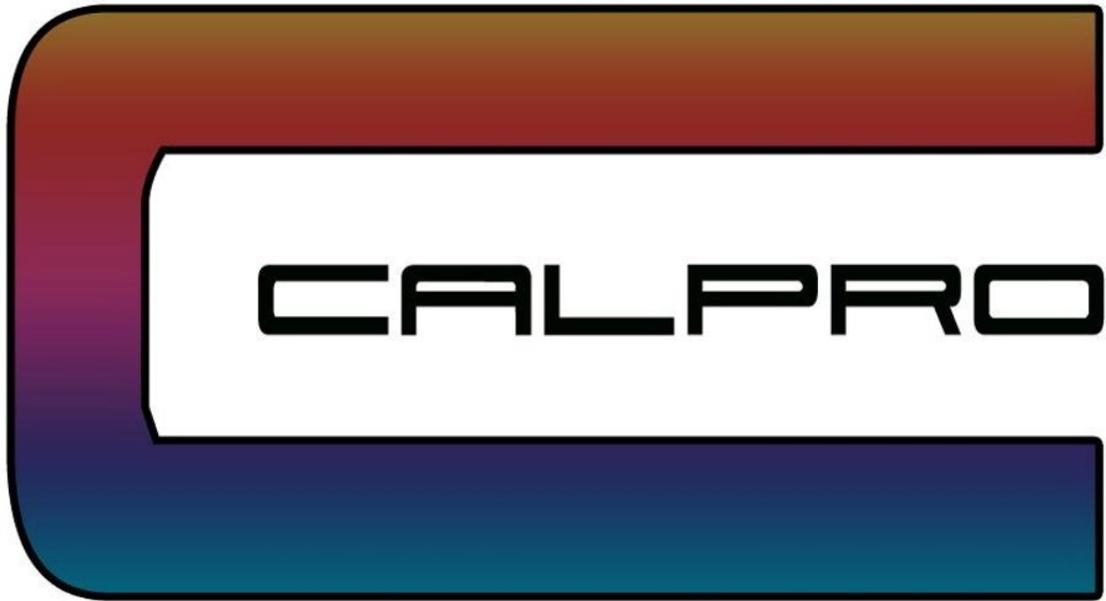


State Leadership Project:

CALPRO



California Adult Literacy Professional Development Project

A State Leadership Project of the California
Department of Education, Adult Education Office

Providing Professional Learning to Improve
Student Learning

MISSION

The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the adult education system in California. CALPRO is conducted by the American Institutes for Research under contract with CDE.



GOAL

The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners.

CALPRO 2023-24 Highlights

Professional Development Highlights for 2023-24

Please consider these for yourself and your staff!

Please visit us at: www.calpro-online.org

American Institutes for Research
2150 River Plaza Drive, Suite 185
Sacramento, CA 95833
Telephone: 916-286-8803
E-mail: calpro@air.org



Adult Ed Administrators Leadership Institute 1

We are seeking aspiring and new administrators for the Institute who have been adult education administrators for three or fewer years. Join the more than 600 California adult education administrators who have participated in this program since its inception in 1985.



Adult Ed Administrators Leadership Institute 2

The Institute covers topics and skills that new adult education administrators need to perform their jobs effectively including Fiscal and Personnel Management, Program Marketing, WIOA Implementation, Equity, Collaboration and Partnership Building and Instructional Leadership.

CALPRO Leadership Institute

2023-24 Leadership Institute

The draft application is attached and the link for the online application here: <https://forms.gle/PWcbzwe7jyNk4NdLA>

- Proposed dates are:
 - Session 1 – January 25-26, 2024
 - Session 2 – March 21-22, 2024
 - Session 3 – May 30-31, 2024

Integrated Education and Training (IET) Implementation Clinic

There are 4 principal features of this unique 5-month online professional learning opportunity which begins in October 2023. The innovative format of the Implementation Clinic features two day-long virtual training sessions; three live, interactive online sessions; ongoing online discussions, and completion of a capstone project and presentation of the project at the second day-long session.

Apply: <https://docs.google.com/forms/d/e/1FAIpQLSdtUKH4l1ybb9a44Wd9CX50zyW7O9IVMrPh4p-7qI92FzixpA/viewform?fbzx=4638193680551020205>



IET Implementation Clinic Topics

Topics will be tailored to the needs of the participating practitioners and identified through the application process. Sample topics may include: Starting Strong: Developing the Team Teaching Partnership; Co-Teaching & Alternating Teaching: Which model, Why, and How?; Integrating Learning Outcomes & Lesson Plans; Building an Integrated Syllabus; Promising Intake & Onboarding Strategies for IET; and Action Planning: Process Considerations, Potential Challenges and Solutions to Address Challenges.

IET Implementation Clinic Teams

Agency teams, to include an IET program administrator, an English as a Second Language instructor and a Career and Technical Education (CTE) instructor, are encouraged to apply. Membership and participation are free of charge and open to all California adult education funded programs. Preference will be given to IET program team staff working in an Integrated EL Civics IET program that is funded through Section 243 of the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA) grant.

IET Implementation Clinic Dates

CALPRO IET Implementation Clinic Fall 2023

- Kickoff & Orientation - October 31, 2023
- Virtual Session 1 November 17
- Webinar 2 December 5
- Webinar 3 December 19
- Virtual Session 2 January 5, 2024

Topic covered include:

- Setting the Stage for Success: Comprehensive IET Program Design and Planning
- Co-Teaching & Alternating Teaching: Which Model, Why, And How?
- Developing the Team-Teaching Partnership
- Scaffolded Teaching Strategies for the IET Classroom
- Mapping a Single Set of Learning Objectives & Creating Integrated Lesson Plans
- Building an Integrated Syllabus
- Promising Intake, Onboarding and Retention Strategies for IET
- Action Planning: Process considerations, potential challenges and solutions to address challenges.
- Additional topics based on participant applications

Professional Learning Communities Institute

Professional Learning Communities

The Institute will consist of two, multi-day sessions, three webinars, a moderate amount of online work, site-based implementation of plans crafted by participating agency teams, and implementation coaching during and after the Institute. The two-day December session will focus on the framework and the training needed to craft plans and start a PLC process of school improvement focusing on student learning through ongoing professional development embedded in the agency's school calendar.

Professional Learning Communities (cont'd)

Participating schools are expected to use the intervening time between the December and May sessions to take action on plans to lay the groundwork for PLC implementation for the 2023-2024 school year and complete online assignments. The two days in May will focus on continuing training, feedback, evaluation, and problem-solving in support of implementation. The two days in May will be devoted to continuing training, feedback, evaluation and problem-solving in support of implementation.

PLC Institute 2023-2024

PLC Institute Dates 2023-24

- **October 12, 2023, 12:30-2:00** - Kick-off and orientation webinar (90 min) **Recorded**
- **November 6-7, 2023** 2-day in-person session (HyFlex if needed)
- **January 18, 2024 12:30-3:30** - virtual session (3 hours) **Recorded**
- **March 7, 2024 12:30-3:30** - Virtual session (3 hours) **Recorded**
- **May 2-3, 2024** - 2-day in-person session (HyFlex if needed)

Apply here

<https://docs.google.com/forms/d/e/1FAIpQLSehvVjGTUFI5XFL2zhBQzlwXILS7TPhSQp62hI36GL1hbDGvQ/viewform>



Professional Development at Your Consortium or Program

Hosting a CALPRO Training at Your Program

For more than a decade, CALPRO has trained California adult educators to deliver professional development on various topics. CALPRO will:

- Identify and pay for the workshop facilitator's travel and honorarium when your agency hosts a regional community of practice
- List the workshop on the CALPRO Event Calendar (<https://eventcalendar-user.calproonline.org/#/Dashboard/EventCalendar>)
- Advertise the workshop
- Manage registration
- Provide copies of the participant handout packet for the number of registered participants
- Provide blank sign-in sheets and evaluation forms for facilitators to distribute and collect
- E-mail certificates of attendance to participants



New PD Opportunity

Supporting Student Transitions to Postsecondary Ed and the Workforce

Workshop Description :

Successful postsecondary and workforce transition can change the life trajectories of adult learners. In addition, research shows that adult learners' educational attainment benefits their families, children, and the local economy. However, recent statewide data indicate we have a tremendous opportunity for improvement. By strengthening support services, program structures, and local partnerships, adult education agencies can facilitate adult learners' journey through the transition and support persistence through their pathway. This module will examine examples of effective partnerships and new initiatives and best practices for impactful services for adult learners' post-secondary and workforce transitions. A strong emphasis is placed on practical implementation tools and processes for and within consortia.

CALPRO Training Topics

New! Supporting Student Transitions to Postsecondary Ed and the Workforce

- Supporting Immigrant Integration through Civics Education

Curriculum Alignment

- Collaborative Curriculum Alignment

Equity

- Success for All Learners Through Equity

General Instructional Strategies

- Effective Teaching for Adult Educators
- Motivation and Persistence for Adult Learners
- Using Questioning Strategies to Improve Instruction

Adult Basic Education/Adult Secondary Education

- College and Career Readiness Standards: English Language Arts (ELA) Implementation and Application
- Evidence-Based Writing Instruction in the ABE Classroom

English as a Second Language

- Evidence-Based Writing Instruction in the ESL Classroom
- Managing the ESL Multilevel Class
- Mastering the English Language Proficiency Standards
- Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection

Workforce Skills and Career Pathways

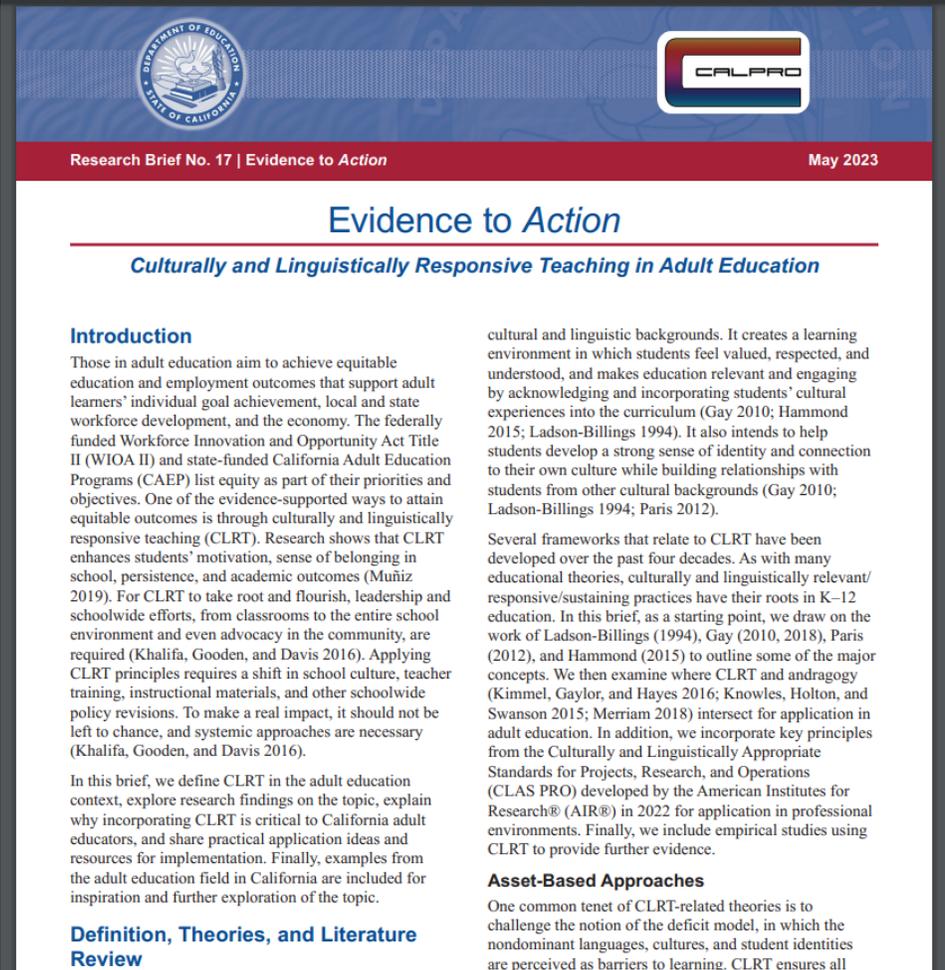
- Accelerated Learning to Facilitate Career Pathways
- Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom
- Integrated and Contextualized Workforce Skills in the ESL Classroom
- Integrated Education and Training (IET)



PD and Resources Available at CALPRO-Online.ORG

New Publications

New publication focus: culturally and linguistically responsive andragogy



The image shows the cover of a research brief. At the top left is the Department of Education, State of California logo. At the top right is the CALPRO logo. Below the logos, a red banner contains the text 'Research Brief No. 17 | Evidence to Action' on the left and 'May 2023' on the right. The main title 'Evidence to Action' is centered in blue, with the subtitle 'Culturally and Linguistically Responsive Teaching in Adult Education' below it. The content is divided into three sections: 'Introduction', 'Definition, Theories, and Literature Review', and 'Asset-Based Approaches'. The 'Introduction' section discusses the goal of equitable education and the role of CLRT. The 'Definition, Theories, and Literature Review' section defines CLRT in the adult education context. The 'Asset-Based Approaches' section discusses how CLRT challenges the deficit model.

Research Brief No. 17 | Evidence to Action May 2023

Evidence to Action

Culturally and Linguistically Responsive Teaching in Adult Education

Introduction

Those in adult education aim to achieve equitable education and employment outcomes that support adult learners' individual goal achievement, local and state workforce development, and the economy. The federally funded Workforce Innovation and Opportunity Act Title II (WIOA II) and state-funded California Adult Education Programs (CAEP) list equity as part of their priorities and objectives. One of the evidence-supported ways to attain equitable outcomes is through culturally and linguistically responsive teaching (CLRT). Research shows that CLRT enhances students' motivation, sense of belonging in school, persistence, and academic outcomes (Muñiz 2019). For CLRT to take root and flourish, leadership and schoolwide efforts, from classrooms to the entire school environment and even advocacy in the community, are required (Khalifa, Gooden, and Davis 2016). Applying CLRT principles requires a shift in school culture, teacher training, instructional materials, and other schoolwide policy revisions. To make a real impact, it should not be left to chance, and systemic approaches are necessary (Khalifa, Gooden, and Davis 2016).

In this brief, we define CLRT in the adult education context, explore research findings on the topic, explain why incorporating CLRT is critical to California adult educators, and share practical application ideas and resources for implementation. Finally, examples from the adult education field in California are included for inspiration and further exploration of the topic.

Definition, Theories, and Literature Review

cultural and linguistic backgrounds. It creates a learning environment in which students feel valued, respected, and understood, and makes education relevant and engaging by acknowledging and incorporating students' cultural experiences into the curriculum (Gay 2010; Hammond 2015; Ladson-Billings 1994). It also intends to help students develop a strong sense of identity and connection to their own culture while building relationships with students from other cultural backgrounds (Gay 2010; Ladson-Billings 1994; Paris 2012).

Several frameworks that relate to CLRT have been developed over the past four decades. As with many educational theories, culturally and linguistically relevant/responsive/sustaining practices have their roots in K–12 education. In this brief, as a starting point, we draw on the work of Ladson-Billings (1994), Gay (2010, 2018), Paris (2012), and Hammond (2015) to outline some of the major concepts. We then examine where CLRT and andragogy (Kimmel, Gaylor, and Hayes 2016; Knowles, Holton, and Swanson 2015; Merriam 2018) intersect for application in adult education. In addition, we incorporate key principles from the Culturally and Linguistically Appropriate Standards for Projects, Research, and Operations (CLAS PRO) developed by the American Institutes for Research® (AIR®) in 2022 for application in professional environments. Finally, we include empirical studies using CLRT to provide further evidence.

Asset-Based Approaches

One common tenet of CLRT-related theories is to challenge the notion of the deficit model, in which the nondominant languages, cultures, and student identities are perceived as barriers to learning. CLRT ensures all



Virtual Workrooms

On the CALPRO Web site, the Virtual Workrooms provide adult educators with instant access to research-based professional development resources on a particular topic.



[Racial Equity](#)

This workroom examines equity and cultural competence in the context of adult education to support the creation of a fair and equitable educational environment for learners.



[Workforce Readiness](#)

This Virtual Workroom on Workforce Readiness supports the professional development of adult educators, particularly instructors of Adult Basic Education, Adult Secondary Education, and English as a Second Language.



[Best Practices in ABE Reading Instruction](#)

This workroom supports the professional development of adult education instructors who teach reading to adult basic education (ABE) students and has application for ABE teachers of other subjects, such as math and writing.



[Math Videos on Depth of Knowledge: 3 Problems](#)

These videos feature a variety of excerpts from lessons that address DOK level 3 problems.



[Multilevel ESL Instructors](#)

This workroom supports the professional development of adult education instructors who teach classes of English language learners of varying proficiency levels.

New Self-Directed Courses



New Self-Directed Courses Available through CALPRO!

CALPRO has many self-directed courses for you to choose from, including two just released courses! These courses include the brand-new *Teaching Adult English Learners: Principles and Practices* course and the newly updated *Effective Strategies for Writing Instruction* course. Each CALPRO self-directed course provides self-study materials and instruction using a wide variety of media. These courses are organized into units. Although participants may choose to do as few or as many units as they wish, participants are eligible to receive a certificate of completion upon completing all units of the course. To receive a certificate for a completed self-directed course, please email calprohelp@air.org.

Brand-new! Teaching Adult English Learners: Principles and Practices

This new course is designed to support teachers new to working with adult English learners, or ELs. After completing the course, participants will be able to identify and apply appropriate instructional strategies for teaching adult ELs. They will also have strengthened their skills as an instructor and be able to implement classroom management practices to optimize learning in both in-person and virtual learning environments.

Click <https://bit.ly/3Xe5BVP> to register.

Newly Updated! Effective Strategies for Writing Instruction

This newly updated course examines the vital role writing plays in ABE, ASE, and ESL instruction, especially in helping learners become college- and career-ready. Participants begin by identifying possible challenges in teaching writing and strategies for overcoming them. Through interactive, multimedia presentations, participants identify the key components of the writing process and discover research-based instructional strategies for supporting their students' writing development. Finally, participants learn how to apply a rubric to evaluate student work and prepare a lesson plan with instruction designed to address students' areas of need.

Click <https://bit.ly/42SJD1S> to register.



Self-Directed Online Courses

Course	Intended Audience
Adult Learning and Development	All Instructors, Admins
Advising the Adult Learner: The Teacher's Role	All Instructors
Designing Programs for Adults with Learning Disabilities, Session 1. Awareness for Adult Educators	All Instructors, Admins
Effective Strategies for Writing Instruction	ESL, ABE, ASE Instructors, Admins
Introduction to College and Career Readiness Standards	ESL, ABE, ASE Instructors, Admins
Learner Goal Setting in Adult Education Programs	All Instructors, Admins
Learner Persistence	All Instructors, Admins
Math Instructional Strategies	ABE, ASE Instructors, Administrators
Middle-Skills Job Preparation for Adult Education	All Instructors, Admins
Orientation for New ABE Teachers	New ABE Teachers
Orientation for New ESL Teachers	New ESL Teachers
Teaching Critical Thinking Skills	All Instructors, Admins



2023 Winter/Spring Facilitated Online Courses

Summer 2023

Course	Prospective Facilitator	Projected Dates
Using Questioning Strategies to Improve Instruction	Deanne Berryhill	7/10/2023 – 8/6/2023
Understanding the Adult Learner	Steven Casperite	7/17/2023 – 8/13/2023
Motivation and Persistence for Adult Learners	Dave Coleman	7/24/2023 – 8/20/2023

Fall 2023

Course	Prospective Facilitator	Projected Dates
Managing the Multilevel ESL Classroom	Estella Banks	9/25/2023 – 10/22/2023
Accelerated Learning to Facilitate Career Pathways	Kathleen Porter	10/2/2023 – 10/29/2023
Teaching Adults to Read	Kristi Reyes	10/9/2023 – 11/5/2023
College and Career Readiness Standards for English Language Arts Implementation and Application	Deanne Berryhill	10/16/2023 – 11/12/2023
Mastering the English Language Proficiency Standards	Martha Clayton	10/23/2023 – 11/19/2023

Questions

In the chat...

1. What are some of the main challenges and opportunities your program faces in the coming year and beyond?
2. What PD topics would help you most in meeting your goals?

Plan Your Program PD with CALPRO

Professional Development Highlights for 2023-24

Please consider these for yourself and your staff!

Please visit us at: www.calpro-online.org

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