



CALPRO TRAINING-OF-TRAINERS INSTITUTE

To: Adult Educators

From: Sachiko Oates, CALPRO

CC: Diana Batista, CALPRO PAB Members, CALPRO Staff

Date: March 20, 2026

Re: CALPRO Training-of-Trainers Institute: Evidence-Based Reading Instruction

WHAT, WHERE, and WHEN?

CALPRO will conduct the Training-of-Trainers (ToT) Institute for the new community of practice (CoP) on **Evidence-Based Reading Instruction** at the CALPRO office in Sacramento on Monday and Tuesday, June 22-23, 2026. The online Moodle course for this ToT Institute opens on June 1, 2026. The purposes of the ToT Institute are:

1. To develop a group of certified trainers to facilitate presentations of CALPRO professional learning modules
2. To build professional development capacity and leadership in California adult education.

WHAT IS CALPRO'S COMMUNITIES OF PRACTICE INITIATIVE AND HOW DOES IT IMPACT THE ToT?

Communities of Practice are formed by groups of professionals who engage in a process of collective learning in a shared domain (adapted from Wenger, 2002)^[1]. CALPRO's Communities of Practice (CoP) Initiative aims to increase the field's focus on supported implementation of skills, strategies and action plans that participants develop in CALPRO trainings and institutes.

For each CoP training, an online community is established. Participants meet each other and begin learning together online; they continue to build community, knowledge and skills in the face-to-face training sessions; and they have the option of continuing to support each other's efforts to apply new learning after the conclusion of the face-to-face sessions. CALPRO CoP trainers facilitate the entire process, including online and face-to-face sessions.

WHO SHOULD ATTEND?

The ToT is open to applicants from all California Adult Education Program (CAEP) funded agencies (see page 2). The ToT is for individuals who will commit to following up on the ToT by facilitating the CoP for CALPRO within a year of the ToT.

WHAT ARE EXPECTATIONS OF PARTICIPANTS?

Participants will be expected to complete pre-Institute assignments online. Participants are expected to attend the entire ToT Institute – no exceptions – and demonstrate facilitation skills in practice sessions during the ToT. After completing the ToT, participants are expected to be available to facilitate training at CDE- or CALPRO-organized events within a year of the ToT. Trainers will receive an honorarium for training conducted.

WHAT'S IN IT FOR MY AGENCY?

Your agency will have trained facilitator(s) on your staff who can serve as an in-house content specialist. Your agency will have increased capacity to provide high quality professional learning opportunities.

WHICH AGENCIES ARE ELIGIBLE TO PARTICIPATE?

Employees of all California Adult Education Program (CAEP) funded agencies are eligible to apply.

WHAT IS THE COST?

CALPRO will reimburse travel costs for all nominees accepted to attend the Training-of-Trainers Institute. CALPRO will cover in advance the cost of hotel rooms for the night of Sunday, June 21 and Monday, June 22 if travel is 50 miles or greater one-way between the individual's home and the training location (2150 River Plaza Drive, Sacramento 95833). CALPRO will also provide working session morning refreshments and lunch each training day and will reimburse for dinner costs at the state rate. The only cost to your agency is your time to participate.

WHAT IS THE SCHEDULE OF TRAINING SESSIONS?

Please Note: Persons who arrive late or leave early will not be certified as trainers and, therefore, CALPRO will not be able to reimburse their costs.

ToT sessions are scheduled as follows:

Monday, June 22 from 9:00 a.m. to 4:00 p.m.

Tuesday, June 23 from 9:00 a.m. to 3:00 p.m.

The ToT will be held at the CALPRO office:

2150 River Plaza Drive, Suite 185
Sacramento, CA 95833

Please complete the online application at

<https://bit.ly/CALPROTOT2026>

Submit no later than 5 PM on Friday, May 8, 2026.

Questions? Contact Sachiko Oates, soates@air.org.

[1] Wenger, E; McDermott, R. Snyder, W.M. (2002) Cultivating Communities of Practice. Harvard Business Press.

Community of Practice Information

Evidence-Based Reading Instruction

Overall Goal	This community of practice is designed to support adult education instructors in implementing evidence-based literacy instruction, informed by the Science of Reading. The objective is to help educators deliver explicit instruction across all components of reading, while addressing the specific needs of both students and educational professionals in California. Participants will learn to assess and teach the essential components of reading—alphabetics, fluency, vocabulary, and comprehension. The training integrates research-based practices, assessment approaches, and learning strategies for adult learners.
Intended Audience	This CoP is designed for literacy instructors (i.e., English Language Arts and English as a Second/Additional Language) in adult education programs (ABE, ASE, HSE, and ESL). It will have a practical instructional focus, so participants should have access to a classroom in which they are able to implement what they learn.
Session Goals	The goals of session 1 are to (1) provide an overview of the four main components of evidence-based reading instruction, (2) identify assessment tasks for each of the four essential components, and (3) begin planning an instructional activity that addresses one of the four essential components of reading. The goals of session 2 are to provide opportunities to (1) practice using assessment results to inform instruction and select learning materials, (2) design instructional activities for EBRI, and (3) explore advanced strategies for teaching reading components.
Objectives	Through participation in Session 1, participants will: • build community among participants; • reinforce pre-session content; • identify assessment tasks for each of the four essential components; • plan an instructional activity that addresses one of the four essential components of reading; and • prepare for the interim session assignment. Through participation in Session 2, participants will: • Use assessment results to select materials and inform instruction; • Design instructional activities; and • Apply advanced strategies for teaching reading components, such as differentiation, incorporation of writing and background knowledge for engagement and motivation.