

## INSIDE

Quality Career Pathways: Some Practical Applications.....	1
Career Pathways Instruction and Teacher Effectiveness: High-Priority Topics for Professional Development.....	2
Adult Education Office: On the Move .....	3
Building Capacity for Career Pathways.....	4
The Importance of Collaboration and Business Relationships in the Development of Career Pathways.....	5
How a CBO Can Support Career Pathways .....	6
CALPRO's Introduction to CCRS Community of Practice: One Program's Experience .....	7
What Defines Effective Teaching? .....	8
Highlights of CALPRO Activities .....	9
Begin Anew with CALPRO's Online Offerings .....	10
CASAS Update: Preparing Your Program for WIOA.....	11
News from the Outreach and Technical Assistance Network (OTAN) ...	11
Spotlight on CALPRO Staff .....	12
Pilot of Effective Teaching Module.....	12
Introducing Jennifer Aldrich .....	13

## Quality Career Pathways: Some Practical Applications

By Kathleen Porter



Career pathways really are a thing right now. You've probably read a variety of articles that promote career pathways as among the best ways to engage students in their educational experience. At the state and federal levels, our legislators are making significant investments in career pathways, with almost all recent education and workforce development initiatives calling for career pathways.

At the federal level, career pathways are referenced as a strategy in six different sections of the Workforce Innovation and Opportunity Act, Title II, and they are also referenced in the Carl D. Perkins Career and Technical Education Act. At the state level, California has numerous initiatives that call for career pathways, including the Career Technical Education Pathways Program (Senate Bill 1070), the Adult Education Block Grant (Assembly Bill

104), the College and Career Access Pathways partnership (Assembly Bill 288), Doing What Matters for Jobs and the Economy (Senate Bill 1402), and the California Career Pathways Trust Grant, with its whopping \$500 million investment.

But what are career pathways, really? What are the elements of career pathways that make them so effective? And how can we begin to implement some of these elements in our own programs to make a difference for our students?

At a *systems level*, Social Policy Research Associates has developed a Career Pathways Toolkit for the U.S. Department of Labor, which identifies six key elements to help guide state and local teams through the essential components necessary to develop a comprehensive career pathways system. (If you've been involved in the AB86 Adult Education Planning Process in your region, these elements will look very familiar to you!)

The six elements are

1. Build cross-agency partnerships and clarify roles
2. Identify industry sectors and engage employers
3. Design education and training programs
4. Identify funding needs and sources
5. Align policies and programs
6. Measure system change and performance

The Center for Law and Social Policy established the Alliance for Quality Career Pathways. At the *program level*, the Alliance provides what they call the three essential features of quality career pathways. These essential features are also addressed in California's Workforce Development Plan.

The essential features of quality career pathways are

1. well-connected and transparent education, training, credentialing, and support services;
2. multiple entry points; and
3. multiple exit points.

*Well-connected and transparent* speaks to the need for career pathways programs to facilitate a student's progress along the pathway and to ensure that the student receives credit for the education and experiences he/she spends time doing. In order to do this effectively, different education systems must be solidly aligned and staff must

Continued on page 14

## Director's Message

# Career Pathways Instruction and Teacher Effectiveness: High-Priority Topics for Professional Development

By Catherine Green, CALPRO Director



Although I've been with CALPRO since 2006, working on expanding our online offerings, this is the first newsletter in which I'm writing as the director. Mariann Fedele-McLeod has returned to her role as senior advisor, and I became the director in November 2015. In this new role, I'm excited to introduce to you the current issue of *CALPROgress*.

Two federal and state priority topics anchor several CALPRO professional development (PD) products and services this year: career pathways instruction and teacher effectiveness instruction. Career pathways instruction is defined as career-focused, contextualized instruction and can take many different forms. The overall goal is to provide adult students with a series of connected education and training strategies and support services that enable them to secure industry-relevant certification in an occupational area and to secure employment or advance to higher levels of future education and employment in that area. CALPRO is

advancing statewide knowledge and practice around this topic through several products and services. Among them are this *CALPROgress* newsletter, which provides some background information and showcases what practitioners around the state are doing to provide high-quality career pathways instruction; a research Webinar examining policy and best practices across the nation; and other, new resources to be featured on CALPRO's Web site that help teachers prepare English learners for work and career pathways.

Another emerging priority of both the Office of Career, Technical, and Adult Education (OCTAE) and the California Department of Education is teacher effectiveness and, at its core, teacher competence. The *Adult Education Teacher Competencies*, released by OCTAE in 2015, is a new resource that identifies the knowledge and skills adult education instructors from all program areas need in order to be effective. These competencies were produced by American Institutes for Research as part of the Promoting Teacher Effectiveness in Adult Education Project, a three-year federal initiative. Teachers can improve their effectiveness with their learners by understanding these competencies and strengthening them. The competencies inform the development of three CALPRO products this year, including (1) a new professional development module, (2) an updated Instructor Competencies Self-Assessment, and (3) a research brief and Webinar.

This issue of *CALPROgress* provides updates on CALPRO initiatives that address both of these high-priority topics. In terms of career pathways instruction,

Continued on page 15

## Upcoming Events of Interest

### **COABE National Conference**

April 10–13, 2016

Dallas, Texas

<http://www.coabe.org/conference2016home/>

### **CCAIE State Conference**

April 21–23, 2016

San Francisco, California

<http://www.ccaestate.org/2016-ccae-state-conference/>

### **CASAS National Summer Institute**

June 21–23, 2016

San Diego, California

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

### **ACSA Leadership Summit**

November 10–12, 2016

San Diego, California

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

### **CATESOL State Conference**

November 17–20, 2016

San Diego, California

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

### **CASAS EL Civics Conferences**

2016–2017

Locations TBA

[http://www2.casas.org/online\\_registration/](http://www2.casas.org/online_registration/)

### **CAEAA Annual Conference**

Winter 2017

Location TBA

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

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

March 2017

Location TBA

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

### **TESOL Convention 2017**

March 21–24, 2017

Seattle, Washington

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

### **COABE National Conference**

April 2–5, 2017

Lake Buena Vista, Florida

<http://www.coabe.org/conference-2017>

# Adult Education Office: On the Move

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



2015 was a dynamic year in the Adult Education Office (AEO) at the California Department of Education (CDE), and the momentum is continuing. Chris Nelson, from Oakland Unified School District, came on board in April as the California State director of adult education. The AEO is now housed in the Career and College

Transitions Division (CCTD) at the CDE, along with other CDE units that support smaller learning communities, including Career Pathways, Career Technical Education (CTE), Perkins grants, Agriculture and Home Economics Education, California Partnership Academies, and Linked Learning. The CCTD is implementing technical assistance and funding to stakeholders around the state on the order of \$1.9 billion for the California Career Pathways Trust grant, CTE Incentive Grant, and Adult Education Block Grant (AEBG).

Chris's arrival at the AEO coincided with the Workforce Innovation and Opportunity Act (WIOA) and AEBG shifting into gear. With the advancement of WIOA and AEBG, the AEO is striving to align and collaborate with a multitude of agencies involved in these education and workforce initiatives. The AEO is working closely with the California Community Colleges Chancellor's Office to implement the funding for AEBG along with technical assistance for consortia development and sustainability. The AEO has also emerged as a lead contributor for the Adult Education and Family Literacy Act Title II by developing the WIOA-mandated Unified State Plan in conjunction with the California Workforce Development Board (CWDB), Department of Rehabilitation, and Employment Development Department. California's Strategic Workforce Development Plan, *Skills Attainment for Upward Mobility; Aligned Services for Shared Prosperity*, combines both federal and state planning mandates into a single document. (The draft version can be found on the CWDB Web site: [http://www.cwdb.ca.gov/WIOA\\_Unified\\_Strategic\\_Workforce\\_Development%20\\_Plan.htm](http://www.cwdb.ca.gov/WIOA_Unified_Strategic_Workforce_Development%20_Plan.htm).)

As all of these education and workforce agencies are modeling the way of collaboration and alignment highlighted in WIOA and AEBG, it is both refreshing and enlightening to see adult education at the forefront of two powerful initiatives that aim to invest in California's low-skilled adult

population by retooling the system and retraining individuals to better compete in our global economy.

WIOA is an education and workforce initiative, which includes Title II (Adult Education) as the base of a pyramid supporting Title I (Workforce Development); Title III (Wagner-Peyser); Title IV (Rehabilitative Services); and, most important, industry partnerships. Key themes in WIOA include building stronger connections between adult education and the workforce, developing common performance measures among a variety of agencies, serving people with barriers to employment, establishing and strengthening career pathways, and creating regional partnerships within industry sectors. In fact, the term "career pathways" is finally defined in law with the passage of WIOA.

WIOA requires states and local regions to develop career pathways that align with the skill needs of regional and local industries. For adult educators, developing career pathways means aligning and integrating education, job training, counseling, and support services to create a pipeline for low-skilled adults and youth to obtain post-secondary credentials that lead to high-skill, high-wage jobs. For students, the benefits can be life changing. Their earning power and self-sufficiency improve, and they gain industry-relevant skills that enable them to better compete in their regional economies. For educators, employers, and public agencies, WIOA creates an environment where together they can formulate workforce and economic development policy and where workforce development and education resources are used more effectively.

Developing a career pathways system for adult learners, with varied educational backgrounds, whose need for support services may be considerable, and who lack academic preparation for college-level work, can be a daunting process. It requires identifying student and regional economic needs, developing curricula, recruiting stakeholders, implementing meaningful work experience, and integrating the personal and academic services needed to transform the unemployed and underemployed into a skilled workforce.

What do adult educators need to do to establish relevant career pathways models for their regions? First and foremost, collaborating with and obtaining representation on local Workforce Development Boards is key. Local Workforce Development Boards are mandated to lead efforts in developing and implementing career pathways by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment. Adult Education Title II funding applications will also need to

**Continued on page 16**

# Building Capacity for Career Pathways

By Karen Bautista, Ed.D.



San Bernardino Adult School began the journey to rebrand itself in 2011. With the goal of securing sustainable funding, the school engaged all 120 staff members in a strategic planning process designed to rebrand the school as a “go-to place” for students who want a quality education and employers who want a qualified

workforce. Key components of this plan include building capacity among staff members, aligning local labor market information and career training opportunities, and focusing on best practices to accelerate student success and increase student persistence. With the passing of the Workforce Innovation and Opportunity Act (WIOA), career pathways took a prominent place in the development of a structure for all course work.

Now known as Inland Career Education Center, the San Bernardino City Unified School District adult school has built staff capacity through a steering committee leadership structure. The steering committee is made up of 30 staff members who self-selected to serve on this committee and to work to accomplish the goals of the strategic plan; the leadership team is also on the committee. The committee has created several workgroups that function with a charter and a group leader. These are the current workgroups: Data Stars, Integrated Instruction, Rewards and Recognition, Branding and Marketing, Best Practices, Labor Market Information, Employer Engagement, Technology, Career Pathways, and Education Plan. This workgroup structure has allowed staff members, certificated and classified, to specialize in an area of interest and build capacity across the school, independent of academic departments. For example, the Labor Market Information workgroup chose to purchase EMSI, a labor market reporting tool, and they regularly use this tool to produce reports with an occupational outlook specific to our region. The Data Stars workgroup keeps a dashboard of critical measures and a dashboard of outcome measures so that the administrative team can review leading and lagging indicators on a regular basis. This workgroup also analyzes weekly customer comment cards, course evaluations each term, and the annual student survey to look for opportunities for improvement.

The Career Pathways workgroup embarked on an ambitious task to develop a Web site specifically for adult education students. The purpose of this Web site is to show students what a career pathway is and the job

opportunities available along the way. The Web site is based on EMSI data and in-demand occupations and lists only regional career training programs. The Web site is not finished, but it is being used by students at the school to illustrate the importance of learning career pathway content. It is a tool to be used for personal goal setting, in which every student in the school engages. One of the goals of the strategic plan is to build students’ navigational skills in order to help them move to the next step of education and/or work. This Web site, at [www.sbcusd-career-pathways.com](http://www.sbcusd-career-pathways.com), is a valuable tool in teaching these skills to students.

During the development of our strategic plan, the staff felt strongly that our school has two customers: students who want a career and employers needing an educated workforce. The Employer Engagement workgroup was created to ensure a systematic approach to partnering with employers. This group has developed a script to standardize interactions with employers, regardless of the department or the employee. This is foundational work necessary for the school’s brand to be communicated effectively from any school representative to any community employer. First, the workgroup members needed to familiarize themselves with WIOA and the groups mentioned in the legislation. Workgroup members are now building their capacity by learning how to facilitate focus groups. Our school regularly holds focus groups with students, teachers, and potential employers. This school year the workgroup has already held a focus group with teachers and will shortly hold one with local employers interested in sharing what they are looking for in an employee. This is a powerful foundation for the conversation that will lead to relationship building and ultimately have employers seeking assistance from Inland Career Education Center when they have positions to fill.

As a result of their research, the Best Practices workgroup brought forward the concept of integrated instruction as a best practice. The steering committee decided to create the Integrated Instruction workgroup to build a team of teachers who could be early adopters of the effort. This team has created its own template, which can be used by any teacher wanting to integrate 21st century skills into a lesson. The members have trained other teachers on how to use the template. Most teachers realized that they were already integrating instruction, just not doing it purposefully. Implementation of best practices such as contextualization and the integration of 21st century skills is now one of the four goals of our strategic plan.

It is important to know that this schoolwide transformation began in 2011 and is far from complete. Our staff members are taking the time to build needed capacity,

**Continued on page 15**

# The Importance of Collaboration and Business Relationships in the Development of Career Pathways

By Dom Gagliardi



Escondido Adult School has developed and maintained career pathways in the allied health careers since the early 1990s, beginning with its certified nurse assistant and medical assistant programs. More recently, it has developed programs in medical billing and coding, electronic health records, and pharmacy technician while also

developing pathways in other industry sectors. Pivotal to the creation of these pathways has been the sustained relationships developed with industry partners and other community organizations. What is described in this article is the expansion of an existing pathway targeting specific subgroups that took several years to develop.

As a recognized provider of health care pathways in the community, the principal of the school was asked to serve on a subcommittee of the Escondido Workforce Roundtable to begin the dialog about ways to develop a locally grown workforce, primarily to meet the impending needs of a new billion-dollar medical facility under construction in the city. Other members on the subcommittee included representatives from the City of Escondido, Palomar Health, the Escondido Education COMPACT (a local community-based organization serving at-risk in-school and out-of-school youth and adults), the San Diego Workforce Partnership, and representatives from other smaller medical providers in the area. This process began in 2006. What resulted is a collaboration that still exists today and has proven its sustainability.

While the program that was put in place focused on graduating high school seniors, it was an extension of the pathway that existed at the adult school. The overarching plan included a new yearlong course called Healthcare Career Fundamentals, where students obtained information about a variety of health care careers, performed volunteer hours at local medical facilities, received work readiness preparation, obtained certifications in CPR and first aid, and were then eligible to apply for an intensive certified nurse assistant/home health aide class during the summer. Since its inception, the Healthcare Career Fundamentals course has been offered after school and

in the evenings at multiple comprehensive high school campuses and the adult school.

## Goals of the Collaboration

One of the main goals of the collaboration was to target English language learners and individuals from a lower socioeconomic demographic. Secondly, it was important to provide students with a certification program in order to help them matriculate into postsecondary options or have access to an entry-level position that would provide full-time employment or part-time employment while they continued with their education. Finally, it was also determined that case management services should be provided to reduce any barriers to success and also to develop a longitudinal profile by tracking student outcomes after completing the program.

Funding to support this initiative came from multiple sources. Palomar Health provided an initial grant to develop the curriculum. The City of Escondido provided a \$140,000 grant to the Escondido Education COMPACT, which was the fiscal agent for these funds in order to provide the case management services and recruitment activities. The COMPACT also has been a long-standing recipient of workforce development dollars, including Summer Hire-a-Youth funds. With the continued support of the San Diego Workforce Partnership, the COMPACT was able to provide additional services and financial assistance to students while in the program. Most important, Summer Hire-a-Youth funds were used to compensate students during the clinical portion of the nurse assistant program. This, in essence, became summer employment for the students. Escondido Adult School/Regional Occupational Program (ROP) was the education provider for the program using ROP funds. Although ROP funding is no longer available in San Diego County, this program is currently funded through the Escondido Union High School District's Career Technical Education funding with the program still being administered through Escondido Adult School.

## Results of the Collaboration

What are the results of the collaborative? Since 2008–2009, 311 students have completed the Healthcare Career Fundamentals class. A total of 105 students have participated in the summer certified nurse assistant program (only 15 students can be enrolled in the class each summer). Of those 105 students, 102 have passed their certification tests (97 percent). This same number of students also enrolled in postsecondary options and became employed in the medical field. Some of the colleges where students have enrolled include Palomar College; MiraCosta College; California State University San Marcos; and University of California, Irvine.

Continued on page 14

# How a CBO Can Support Career Pathways

By *Janine Medina*



With the implementation of the Adult Education Consortium model, there has been a transition in the adult education world in the direction of serving students as a collaborative versus a stand-alone program. This consortium model not only takes into consideration the work of the mandated members but also encourages collabora-

tion with local partners such as libraries, county departments of social services, community-based organizations (CBOs), and others.

One of the hot topics among education providers is the design of career pathways programs utilizing the resources that both the members and partners bring to the table. As a CBO partner, William M. Maguy School of Education (WMSE), a division of Proteus, Inc., is currently involved in these discussions and planning with three adult education consortia in the Central Valley. This article presents one perspective on how adult education providers can work with a CBO to deliver a successful career pathways program.

So what do CBOs have to offer? The answer is: It depends. CBOs are similar in nature to the extent that they offer a multitude of services to the residents in their local communities. However, each CBO is unique in regard to what services they can provide. People are often surprised to learn about the many different services their local CBO has to offer. It is advisable to research the available programs on a regular basis as they can change when new grants are secured from varied funding sources. Proteus is unique in that we are both a CBO that offers an array of community services as well as an accredited and state-licensed postsecondary school (WMSE), under a single umbrella.

Proteus, Inc., was founded as a community-based non-profit organization in 1967 and began initially providing adult education classes such as English as a Second Language (ESL) and Adult Basic Education (ABE) programs in Tulare County. Through the years, services have expanded and the organization has evolved. The corporation is now located in Tulare, Kings, Kern, Fresno, San Bernardino, and Los Angeles counties and operates programs such as migrant child care, mentoring, prevention education, domestic violence awareness, foster care, welfare-to-work, youth centers, energy conservation, and other human service programs aimed at helping individuals

reach self-sufficiency. Originally established to operate all educational programs under a school, the WMSE was accredited by the Western Association of Schools and Colleges in 1998 and additionally approved to operate under California's Bureau for Private Postsecondary Education to train veterans and eligible persons under the California Department of Veterans Affairs and as a training provider on California's Eligible Training Providers List. The WMSE is currently pursuing accreditation through the Council on Occupational Education in order to meet the Department of Education's Title IV requirements and to allow students to pay tuition using federal financial aid such as Pell grants and student loans.

As a partner in your local consortium, CBOs can offer a number of services to assist students with barriers that can keep them from attending school on a regular basis. Financial services such as assistance with transportation/gas, child care, rent/mortgage payments, utility bills, home weatherization, and other services are often available to low-income individuals. Other non-financial services may be available as well, including counseling/case management, job placement assistance, résumé development, labor market information, career exploration, and services for transition into higher education. Most CBOs are also very well informed about available services in their community for referral purposes. One way Proteus is working with the adult education consortia is in the area of outreach and recruitment. Proteus has staff out in the community already, especially in rural areas, where they are educating residents on programs that are available to them. We are more than happy to also include partner information when staff are presenting so that community members are aware of all available services to them, not just what Proteus has to offer.

So now that you know what potential services your local CBO may have to offer, how can you collaborate as an adult education provider to deliver a career pathways program? An example specific to Proteus's WMSE is a design that we have been developing for a career pathway in the green/construction industry, which also includes a pre-apprenticeship component. In this example, an adult school student who has finished an ESL/vocational ESL or ABE program could transition to the ten-week WMSE Energy Efficiency and Renewable Energy Technician program, where students learn entry-level skills in basic construction, home weatherization, and installation and design of a photovoltaic solar system. Throughout training, students are also educated on how to be job ready through instruction and workshops in soft skills such as customer service, résumé development, mock interviewing, and other topics. Many times, students will qualify for tuition assistance through a Proteus grant and/or funding through their local WIB.

**Continued on page 15**

# CALPRO's Introduction to CCRS Community of Practice: One Program's Experience

By *Bette Empol*



When we at Conejo Valley Adult School first learned about the new College and Career Readiness Standards (CCRS), I attended workshops at both CATESOL and the CASAS Summer Institute in order to familiarize myself with the new ideas that were being presented. In my role as academic programs coordinator,

I also attended meetings in our district on the Common Core State Standards (K–12) and Webinars about the new CCRS to prepare our students for college and the workplace. These transitions had been our focus for the last six years, but now we had new, official standards to guide us.

In spring 2015 I saw that CALPRO was offering a community of practice (CoP) training on CCRS and decided that it would be a good fit for Conejo Valley Adult School in order to help our staff better understand how the implementation would impact their teaching. Two English as a second language (ESL) teachers, our High School Equivalency counselor representing the Adult Basic Education (ABE) and Adult Secondary Education (ASE) math teachers, and I attended as a team. I liked the idea of the CoP because the participants have the opportunity to interact with staff from other agencies and work collaboratively. In the end, the four of us participating from our school really did feel as though we were part of a community.

Before we even began, the four of us representing our school met to discuss what we thought we were going to learn, as well as what role each of us would play in presenting the information to our ESL, ABE, and ASE staff. The CoP included online pre-session introductions and discussions along with reading assignments on the importance and relevance of the CCRS. The discussions gave us an opportunity to get to know the members of our new community, sharing things we have in common both within and outside of our professional world.

At our first face-to-face meeting we were able to connect names to the people we had been in discussions with the previous week. The CoP was led by Jayme

Adelson-Goldstein (English language arts [ELA]) and Wendy Heard (math) and was directed to ESL teachers as well as ABE and ASE English and math teachers. Part of the time we were all together, but a good portion of the time we were in groups by subject. After the initial overview of the CCRS, those of us in the ELA group learned that the focus would be on the three key shifts in the standards: complexity, evidence, and knowledge. We learned about the key terms: text complexity, academic vocabulary, informational texts, knowledge building, the use of evidence to support writing, and asking text-based questions. Many of us had the idea that we were going to be handed new curriculum different from what we had been using, but it became apparent very quickly that we were wrong! We would need to look at our own curriculum and see if it was still applicable or needed to be adjusted to meet the CCRS. If changes needed to be made, we had to decide what the process and implementation would be. We also learned that it is not what we are teaching as much as the way we are teaching it.

The focus of the first face-to-face session was to learn about the shifts, and the focus of the second face-to-face session was to learn more about the implementation. In between these sessions, we were given assignments that we could do collectively as a school. Our group met to reflect on what we had learned and how we would begin implementation. Because our staff is quite small and we are constantly interacting, I noticed that those teachers who were not participating in the CoP became interested in our discussions and were curious as to what we had learned after the first session. This helped to generate interest in the CCRS. Our staff has always shared lessons and ideas, and curriculum planning is done together as a professional learning community.

One of the first informal discussions we had was on the concept of “faster and more versus deeper and better.” This is a concept that our staff has discussed for the past six years when our program was “restructured” (a nice way of saying reducing class time by 50 percent due to budget cuts). We continue to talk about not delivering more but, rather, delving deeper.

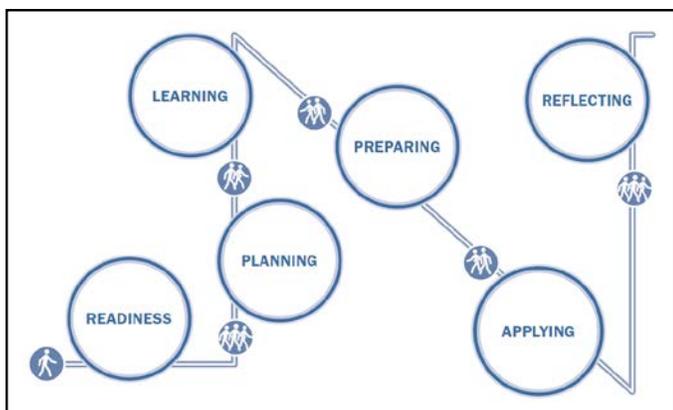
After the final session and last online assignments were completed, we decided that the two ESL teachers, with me supporting them, would present what we learned at the next professional development meeting, which included ESL, ABE, and ASE teachers. They divided the information and presented on the three shifts and key terms. The staff were very interested, and many of the teachers shared thoughts and ideas as to how to implement what we all learned. We have had informal

**Continued on page 16**

# What Defines Effective Teaching?

By CALPRO Staff

Have you ever wondered if you are teaching “the right way?” Have you felt that you would like to know how other teachers approach a topic or a classroom management challenge? Teaching can be a somewhat isolated profession. You go through teacher training with a cohort and you work with colleagues at your site or program, but in the classroom it’s just you and your learners. Add to the mix that many adult educators are “freeway flyers,” stringing together two or more jobs to make ends meet, which doesn’t leave a lot of time for professional development and support.



The Promoting Teacher Effectiveness in Adult Education initiative was funded by the Office of Career, Technical, and Adult Education at the federal Department of Education and conducted by American Institutes for Research with the aim of improving student learning outcomes by increasing the capacity of adult educators to use evidence-based practices in their teaching. The project has two parts: (1) a step-by-step process for the induction of new teachers and (2) a set of competencies that define effective instruction for all teachers.

## Teacher Induction

Research tells us that new teachers determine their basic pedagogical approach and choose the teaching strategies that they feel work best for them mainly in the first three years of teaching. After that, openness to change and new approaches generally diminishes. So the Promoting Teacher Effectiveness project focused on the induction of new teachers—the process of providing them with support, guidance, and orientation while beginning their first adult education teaching experience. The research shows that teachers that participate in a teacher induction process are less likely to leave the profession.

This is especially important in adult education, where the new teacher may be coming from another field and completely new to teaching, be a former elementary teacher new to teaching adults, or even be an experienced adult education teacher who is teaching a new subject or course.

The induction process is a program-wide project and is implemented by a team that includes the instructional leader, the mentor, and the new teacher. The instructional leader ensures that the conditions exist to implement the process, including time for the teachers to meet and to reflect on the teaching process. The mentor is an exemplary, experienced teacher who can help the new teacher set professional development goals and strengthen teaching practices. The project has created a freely available Adult Education Teacher Induction Toolkit that includes

- a Mentoring Guide;
- a Leadership Guide;
- a brief, “Evidence-Based Instruction and Teacher Induction”;
- three online courses; and
- the *Adult Education Teacher Competencies*.

All of these resources and more are available on the LINCS site at <http://lincs.ed.gov/programs/teachereffectiveness>.

## Teacher Competencies

One of the products of the Promoting Teacher Effectiveness initiative is the *Adult Education Teacher Competencies*. These set of competencies were developed through an intensive process of engaging with subject matter experts and practitioners. The initial list was drafted after an extensive review of the literature and adapted to the adult education setting, then reviewed by a number of field groups, and finally piloted as part of the teacher induction model. A total of seventeen competencies are divided into four domains:

- monitors and manages student learning and performance through data;
- plans and delivers high-quality, evidence-based instruction;
- effectively communicates to motivate and engage learners; and
- pursues professionalism and continually builds knowledge and skills.

Each domain contains competencies, and each competency includes a set of performance indicators that identify what the performance of this competency looks like in practice. Each performance indicator is accompanied by

**Continued on page 12**

# Highlights of CALPRO Activities

By CALPRO Staff

## Leadership Institute

Congratulations to the CALPRO Adult Education Leadership Institute Class of 2015 graduates!



They are as follows:

**Wesley Braddock**, Sweetwater UHSD, Chula Vista Adult School

**Randy Clem**, Kern Valley Adult School (CDCR)

**Valerie Clifford**, Campbell Adult and Community Education

**Mary Coggins**, Lompoc Adult Education

**David Finley**, Redlands Adult School

**Betty Harrington**, Fairfield-Suisun Adult School

**Patty Hurtt**, Poway Adult Education

**Sheila Joseph**, Martinez Adult School

**Rhonda Koff**, Folsom-Cordova Adult School

**Corinne Layton**, San Diego CCD

**Todd Livingstone**, Watsonville/Aptos Adult Education

**Danny Lockwood**, Pittsburg Adult Education Center

**Leo Lynch**, North Valley Occupational Center, LAUSD

**Albert Michael**, Bassett Adult School

**Jennifer Owens**, Grossmont Adult School

**Angelica Ramirez**, Los Angeles City College

**Sylvia Robles**, Hamilton Adult Education Center

**Grace Sauser**, Davis Adult & Community Education

**Emilio Urioste**, Burbank Adult School

**Graduating the Class of 2015 marks the 30th anniversary of the Leadership Institute!** And this class was one of the largest graduating cohorts in the last decade.

The one-year leadership development program is offered to aspiring and practicing administrators new to adult education, providing them 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 2016, nearly 30 nominations for the 2016 Leadership Institute were received. Of these nominations, 24 were selected for the Class of 2016 Adult Education Leadership Institute. The participants met in January 2016 for the first two-day session of the Institute and will meet again in April 2016 for a second two-day session followed by a final two-day session in July 2016. The Class of 2016 is as follows:

**Jennifer Barrett**, Elk Grove Adult and Community Education

**Laura Dutch**, Vallejo Adult School

**Tracy Foreman**, Huntington Beach Adult School

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

**Annette Gross**, Murrieta Valley Adult and Community Education

**Beverly Hatch**, Chino Valley Adult School

**Jodie Hoffman**, William S. Hart UHSD, Golden Oak Adult School

**Magdalena Kwiatkowski**, San Diego Community College District

**Cameron Layton**, Placer School for Adults

**Tracey Levy**, Fremont Adult and Continuing Education

**Lynn McConville**, Poway Adult School

**Elizabeth Molina**, Calipatria Adult School (CDCR)

**Suzanne Murphy**, Pittsburg Adult School

**Patricia Oliva**, Elk Grove Adult and Community Education

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

**Julia Peterson**, College of the Redwoods

**Katherine Powell**, Episcopal Community Services

**Tatiana Roganova**, East Side Adult Education

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

**Susan Taylor**, Grossmont Adult School

**Mark Thomas**, Episcopal Community Services

**Sherri Watkins**, Selma Adult School

**Joseph Williams**, Desert Oasis Adult School, CDCR

**Robert Wilson**, Tsunami Adult School, CDCR

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

Continued on page 13

# Begin Anew with CALPRO's Online Offerings

By CALPRO Staff

Spring is upon us—the season of rebirth and renewal that invites us to begin anew. Embrace the spirit of the season and reinvigorate your teaching this spring by participating in a CALPRO online offering. CALPRO offers an array of online professional development opportunities that are certain to rejuvenate your classroom practice and improve student learning.

## Teaching Critical Thinking—Upcoming Self-Directed Course

CALPRO offers eight self-directed courses that you can take entirely at your own pace. Courses include Introduction to College and Career Readiness Standards, Effective Strategies for Writing Instruction, Math Instructional Strategies, and Learner Goal Setting, among others. Beginning this summer, CALPRO will offer a new course, Teaching Critical Thinking. This course will provide methods for teaching critical thinking skills and for planning instructional activities that encourage and require students to think critically as well as strategies for helping students apply critical thinking to their lives, both in and out of the classroom. CALPRO self-directed courses are outstanding professional learning resources for very independent learners or adult educators with an irregular schedule. For more sustained and focused professional learning, team up with one or more colleagues from your program and take a course together, using it as a springboard for looking at needed changes in your agency or school's programs and curricula. Register for any of these courses by locating its title at the beginning of the month on the CALPRO Event Calendar (<http://www.calpro-online.org/rrc/RRC/calendar.asp>).

## CCRS2—New Facilitated Four-Week Online Course

CALPRO online courses run for a specific four-week period and are facilitated by an expert from the field. Each year, CALPRO offers a varied selection from our list of 14 course titles to address priorities throughout the state. Courses include Managing the ESL Multilevel Classroom, Postsecondary Transitions, Integrated Education and Training, Evidence-Based Writing Instruction, and Effective Lesson Planning, among others. This summer, CALPRO will pilot a new facilitated online course, College and Career Readiness Standards 2: English Language Arts (ELA) Implementation. This course will build on the work done in the College and Career Readiness Standards module (available as a self-directed course and a community of practice) and will focus on the alignment of materials

with the CCRS ELA standards and the application of the standards in the classroom. The facilitated online courses fill up fast, so when you see an announcement for one you are interested in, don't wait to register. Registration, limited to thirty participants, is usually reached in a couple of weeks. Plan to spend three to four hours per week in a course and, upon completion, receive a certificate for fourteen hours of professional development.

## Instructor Competencies Self-Assessment—Newly Revised

A newly revised Instructor Competencies Self-Assessment (ICSA) will be available on the CALPRO Web site in late spring. The new version of the ICSA aligns with the *Adult Education Teacher Competencies* developed by the U.S. Department of Education's Office of Career, Technical, and Adult Education and provides teachers with an individual professional development plan with resources from CALPRO, LINC, OTAN, and CASAS, among others. With this online tool, a teacher rates him- or herself on up to seventeen competencies that span four different domains and determines the areas of greatest relevance to teaching, ability, and priority. Visit the CALPRO Web site to take the self-assessment and obtain your individual professional development plan (<http://www.calpro-online.org/Assessmenttest/>).

## 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, using rubrics, and applying CCRS, among many others. Members can also initiate conversations to explore other professional interests, concerns, and questions.

Through its Web site, e-CoP members can also share lesson plans and other resources, add professional learning events to the community calendar, and reach out to each other for advice and information. Additionally, the e-CoP sponsors Webinars on topics of interest to teachers and administrators. Past Webinar topics have included Using Rubrics with ESL Learners; Analyzing ESL Comprehension Questions; Developing Students' Problem-Solving Skills; Integrating Basic Skills with Job Training; and Direct, Explicit Instruction. (Archived sessions can be accessed through the e-CoP Webinar page of the video library on CALPRO's Web site.) E-CoP membership is required in order to participate; membership is free, and registration takes only a few minutes. For more information, visit <http://calproecop.groupsites.com> or contact Catherine Green, e-CoP manager.

# CASAS Update: Preparing Your Program for WIOA



With the implementation of the Workforce Innovation and Opportunity Act (WIOA), California Workforce Investment Act (WIA)/WIOA Title II-funded agencies need to ensure they form valuable partnerships with their local Workforce Development Board (WDBs). Some considerations for this transition include the following:

- WIOA regulations require that at least 75 percent of youth funds be spent on “out-of-school” youth. Students between the ages of 18–24 in adult education programs are considered “out-of-school” youth.
- WIOA common performance measures include “achieving measurable skill gains.” All WIOA partner agencies will be able to report “in-program skills gains,” just as Title II agencies have been required to do under WIA legislation.
- Regional collaborators must identify the role of adult education in “sector-based strategies” in regional implementation of WIOA and how employer-driven feedback and collaboration between all WIOA partners is critical to regional success.

Enhancements to **TOPSpro Enterprise (TE)** support adult education programs as they transition from WIA to WIOA. TE provides a robust database system that meets the expanded reporting requirements for WIOA and includes a workforce certification option. Key enhancements are as follows:

- **WIOA—Barriers to Employment:** WIOA has introduced a new field called “Barriers to Employment.” Examples in this category include homeless individuals, veteran, foster care youth, and displaced homemakers. Once WIOA is implemented, all states and reporting agencies will need to record any of these categories that apply to

each student. TE now includes all of these new categories under the “Personal Status” field. Agencies can begin collecting the data now during this transition year.

- **Regional-Level Aggregation and Reports:** A new “Regional” level of aggregation and reporting has been added to the TE hierarchy so that Adult Education Block Grant (AEBG) consortia can aggregate data by region for AEBG reporting requirements. TE will also be able to generate AEBG quarterly and annual reporting tables. CASAS is working with the Capital Adult Education Regional Consortium to pilot the implementation of CASAS assessments as the consortium-wide common assessment instruments and TE as the regional data management system.
- **Workforce Skills Certification System (WSCS):** TE combines results from an employer-recognized and -validated soft skills assessment with results from reading and math assessments to generate a Workforce Skills Profile/Certificate, which learners can attach to their résumés when applying for jobs. Agencies trained to implement WSCS will be able to access the soft skills assessment. For more information go to [casas.org](http://casas.org) > **Product Overviews > Assessments > Workforce Skills Certification.**
- **Comprehensive Program Database:** TE is enabled to collect data for Career Technical Education, Adults with Disabilities Program, and Program for Pre-Apprenticeships, in addition to the WIOA-funded programs of Adult Basic Education, English as a second language, and high school diploma and equivalency.
- **Unique Student Identifier:** TE is enabled to collect multiple unique identifiers and includes the ability to collect Social Security Numbers.

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



Another successful OTAN Technology and Distance Learning Symposium 2016 (TDLS16) took place on March 11–12 at Fresno Adult School. Attendees were able to choose from over 30 different workshop presentations that ranged from social media for adult education to digital badging. Participants shared comments and resource links on Facebook and on Twitter, using the hashtags #tdls16, #adulthood, and #edtech.

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

### Curriculum

Based on input from OTAN Advisory Committee members, OTAN purchased a statewide license for KET Fast Forward, a program to prepare adult learners for High School Equivalency testing. The state license provides a 30-percent discount on purchases by any adult agency in California. For program information or to order online with the California discount, please visit the Web site at <http://tinyurl.com/qanqz3> or contact Arlene Mickley at 818-898-3340.

Continued on page 12

## “News from OTAN,” continued from page 11

Pilot projects using OTAN-purchased seat licenses from GED Academy will continue through June 30, 2016. Community Model of Online Learning pilot projects at Baldwin Park Adult and Community Education, Fairfield-Suisun Adult School, and Torrance Adult School (Hamilton Adult Education Center) will have access to personalized EdReady sites from NROC through June 30, 2016.

## Celebrating Student Success

OTAN partnered with the Association of California School Administrators (ACSA) to highlight the success stories of two adult learners at the ACSA Leadership Summit held at the Sacramento Convention Center. For more information about the honorees, Crystal Montero of Berkeley Adult School and Ruben Chacon of Baldwin Park Adult and Community Education, as well as previous honorees, please visit [www.adultedlearners.org/](http://www.adultedlearners.org/).

## Technology Integration

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

- Licensing Your Creations (Copyright and Creative Commons)
- Using Badges to Celebrate Achievement
- Creating Accessible Documents
- Free Web Tools to Use with Your Students

If your agency receives federal Workforce Innovation and Opportunity Act funding, an OTAN trainer can provide a site-based face-to-face workshop (or workshops) for staff at no charge to your agency. For more information, please call 916-228-2580 or e-mail any questions to [support@otan.us](mailto:support@otan.us).

## “Effective Teaching,” continued from page 8

a sample classroom illustration. Taken as a whole, this set of competencies can provide a roadmap for both teachers and programs toward effective teaching and successful learner outcomes.

## CALPRO’s Role

CALPRO is supporting the implementation of the *Adult Education Teacher Competencies* by creating a new community of practice (CoP) for 2015–2016, Effective Teaching in Adult Education, based on the new competencies. Participants will become acquainted with the four domains and seventeen competencies, reflect on application to their teaching, and begin creating an individual professional development plan. This CoP will be piloted in May 2016. (For information on participation, see the pilot announcement on the right.) The facilitators available to lead this CoP will be trained in September 2016.

## Spotlight on CALPRO Staff

Here are two CALPRO staff members whom you might not see often, but they do a lot for CALPRO behind the scenes!



**Marcela Movit, Ph.D.**, is a researcher at American Institutes for Research. She is a primary author on many of CALPRO’s most recent training modules, including Integrating Education and Training, Evidence-Based Writing Instruction, both College and Career Readiness Standards modules, and the

new Effective Teaching in Adult Education module. She organizes and facilitates CALPRO’s research-to-practice webinars and disseminates monthly bulletins on current research in the field of adult education. In addition to her work on CALPRO, Dr. Movit works on several national adult education projects, including the LINCS ESL Pro project and the National Reporting System project.



**Anne Mishkind** is a research associate at American Institutes for Research. Her work focuses on the areas of college and career readiness, state and federal policy trends, professional development systems in adult education, and improving English language instruction in adult education. She is the author of

the CALPRO research brief Evidence-Based Professional Learning and is currently working on a research brief on Effective Teaching in Adult Education. Ms. Mishkind’s experience includes a visiting fellowship at the Cairo Institute of Liberal Arts and Sciences in Cairo, Egypt, where she conducted research on the contextualization of liberal arts education in the Middle East and coordinated student community-service teaching at a local refugee center.

After the pilot and two rounds of revisions, the module will be available for agencies to schedule beginning in November.

## Pilot of Effective Teaching Module

CALPRO’s new module this year will be Effective Teaching, introducing instructors and instructional leaders to the Office of Career, Technical, and Adult Education’s new *Adult Education Teacher Competencies*. The module will be piloted at the Sacramento office in May 2016 with a group of participants. Programs that would like to send a pair of teachers or more to help pilot this new community of practice should contact Marian Thacher ([mthacher@air.org](mailto:mthacher@air.org)).

## Introducing Jennifer Aldrich



**Jennifer Aldrich** officially joined the CALPRO project as Project Technical Associate in December 2015, having worked in a part-time capacity with CALPRO since 2014. Before coming to CALPRO, Jennifer created Moodle courses and databases as part of WestEd’s Center for Prevention

and Early Intervention team. In that role, she learned Moodle Administrator functions from the ground up and created databases to serve social workers and early education teachers.

Jennifer has a background in a wide variety of industries. For seven years, she worked in college financial aid where she gave scholarships to underserved populations, presented tutorials for high school students and parents filling out the complicated financial aid forms for the first time, and directed a program allowing 4th graders from Title I schools the opportunity to become college students for a day. This program, called I’m Going To College, increased high school retention rates for their school districts and increased the likelihood that students in the program would go on to college. She also served as the primary financial aid representative for the students at the Culinary Institute of America’s Greystone Campus in Napa.

---

“Highlights of Activities,” continued from page 9

### Professional Learning Community Institute 2016

Applications for the 2016 CALPRO Professional Learning Community Institute (the PLC Institute) were due on March 11, 2016. PLCs 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 the following:

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/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 PLC Institute in 2015:

**Melissa Aguilar**, Inland Valley Educational Center  
**Gayla Baker**, Inland Valley Educational Center  
**Gustavo Bibiano**, Centinela Desert Institute  
**Michelle Bliss**, Merced Adult School  
**Rod Braly**, Golden Hills Adult School  
**Melissa Cahill**, Kern Valley Adult School  
**Randy Clem**, Kern Valley Adult School  
**Robert Clements**, Inland Valley Educational Center  
**Shawn Costa**, Merced Adult School  
**Lynda Daniel**, Monterey Adult School  
**Angelica Diaz-Roman**, Monterey Adult School  
**Dana Galloway**, Chaffey Adult School  
**Mike Gipson**, Kern Valley Adult School  
**Cindi Grovhoug**, Liberty Adult Education  
**Debbie Haag**, Chaffey Adult School  
**Karen Henry**, Golden Hills Adult School  
**Rosana Jeronymo**, Van Nuys Service Area  
**Amy Jewell**, Watsonville/Aptos Adult Education  
**Candace Lee**, Van Nuys Service Area  
**Joeun Lee**, Chaffey Adult School  
**Todd Livingstone**, Watsonville/Aptos Adult Education  
**Carvette McCalib**, Monterey Adult School  
**Dean Mealing**, Watsonville/Aptos Adult Education  
**Meg Medonis**, Golden Hills Adult School  
**Debbie Norgaard**, Liberty Adult Education  
**Launa Prince**, Van Nuys Service Area  
**Chris Rodriguez**, Merced Adult School  
**Cecile Villalobos**, Centinela Desert Institute  
**Sudie Whalen**, Liberty Adult Education

In 2016, the Institute will be held in two sessions in April and October over a total of five days and will include a preliminary Webinar and online professional learning assignments. The April session will provide agencies the framework and the training needed to craft plans and start a PLC process of school improvement. This process will focus on student learning through ongoing professional development embedded in the agency’s school calendar. Participating schools are expected to use the intervening time between the April and October sessions to take action on plans to lay the groundwork for PLC implementation for the 2016–2017 school year. The three days in October will be devoted to continuing training, feedback, evaluation, and problem solving in support of implementation.

## “Quality Career Pathways,” continued from page 1

be well informed about the nuances and requirements of each other’s programs. Tracking individual students as they matriculate from one educational entity to the next, or to the workforce, is one way to identify potential obstacles or barriers to be overcome.

*Multiple entry points* refers to the need for career pathways programs to accommodate students’ individual skill levels. This means that students can begin a program at the level most appropriate for them. As opposed to a “one-size-fits-all” approach, this is essentially personalizing learning for every student. On one hand, students who have mastered vocabulary can accelerate their learning and move on to units where mastery is still needed. On the other hand, a student who, for example, needs more math skills would be able to engage in math instruction in the context of the career pathway. Remediation, whether it’s for vocabulary or math, shouldn’t be a detour—it shouldn’t happen as a stand-alone event. The challenge for us is to provide that “just-in-time” remediation that will allow students to continue progressing and master the career pathway skills. To create these multiple entry points, agencies will have to adopt some very creative scheduling practices.

The *multiple exit points* feature addresses the fact that quality career pathways programs must be able to adapt to students’ needs to “stop out” for various reasons and reenter without having to repeat whole programs. As we’ve studied adult learner persistence, we are keenly aware of the fact that adult students have many, and often conflicting, responsibilities and demands on their time. By including multiple exit points, we create a program in which students can enter the workforce at various milestones and easily return to education when they are ready. California’s Workforce Development Plan references the need for programs that enable students to “build longer term skills through short-term serial training efforts.”

The California Workforce Development Plan goes on to identify other characteristics of successful pathways. It notes that pathways programs are characterized by a *high degree of program alignment and service coordination* among relevant agencies, the receipt of *industry-valued credentials* at each stage of training, and a high degree of *employer engagement* to ensure that the training and education provided are relevant to current labor market needs.

In my agency, Poway Adult School, we are currently rethinking how we offer our nurse assistant program in order to incorporate some of these critical features. Specifically, we’re considering how we can cut down instructional hours for students who have mastered concepts successfully so they can accelerate through the program. At the same time, we’re considering offering

just-in-time remediation in both medical terminology and math for nurse assistant students by extending the school day for students who need this extra support. We are also considering extending the number of days of instruction for students who need more time to master concepts in order to pass the state exam. Finally, we’re planning to offer the program on Friday evenings and Saturdays in order to accommodate students’ need to work and/or take care of their families. We expect to implement these strategies later this spring and hope that we will see an increase in the number of students who successfully complete the nurse assistant program and who either go directly to work or matriculate to a vocational nursing program.

**Biography:** Kathleen Porter is the executive director of Career Technical, Adult, and Alternative Education in Poway Unified School District. 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).

## “Importance of Collaboration,” continued from page 5

While not all students who completed the Healthcare Career Fundamentals class were able to enroll in the certified nurse assistant program, of the 311 students who did complete the introductory class, 285 were placed in permanent employment in the medical field. Students who were not able to enroll in the certified nurse assistant program received assistance to enroll in other health-related courses at the adult school or the community colleges. Many students were financially supported through Individual Training Accounts from the San Diego Workforce Partnership. Another peripheral benefit to the adult school was the new awareness of the parents of these students regarding the programs offered through the adult school. While the data is anecdotal, many of the parents also enrolled in programs such as medical assisting and certified nurse assistant. To date, approximately 90 percent of the students who have been served are low-income, first-generation high school graduates and first-generation college bound.

Although targeting graduating high school seniors, this program demonstrates the ability of an adult school to play a major collaborative role in leveraging multiple resources. With many of the action plans attached to the Adult Education Block Grant emphasizing student supports and wrap-around services, this is a model that can be replicated easily.

**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).

## “Director’s Message,” continued from page 2

Kathleen Porter’s cover story provides an overview of career pathways, and Karen Bautista writes about San Bernardino Adult School’s process of reinventing itself along a career pathways model. Dom Gagliardi describes Escondido Adult School’s health occupations career pathway program, and Janine Medina explains the role that community-based organizations can play in supporting career pathways. Together, these articles provide a window onto some of the most effective career pathways instruction taking place in adult education in California.

This issue also includes articles on how CALPRO is supporting instructor effectiveness by understanding and strengthening teacher competence. Most notably, this year CALPRO is developing a new PD module, Effective Teaching in Adult Education, formatted as a regional community of practice (CoP). The CoP will be piloted in May in Sacramento (See sidebar on page 12). Programs in the Sacramento area that would like to send a pair of instructors to the pilot are invited to apply. After the pilot, the materials will be revised and potential facilitators will be trained on the content in September 2016. The article “What Defines Effective Teaching?” offers an introduction to the competencies, their content and organization, and CALPRO’s newest CoP. Also, the article “Begin Anew with CALPRO’s Online Offerings” provides some additional information on the related Instructor Competencies Self-Assessment, which is aligned with the new competencies.

## “CBOs,” continued from page 6

Once students graduate from this training, they can transition into higher education within the community college system to continue their studies or go directly into employment with job placement assistance provided by one of WMSE’s Employer Service Representatives (ESRs). ESRs work regularly with employers in the green and construction industries to ensure that students have employment opportunities available to them after program completion. Another option for successful graduates of this program is Proteus’s pre-apprenticeship program offered through a partnership with the Northern California Laborers Joint Apprenticeship Training Committee. Upon completion of this additional two-week program, participants become eligible for direct entry status into the Laborers’ Union.

All student/participant outcomes are also tracked using Proteus’s internal databases, so information on completion, placement, and supportive services is documented and can be shared with partner institutions. Proteus is a Workforce Innovation and Opportunity Act–funded organization with a long history of working with adult schools. Look for us if you are in the Central Valley, and if not, take a look at services offered by the CBOs in your area.

Other features in this issue of *CALPROgress* include an update from the California Department of Education’s Adult Education Office Administrator Chris Nelson and a report from CALPRO’s Professional Advisory Board member Bette Empol. Ms. Empol writes about how Conejo Valley Adult School is implementing College and Career Readiness Standards (CCRS) following their participation in CALPRO’s Introduction to CCRS CoP. CALPRO staff contributed additional articles to the newsletter, highlighting the Leadership Institute, Professional Learning Communities Institute, and the online program, which showcases new courses under development. Rounding out the issue is an article introducing two new staff members, Bethany Ely and Jennifer Aldrich, that we are excited to have joining the CALPRO team, and a list of upcoming PD events.

In conclusion, two significant forces are among those shaping the adult education landscape in California: the new federal Workforce Innovation and Opportunity Act, with its emphasis on workforce preparation and improved learner outcomes, and California’s requirements for collaboration among adult schools, postsecondary institutions, and workforce partners through regional consortia. Within this context, it’s clear that strengthening teacher competence and effectiveness and supporting successful career pathways initiatives will serve our adult learners well. We invite you to join us as we move forward together on this path.

**Biography:** Janine Medina is the chief academic officer and director of education for the William M. Maguy School of Education, a Division of Proteus, Inc. She is a graduate of the CALPRO Leadership Institute and was the CBO representative on the Field Partnership Team for the California Department of Education Adult Education Office from 2012 to 2015.

## “Building Capacity,” continued from page 4

construct a solid foundation, and create systemic ways of doing everyday business. Our team comprises talented teachers engaged in the work they have chosen and motivated to help all students succeed. We look forward to the day that every student of ours is in a career pathway. This is the goal of our school and the intention of our federal and state leaders. This is the way to truly serve our customers, students and employers alike, in our community.

**Biography:** Karen Bautista, Ed.D., 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.

### “Adult Education Office,” continued from page 3

be reviewed by local boards. Furthermore, Title II state leadership funds must be used to align adult education activities with core programs, including career pathways. Connecting with local boards is also the springboard for adult educators in identifying one-stop delivery system services. Local boards provide the resources to identify regional workforce needs and established industry sector partnerships so that adult schools can develop industry-targeted programs using contextualized instruction and other technical training solutions that support student transitions into the workforce and long-term career training programs.

Once a plan is in place, adult educators can look at state infrastructure that supports career pathways in regional consortia. Although funding mechanisms may be earmarked for K–12 or community college coffers, there is ample opportunity to leverage and braid funds. The following are examples of funding sources (and legislation) that support career pathways models:

- CTE Model Curriculum Standards
- California Career Pathways Trust
- CTE Incentive Grant
- Assembly Bill 288 (dual enrollment)
- Senate Bill 1402/Economic and Workforce Development Funding – Doing What Matters Sector Navigator Grants
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Community College Basic Skills & Student Outcomes Transformation Program
- California Apprenticeship Initiative
- Project SlingShot: Accelerating Income Mobility through Regional Collaboration (CWDB)

Identifying funding streams as well as state policies that support career pathways systems is the first of a variety of strategies that can help consortia reduce costs, raise new revenue, and use existing revenue more effectively. This idea of braided funding confronts the reality of reductions in federal, state, and private funding; performance-based funding requirements; and the high cost of retraining adults, many of whom face barriers to employment. Employing multiple funding streams and strategies to provide all of the services required by California’s

low-skilled adult population promotes regional industry and education partnerships, system sustainability, other funding opportunities, and the ability to provide more comprehensive services more efficiently.

Adding a career pathways component to adult education consortia is one strategy for overcoming workforce barriers by bringing together regional industries, community services, government agencies, community colleges, and K–12 school districts to identify, enroll, educate, and prepare California’s low-skilled adults for high-demand career opportunities. And with the AEO now situated in the Career and College Transition Division at the CDE and working in tandem with a multitude of public, nonprofit, and education organizations, it is well equipped to support consortia efforts to develop and implement career pathways. The AEO looks forward to helping consortia connect the dots between these initiatives in 2016.

---

### “CCRS Community of Practice,” continued from page 7

follow-up meetings as well. Several teachers have shared evidence-based lessons they have created using the key terms. Others have shared the changes they made to existing lessons to include more evidence and real-life events. Our ESL teachers have been looking at both newer and existing materials, and we continue to have discussions about changes to the curriculum to better meet the CCRS. At the end of the spring semester when we plan for next year, we will make the final decision on what materials to order.

Our ASE program offers semester-long classes by subject in preparation for the HiSET exam. We have recently changed to new curriculum materials to better meet the CCRS. The ASE teachers have participated in both adult education CCRS Webinars and K–12 district training regarding the CCRS.

The CALPRO CoP was a good experience. It requires a time commitment, but the end result is well worth it. The facilitators make everything fun, and the information is presented in an interesting and direct manner that is easy to follow. I hope other regions will take advantage of this CALPRO CoP. A list of available topics can be found at [www.calpro-online.org/communitiesofpractice.asp](http://www.calpro-online.org/communitiesofpractice.asp).

**Biography:** Bette Empol is the academic programs coordinator at Conejo Valley Adult School and a member of the CALPRO Professional Advisory Board.