar on page 2.) Local programs that would like to send a team to the pilot are invited to apply. After the pilot, the materials will be revised and potential trainers will be trained on the content in September 2017.

Other features in this issue of CALPROgress include an update from the California Department of Education's Adult Education Office Administrator Chris Nelson, focusing on the many professional development options available to California adult educators. CALPRO staff contributed additional articles to the newsletter highlighting the Leadership Institute, Professional Learning Communities Institute, and the online program that showcases new courses under development. Another article introduces the newest member to join the CALPRO team, Sudie Whalen, whom we are excited to have on board. Rounding out the issue is a list of upcoming CALPRO events and news from two other State Leadership Projects, CASAS and OTAN.

## “Accelerated Learning,” continued from page 4

and supports help students make the most of their time in adult education.

In this newsletter, you will learn more about how several adult education programs in California are implementing different strategies for accelerating student learning. By implementing these strategies, these programs have become more efficient and effective in helping students reach their goals.

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## “Flexible Scheduling,” from page 5

courses, the quick-start unit could be a unit on Introduction to Facilities Operations. In this case, the quick-start would introduce students to basic shop practices, proper use of manual and power tools, and safety procedures. The quick-start unit could be offered multiple times during an 18-week term. The remaining course competencies could then be “chunked” into smaller topics, such as Mechanical Aspects of Suspension, Brakes, and Steering Systems; Service and Diagnostics; Drive Train Repair and Performance; and Electrical Systems. Each one of these units could represent a new starting point for students to join the class. In order to complete the class, students would take all of the units, but the order in which the units are taken would vary depending on student start dates.

The Nurse Assistant course presents a variation on how a quick-start method of flexible scheduling could be used. Many Nurse Assistant programs include a Home Health Assistant (HHA) unit. That unit could be offered both before *and* after the NA course is offered to create more frequent entry points for students. In this example, some students would begin the NA program with the core NA curriculum and continue on to HHA, while others could start with HHA and then continue to the core NA curriculum.

It may be more difficult to create quick-starts for math and accounting courses because the learning is sequential, with each instructional unit building on a past competency. But even in these cases, we can use flexible scheduling to accelerate students’ learning. For example, an 18-week accounting course that meets once a week could be condensed by offering it twice per week, allowing students to complete course competencies in nine weeks.

Adult students are goal-oriented, and we know that students are more likely to persist when they can measure steady progress toward achieving their goals. Taking a step back to look at the needs of individual students can help us to rethink when and how we offer our courses. In so doing, we can ensure that students get the skills they need and transition to the next level of education or the workforce in the most direct and expedient way possible.

**Biography:** **Kathleen Porter** is the executive director of Career Technical, Adult, and Alternative Education in Poway Unified School District. Poway Adult School is a member of the Education to Career Network, and Kathleen serves as the chair of this regional adult education consortium. She is also a member of the CALPRO Professional Advisory Board. She can be reached at 858-668-4016 or [kporter@powayusd.com](mailto:kporter@powayusd.com).



### “Co-Location of Services,” from page 6

CRY-ROP offers both the GED and the Hi-SET, so our adult secondary students can take their exams on-site. Students find it a great advantage that they can take their Adult Secondary Education (ASE) prep class in the same location where they are given the official ASE test. The smooth transition between the classes and the test allows students to become accustomed to the testing environment, thus reducing test anxiety and increasing their comfort levels and confidence.

Having begun this exciting partnership, we are moving ahead with strengthening our collaboration. The Employment Programs Department of CRY-ROP will begin giving presentations and announcements to our students at the Redlands Adult School campus to help with the career exploration process and

expose them to the training and resources available to them on-site. Recently, Redlands Adult School has been able to provide new staff for CRY-ROP’s student career center with the goal of embedding postsecondary and career planning at every step of our ASE process. Our collective goal: increased opportunities for adult learners all across the Inland Empire. Together, we’re making it happen.

**Biography: Arline Troncoza** is a recent graduate of California State University, San Bernardino’s Master’s in Counseling Program. She has worked in the Inland Empire, counseling students in middle school, high school, and now adult education. Her passion includes working with students coming from a first-generation, low socioeconomic status background, inspiring them to pursue postsecondary education and assisting them with accomplishing their career goals.

### “Using Online Supplemental Programs,” from page 7

compensate the teacher for the additional time she was spending reviewing online assignments, and this resulted in increased compensation costs.

Another factor to consider when implementing an online supplemental program is access. Do students have their own devices or an Internet provider, particularly if the goal is to have students access curriculum outside of the classroom? There are still some pockets in the Escondido community where Internet access is low. To remedy this situation, Escondido Adult School has recently implemented a device check-out system.

## Results

Since the implementation of these online supplemental resources for students, there has been a decrease in the number of students who have fallen behind in their coursework or who have left the program completely. For example, the number of students in the Certified Nurse Assistant program who pass their licensure examinations now ranges between 90 percent and 95 percent. Prior to providing online resources, it was about 80 percent.

The impact of using online resources to accelerate learning probably has been more evident in the Business and Finance pathway. Historically, students worked at their own pace, which often translated into fewer course completions. Now the number of course completions has greatly increased, while the time it takes students to finish has decreased.

As I hope I have demonstrated here, there are a variety of implementation models in which to provide an online curriculum component in order to accelerate learning. Whether it is purely optional so that a student can control the pace of his or her progress, or it is embedded in the curriculum as a means to offer additional support, the online component is one more tool to eliminate barriers to student achievement and lead to student success.

**Biography: Dom Gagliardi** currently serves as the principal of Escondido Adult School and director of Career Technical Education for the Escondido Union High School District and is a past president of the Council on Adult Basic Education (COABE).

“CALPRO Activities,” continued from page 10

**Theresa Petersen**, Hacienda La Puente Adult Education–Hudson Campus

**Francisco Pinedo**, Soledad Unified School District–Gabilan School

**Marke Rodriguez**, Delano Adult School

**Elbia Sarabia**, Dibble Adult School

**Daniel Soriano**, Azusa Adult School

**Lisa Voss**, Roseville Adult School

**Michele Wolfe**, LAUSD–Puente Learning Center

## Professional Learning Communities (PLC) Institute 2017

Applications for the 2017 CALPRO Professional Learning Communities Institute (the PLC Institute) were due on March 17, 2017. Professional learning communities focus on establishing collaborative teams that select key standards, employ formative assessments, and differentiate classroom instruction to achieve student learning gains. The essential questions that drive a PLC are:

1. What do we want students to learn? (Planning and pacing instruction)
2. How will we know if they have learned it? (Collecting data)
3. What do we do if they do not learn it? (Intervention)
4. What do we do if they do learn it? (Enrichment)

The goal of the PLC Institute is to provide agencies with the framework and training needed to develop and sustain a PLC process of school improvement focusing on student results through embedded professional learning. The PLC Institute prepares teams of school and agency representatives to establish results-oriented and process-driven teacher groups that collaborate to identify student learning challenges, set learning goals associated with those challenges, and collectively identify the instructional and assessment strategies that most effectively help students meet the goals.

The following educators completed the Professional Learning Communities Institute in 2016:

**Sue Asch**, Grossmont Adult School

**Patti Ashmun**, Grossmont Adult School

**Veronique Colas**, Los Angeles Technology Center  
**Kathleen Davis**, Berkeley Adult School  
**Cynthia Diaz**, Los Angeles Technology Center  
**Paul Diaz**, El Monte–Rosemead Adult School  
**Ann Fisher**, Poway Adult School  
**Mayra Garcia**, Calipatria Adult School  
**Refugio Gonzalez**, El Monte–Rosemead Adult School  
**Laura Grossman**, Berkeley Adult School  
**Wendy Hoben**, Berkeley Adult School  
**Patty Hurtt**, Poway Adult School  
**Janet Kershaw**, El Monte–Rosemead Adult School  
**Arturo Lopez**, Calipatria Adult School  
**Laura Manyweather**, Santa Monica College  
**Denise McAndrews**, Poway Adult School  
**Lori McClintick**, Visalia Adult School  
**Melody Nightingale**, Santa Monica College  
**Jennifer Owens**, Foothills Adult School  
**Ramon Perez**, Los Angeles Technology Center  
**Mark Pratt**, Los Angeles Technology Center  
**Tom Reid**, Berkeley Adult School  
**Karyn Ruiz**, Visalia Adult School  
**Deborah Seimer**, Santa Monica College  
**Anthony Sigala**, Calipatria Adult School

In 2017, the PLC Institute will be held in two sessions in May and October over a total of five days and will include a moderate amount of online work and site-based implementation of plans crafted by participating agency teams. Both face-to-face sessions will be held at the CALPRO office in Sacramento. The May session will provide agencies with the framework and the training needed to craft plans and start a PLC process of school improvement. This process will focus on standards alignment and student learning through ongoing professional development embedded in the agency’s school calendar. Participating schools are expected to use the intervening time between the May and October sessions to take action on plans to lay the groundwork for PLC implementation for the 2017–18 school year. The three days in October will be devoted to continuing training, feedback, evaluation, and problem solving in support of implementation.

Check the CALPRO Event Calendar ([www.calpro-online.org](http://www.calpro-online.org)) for the application deadline and training dates.

“Online Learning,” continued from page 11

## Self-Assessments and Professional Development Plans

Do you need a professional development plan? How about a plan catered to your specific needs? CALPRO offers the Instructor Competencies Self-Assessment and the newly revised Management Competencies Self-Assessment. After taking a self-assessment, you will be provided with a customized professional development plan that includes not only CALPRO resources but various sources of professional learning.

## Self-Directed Online Courses

CALPRO offers nine additional self-directed courses. Topics covered include *Introduction to College and Career Readiness Standards, Teaching Critical Thinking Skills, and Adult Learning and Development*. Take a look at the list of self-directed courses at <http://calpro-online.org/selfdirected-courses.asp>.

## Integrated and Contextualized Workforce Skills

In fall 2017, CALPRO will offer the *Integrated and Contextualized Workforce Skills* synchronous online workshop. This series will provide background information on teaching skills that are transferable from the classroom to the workplace and discuss how to explicitly teach students to articulate those skills.

## Online Video Library

Don't have time for a scheduled Webinar or online course? Along with our self-directed course offerings, CALPRO also has a curated list of videos in its online Video Library. Here you will find recordings of our Administrators and Instructors Forums Webinar series, along with topics specific to mentoring, career pathways, integrated education and training, and so much more. Check out CALPRO's online Video Library at <http://calpro-online.org/onlinevideolibrary.asp>.

## Electronic Community of Practice

CALPRO's electronic Community of Practice (e-CoP) is a community of adult educators that supports peer-to-peer professional learning. The focus is on increasing the rigor of instruction and improving student learning. The community's online hub is located at <http://calproecop.groupsites.com>. Committed to reaching higher together, e-CoP members engage in ongoing conversations on a variety of topics related to high school completion, teaching multilevel English as a second language classes, using rubrics, applying College and Career Readiness Standards, and many others. Members can also initiate conversations to explore other professional interests, concerns, and questions. E-CoP members can also share lesson plans and other resources or add professional learning events to the community calendar. Additionally, the e-CoP sponsors Webinars and other events on topics of interest to teachers and administrators. E-CoP membership is required in order to participate; membership is free, and registration takes only a few minutes.

For more information about any of the online learning opportunities you read about here or to enroll in one of our online courses, visit <http://calpro-online.org/onlineCourses.asp>.

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## “CASAS,” continued from page 12

vocabulary and content required by the course. Sample assessment plans for co-teaching a home health care aide course are available at <http://www.casas.org>.

## New NRS Federal Tables

Once the WIOA guidelines were finalized for implementation on July 1, 2016, the National Reporting System (NRS) released a new set of federal tables to align with WIOA. Staff from the California Department of Education (CDE) and CASAS attended federal NRS training in July 2016 in Denver and in September 2016 in San Francisco to learn more about these changes. CDE and CASAS staff will attend additional NRS training in late March 2017 in Washington, DC.

Continued on page 20

## “CASAS,” continued from page 19

In response, there are major TOPSpro Enterprise programming changes under way to incorporate these new federal guidelines into the software. CASAS expects to release this new TOPSpro Enterprise build in early April 2017. To help agencies prepare for these changes, CASAS will conduct a series of Webinars in the spring, with the first workshop scheduled for Tuesday, April 11.

## AEBG: CASAS Facilitates AEBG Compliance

The Adult Education Block Grant (AEBG) office sent out a memo dated November 16, 2016, outlining the process for AEBG regional consortia to obtain and use TOPSpro Enterprise for all AEBG reporting statewide. CASAS has been working with all 71 consortia statewide to “get up and running,” so that agencies can complete a quarterly data submission by April 30.

The AEBG office and CASAS have also put together AEBG regional training at 12 sites statewide, with a morning “AEBG Accountability” session and an afternoon workshop covering TOPSpro Enterprise Basics. The first scheduled training day was held in Visalia on Wednesday, February 8. The final training session will be in Huntington Beach on Friday, May 19.

## Summer Institute Highlights Education, Training, Workforce Preparation

This year’s CASAS National Summer Institute is June 13–15 at the Hyatt Regency Orange County in Garden Grove. With 15 topic strands, including AEBG, Technology, Workforce Development, and others, the Summer Institute offers a topic area that meets every educator’s needs and interests. This year’s keynote speaker, Lindsey Woolsey, is a nationally known expert in engaging industry in programs that support employers and workers. Her

mission is to ensure that people receive the right education and training for the jobs that exist now in their own local labor market.

Visit <http://www.casas.org/si> for more information about the details of the 2017 Summer Institute.

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## “OTAN,” continued from page 12

Communications Manager at New York’s Literacy Assistance Center Nell Eckersley, shared her vision and ideas for “Digital Literacy: A Call to Action.” Participants selected from more than 30 workshop sessions as they enjoyed a day and a half of collaborative networking and learning new technology skills designed to enhance classroom instruction.

Electronic copies of session handouts are available at: <http://www.otan.us/ttlsymposium/symposium-schedule>. Videos of the keynote speaker and selected sessions will be available soon.

## Celebrating Student Success

OTAN partnered with ACSA to highlight the success stories of two adult learners at the 2016 ACSA Leadership Summit held in San Diego. For more information about the honorees, Assemblywoman Patty Lopez of North Valley Occupational Center and Jeffrey George of Sonoma County Library’s Adult Literacy Program as well as previous honorees, please visit: <http://www.adultedlearners.org>.

## Technology Integration

OTAN offers free online and face-to-face workshops. Based on constituent feedback, new and updated workshop topics include the following:

- Digital Badges in Adult Education
- Teaching Vocabulary with Technology
- Individualized Math Instruction Using EdReady
- Social Media for Adult Education

For more information, please call 916-228-2580 or e-mail any questions to [support@otan.us](mailto:support@otan.us)