



# AEFLA

## Accountability Topics

### March 2014



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Meeting Contents

- **Accountability**
  - Review: NRS Cohorts, Tables 4 and 5 Data
- **Reminders**
  - California AEFLA Annual Performance Report
  - Summer Institute Poster Sessions
- **Upcoming Professional Development, Training, and Conferences**



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# Accountability

**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



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State Superintendent  
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# Reviewing Core Follow-Up Outcome Measure Changes

Automatic Cohort Designation for Core Follow-Up Measures – NRS Federal Table 5, 5A, & 10

<b>Program Year 2011-2012</b>	<b>Program Years beginning 2012-13</b>
Participants identified based on self-reported goals	Participants automatically identified based on assignment to a cohort. The definition for “cohort” varies by outcome.



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# Four NRS Cohorts

1. Enter Employment
2. Retain Employment
3. Obtain Secondary Credential
4. Enter Postsecondary Education or Training



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# Enter Employment Cohort

## Criteria:

- Not employed at time of program entry
- In labor force
- Exit from program during program year

### Entry Record

<b>15</b>	<b>LABOR FORCE STATUS</b> (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

### Update Record

<b>7</b>	<b>STATUS</b> (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours



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# Retain Employment Cohort

**Two ways to qualify:**

**Entry Record**

<b>15</b>	<b>LABOR FORCE STATUS</b> (Mark one)
<input checked="" type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

**Update Record**

<b>7</b>	<b>STATUS</b> (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

**- or -**

**Entry Record**

<b>15</b>	<b>LABOR FORCE STATUS</b> (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

**Update Record**

<b>7</b>	<b>STATUS</b> (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

<b>9</b>	<b>WORK</b>
<input checked="" type="checkbox"/>	Got a job
<input type="checkbox"/>	Retained job
<input type="checkbox"/>	Met work-based project goal
<input type="checkbox"/>	Entered job training
<input type="checkbox"/>	Entered apprenticeship
<input type="checkbox"/>	Entered military
<input type="checkbox"/>	Acquired workforce readiness skills
<input type="checkbox"/>	Reduced public assistance
<input type="checkbox"/>	Other



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# Important Qualifiers for Employment Cohorts

- Just marking “Got a Job” on Update field #9 does NOT achieve the NRS Enter Employment outcome.
- Just marking “Retained Job” does NOT achieve the Retain Employment outcome.

9
WORK
<input checked="" type="radio"/> Got a job
<input type="radio"/> Retained job
<input type="radio"/> Met work-based project goal
<input type="radio"/> Entered job training
<input type="radio"/> Entered apprenticeship
<input type="radio"/> Entered military
<input type="radio"/> Acquired workforce readiness skills
<input type="radio"/> Reduced public assistance
<input type="radio"/> Other

9
WORK
<input type="radio"/> Got a job
<input checked="" type="radio"/> Retained job
<input type="radio"/> Met work-based project goal
<input type="radio"/> Entered job training
<input type="radio"/> Entered apprenticeship
<input type="radio"/> Entered military
<input type="radio"/> Acquired workforce readiness skills
<input type="radio"/> Reduced public assistance
<input type="radio"/> Other





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# Important Qualifiers for Employment Cohorts (cont.)

- Student is **not** placed into either of the employment cohorts if Labor Force Status = “Retired” or “Not Employed/Not Seeking Work.”
- Examples of not seeking work: student is not looking for work, can’t work due to injury or family situation, or is incarcerated.

## Entry Record

<b>15</b>	<b>LABOR FORCE STATUS</b> (Mark one)
<input type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired



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# Obtain Secondary Cohort

## 1. GED

- Attempt all GED subsections
- Exit Program
- CDE data match to determine GED outcomes



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# Obtain Secondary Cohort (cont.)

## 2. High School Diploma

- Placement into ASE High (Entry field 18)
  - ✓ Pretest  $\geq 246$ , or
  - ✓ Placement at 11/12<sup>th</sup> grade level based on credits.
- Exit program

Entry Record

⑱ INSTRUCTIONAL LEVEL (Mark one)	
ESL	Basic Skills (ABE)
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy
<input type="checkbox"/> Beg. Low	<input type="checkbox"/> Beginning
<input type="checkbox"/> Beg. High	<input type="checkbox"/> Int. Low
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High
<input type="checkbox"/> Int. High	<input type="checkbox"/> ASE Low
<input type="checkbox"/> Advanced	<input checked="" type="checkbox"/> ASE High



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# Obtain Secondary Cohort (cont.)

## Update Field #9:

- Must mark “Passed GED” on Update field #9 to earn the GED outcome.
- Similarly, must mark “Earned high school diploma” to earn the HSD outcome.

EDUCATION	
<input type="checkbox"/>	Returned to K-12
<input checked="" type="checkbox"/>	Passed GED
<input type="checkbox"/>	Earned certificate <b>OR</b>
<input checked="" type="checkbox"/>	Earned high school diploma
<input type="checkbox"/>	Entered college
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Gained computer or tech skills
<input type="checkbox"/>	Mastered course competencies / educational plan
<input type="checkbox"/>	Other



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# Enter Postsecondary Cohort

1. Enrollment with Highest  
Degree Earned = GED or  
HSD on Entry Record  
and  
Exit Program

## Entry Record

⑦ HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)	
<input type="checkbox"/>	None
<input checked="" type="checkbox"/>	GED Certificate
<input checked="" type="checkbox"/>	High School Diploma <b>OR</b>
<input type="checkbox"/>	Technical / Certificate
<input type="checkbox"/>	A.A. / A.S. Degree
<input type="checkbox"/>	4 yr. College Graduate
<input type="checkbox"/>	Graduate Studies
<input type="checkbox"/>	Other



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# Enter Post-Secondary Cohort (cont.)

2. Earn a secondary credential  
while enrolled  
(on Update Record)  
and  
Exit Program

## Update Record

LEARNER RESULTS	
EDUCATION	
<input type="checkbox"/>	Returned to K-12
<input checked="" type="checkbox"/>	Passed GED
<input type="checkbox"/>	Earned certificate <b>OR</b>
<input checked="" type="checkbox"/>	Earned high school diploma
<input type="checkbox"/>	Entered college
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Gained computer or tech skills
<input type="checkbox"/>	Mastered course competencies / educational plan
<input type="checkbox"/>	Other



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# Enter Postsecondary Cohort (cont.)

## 3. Enrollment into designated Transitions class and Exit Program

Mark under “Transition focuses” in the TE Class Instance Record.

<b>Instructional Programs:</b>	<input type="radio"/> N/A	<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Adults w/Disabilities	<input type="checkbox"/> Other Program
	<input type="checkbox"/> Basic Skills (ABE)	<input type="checkbox"/> GED	<input type="checkbox"/> Health & Safety	<input type="checkbox"/> ROCP
	<input checked="" type="checkbox"/> ESL	<input type="checkbox"/> Spanish GED	<input type="checkbox"/> Home Economics	
	<input checked="" type="checkbox"/> ESL/Citizenship	<input type="checkbox"/> Career/Tech Ed	<input type="checkbox"/> Parent Education	
	<input type="checkbox"/> Citizenship	<input type="checkbox"/> Workforce Readiness	<input type="checkbox"/> Older Adults	
<b>Transition Focuses:</b>	<input type="radio"/> N/A	<input type="checkbox"/> This class does not focus on transitions		
	<input type="checkbox"/> Transitions to work			
	<input checked="" type="checkbox"/> Transitions to workforce training			
	<input checked="" type="checkbox"/> Transitions to postsecondary education			
	<input type="checkbox"/> Transitions from ABE/ESL into ABE/GED courses			
<b>Special Programs:</b>	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> EL Civics	<input checked="" type="checkbox"/> Jail	<input type="checkbox"/> Tutoring
	<input type="checkbox"/> Carl Perkins	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> None	<input type="checkbox"/> Workplace Ed.
	<input type="checkbox"/> CBET	<input type="checkbox"/> Even Start	<input type="checkbox"/> Other	
	<input checked="" type="checkbox"/> Community Corrections	<input checked="" type="checkbox"/> Family Literacy	<input type="checkbox"/> State Corrections	
	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	



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# Important Qualifiers for Enter Postsecondary Cohort

- Just marking “Entered college” or “Entered training program” on Update field #9 does NOT enable the student to achieve the Enter Postsecondary outcome.

EDUCATION <span style="float: right;">9</span>	
<input type="checkbox"/>	Returned to K-12
<input type="checkbox"/>	Passed GED
<input type="checkbox"/>	Earned certificate
<input type="checkbox"/>	Earned high school diploma
<input checked="" type="checkbox"/>	Entered college
<input checked="" type="checkbox"/>	Entered training program
<input type="checkbox"/>	Gained computer or tech skills
<input type="checkbox"/>	Mastered course competencies / educational plan
<input type="checkbox"/>	Other





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# Enter Postsecondary Cohort

**Multi-year follow-up and reporting is required**  
Table 5 includes two rows for this cohort –  
first row for current PY;  
**second row for updated prior PY.**

**Example of Table 5: PY 2013-14**

Core Follow-up Outcome Measures	No. of Participants in Cohort	No. of Participants Included in Survey Sample	No. of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	No. of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Postsecondary Education or Training---current program year	125		100	80%	50	50%
Entered Postsecondary Education or Training---prior program year	120		100	83%	60	60%



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# Enter Postsecondary Cohort

## Multi-year follow-up and reporting

- The TE California Core Performance wizard will identify students requiring Year 2 follow up for Enter Postsecondary during the **third quarter core performance submission**.
- Learners in the postsecondary cohort for the prior year who did not enroll in postsecondary education are followed up during the current PY.
- If a student entered postsecondary in the first year, follow up with that student is not required in the second year.



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# Important Qualifiers for All Cohorts

- It is entirely possible to have one learner qualify for more than one cohort, per NRS rules.
- If a student qualifies for more than one cohort, it is both expected and intentional – NOT an error.



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# Important Qualifiers for All Cohorts (cont.)

## Example 1:

- Learner enrolls in ABE program in September with labor force status = unemployed and highest diploma earned = high school diploma. Learner exits program in December with the same status.
- **Learner qualifies for both Enter Employment and Enter Post-Secondary Cohorts in the 2<sup>nd</sup> quarter.**



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# Important Qualifiers for All Cohorts (cont.)

## Example 2:

- Learner enrolls in ABE program in September with labor force status = unemployed, then exits in December. Learner gets a job in January, re-enrolls in ABE in April, and then exits program in June.
- **Learner qualifies for Enter Employment in the 2<sup>nd</sup> quarter and for Retain Employment in the 4<sup>th</sup> quarter.**



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# Important Qualifiers for All Cohorts (cont.)

## Example 3:

- Learner enrolls in GED program in September with labor force status = unemployed, earns GED in November, and then exits in December.
- Learner qualifies for both Enter Employment and Obtain Secondary in the 2<sup>nd</sup> quarter.



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# Important Qualifiers: Exit Program

- Reminder: Only students that **exit** program on Update field #7 qualify for any of the four NRS cohorts.

⑦	<b>STATUS</b> (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours



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# Important Qualifiers: Exit Program (cont.)

- When marking “Left Program,” focus should be on leaving that specific program, not necessarily leaving the agency entirely.

⑦	<b>STATUS</b> (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours





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# Important Qualifiers: Exit Program (cont.)

- Example: Student enrolls in GED program in September and earns GED in December. Student then enrolls into the agency's CTE program in January.
- Mark "left program" for this student even though s/he is still at the same agency, as student is now in a separate (non-WIA II) program.



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# Survey Sampling

- California uses a statewide survey sampling procedure to identify students for follow-up, so that agencies only need to follow-up with a portion of students that meet the NRS cohort criteria.
- Agencies use the TE California Core Performance Wizard to identify which students to survey each quarter.



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# Survey Sampling – 2012-13

- NRS requires random sampling survey response rates of **70%** for the state's data to be considered valid.
- Below are the actual survey response rates for each cohort during PY 2012-13:

<b>Core Performance Follow-Up Outcome</b>	<b>Statewide Random Sample Survey Total</b>	<b>Surveys Returned</b>	<b>Response Rate</b>
Entered Employment	<b>1,556</b>	<b>747</b>	<b>48%</b>
Retained Employment	<b>1,518</b>	<b>707</b>	<b>47%</b>
Entered Postsecondary or Training	<b>1,640</b>	<b>732</b>	<b>45%</b>



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# Core Performance and Payment Points

- Starting PY 2013-14, agencies earn payment points for NRS core performance outcomes.
- Process:
  - Learners are randomly selected for survey sampling using the TE California Core Performance Wizard
  - Agency sends each identified learner a follow-up survey via mail, e-mail, or phone
  - Learner responds to survey and reports a positive outcome (successfully gets a job, enrolls in training, etc.)



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# Core Performance and CA Payment Points

- Example 1:
  - Student is identified in Core Performance Wizard for the Enter Employment cohort
  - Agency sends survey by e-mail; student responds “Yes, I got a job!”
  - **Agency earns a payment point**



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# Core Performance and Payment Points

- Example 2:
  - Student is identified in Core Performance Wizard for the Enter Postsecondary cohort
  - Agency phones student; student reports s/he did not yet enter college
  - Agency does not earn a payment point this year, but multi-year follow-up provides a second opportunity for a payment point in the next PY



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# Review from January: Pre-Post Test Payment Points

ESL				ABE/ASE			
NRS Levels	CASAS Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for Complete a Level	CASAS post-test score required to earn a CA Payment Point for Advance One or More Levels	NRS Levels	CASAS Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for Complete a Level	CASAS post-test score required to earn a CA Payment Point for Advance One or More Levels
<i>Beginning Literacy</i>	180 and below	180	181	<i>Beginning Literacy</i>	141-145	145	146
					146-150	150	151
					151-155	155	156
					156-160	160	161
					161-165	165	166
					166-170	170	171
					171-175	175	176
					176-180	180	181
<i>Low Beginning</i>	181 – 190	190	191		181-190	190	191
<i>High Beginning</i>	191 – 200	200	201		191-200	200	201
<i>Intermediate Low</i>	201 – 210	210	211	<i>Beginning Basic</i>	201-210	210	211
<i>Intermediate High</i>	211 – 220	220	221	<i>Intermediate Low</i>	211-220	220	221
<i>Advanced</i>	221 – 235	235	236	<i>Intermediate High</i>	221-235	235	236
AEFLA Accountability Topics March 2014				<i>ASE Low</i>	236-245	245	246
				<i>ASE High</i>	246 and above	246+	31



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# Review: Pre-Post Test Payment Points

- At each EFL, Advance One or More Levels requires only **one** additional point gain between pretest and post-test after completing a level.
- To be reported in Advance One or More Levels, the student must be Retained in Program (Update Record field #7).

⑦	STATUS (Mark one)
<input checked="" type="radio"/>	Retained in program
<input type="radio"/>	Left program
<input type="radio"/>	No show or did not attend at least 12 hours





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# 2012-13 Statewide Data Payment Points Comparison

## Old System

- Significant +  
2-Level gains +  
GED/HSD  
= 201,306

## New System

- Table 4, Col. D +  
Table 4, Col. E +  
Table 5 Outcomes  
= 215,710
  - CAHSEE = 102 more
- Local agencies are encouraged to review their own data.
  - EL Civics payment points are not included above, as this aspect of the payment point system remains unchanged.



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# Reminders

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# 2012-13 California AEFLA Annual Performance Report

- Includes impact and successes on:
  - state leadership projects and activities
  - evaluation of adult education activities
  - collaboration with local Workforce Investment Boards and One-Stops
  - successes in each program area
- Download the complete report at [www.casas.org](http://www.casas.org);
  - enter the California Accountability Peer Community, and click on “CA State Reports and Research Briefs”



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# Poster Sessions at CASAS Summer Institute

- Held on Thursday, June 19, 8:00am–9:15 am.
- Poster sessions are accepted from all agencies attending the Summer Institute
- Agencies should have a representative available to answer questions and provide 100 copies of handouts describing curriculum or promising practices
- Applications are due May 1, 2014
- Contact [lgigante@casas.org](mailto:lgigante@casas.org) for more information



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# Upcoming Professional Development and Training

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# CASAS

## Online Facilitated Training

Date	Time	Training
Mar 4	10:00-11:30a.m.	CASAS eTests® Online Implementation*
Mar 12	10:00-11:00 a.m.	CASAS eTests® Online Network Meeting*
March 20	10:00-12:00 a.m.	Jump Start CASAS eTests® Online Implementation*
April 8	10:00-11:30a.m.	CASAS eTests® Online Implementation*
April 24	10:00-12:00 a.m.	Jump Start CASAS eTests® Online Implementation*

- **\*Meets CDE requirement for Implementation Training for 2013-14**
- **Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)**



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# CASAS Online Self-Paced Workshops

- CASAS Appraisal Training
- CASAS Implementation Training\*
- CASAS Beyond Implementation Training\*
- CASAS CIT Certification
- CASAS eTests® Online Coordinator Certification
- CASAS eTests® Online Proctor Certification

**\*Meets CA WIA, Title II Training Requirement**  
Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)



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# OTAN Technology Workshops

- **Speak Up Online!**  
Tuesday, March 4, 4p.m. — 5p.m
- **Moodle v2: Glossaries: More Than Just Definitions!**  
Wednesday, March 5, 2p.m. — 3:30p.m
- **Moodle v2: Communication in Your Online Course**  
Thursday, March 13, 4p.m. — 5:30p.m.
- **Moodle v2: Wikis to Increase Student Collaboration**  
Friday, March 14, 2p.m. — 3:30p.m
- **ePortfolios for Empowered Students and Happy Teachers**  
Tuesday, March 18, 11a.m. — 12:30p.m.





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# OTAN

## Technology Workshops

- **Mobile Devices in Adult Education Part 1**  
Friday, March 21, 2p.m. — 3:30p.m.
- **Online Curriculum Series, Part 1**  
Friday, March 21, 12p.m. — 1p.m.
- **Moodle v2: Add a Synchronous Meeting Activity**  
Monday, March 24, 1p.m. — 2:30p.m.
- **Creating a High Quality Online Course**  
Tuesday, March 25, 4p.m. — 5:30p.m.
- **An Online Presence for Teachers**  
Wednesday, March 26, 3p.m. — 4:30p.m.
- **To PowerPoint and Beyond!**  
Wednesday, March 26, 1p.m. — 2:30p.m.



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# OTAN

## Technology Workshops

- **Digital Literacy and Citizenship Toolkit**  
Friday, March 28, 3p.m.—4:30p.m.
- **Apps for Administrators & Teachers**  
Friday, April 4, 9a.m.—10:30a.m.
- **EL Civics: Digital Literacy & Internet Safety**  
Friday, April 4, 12p.m.—1:30p.m.
- **Creating Web Sites – Wix and Google Sites**  
Tuesday, April 8, 2:30p.m.—4p.m.
- **Online Curriculum Series, Part 2**  
Wednesday, April 9, 4p.m.—5p.m.
- **Social Media for Adult Education**  
Wednesday, April 9, 12p.m.—2p.m.



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# OTAN Self-Directed Online Workshops

- **Excel Budgets**

Register at [www.CAAdultEdTraining.org](http://www.CAAdultEdTraining.org)

AEFLA Accountability Topics March 2014



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# CALPRO

## Communities of Practice

Integrated and Contextualized Workforce Skills in the ABE/ASE or ESL Classroom, Huntington Beach Adult School

- Session 1: April 4, 2014 (All Participants)
- Session 2a: May 2, 2014 (ABE/ASE only)
- Session 2b: May 30, 2014 (ESL only)

Applications Due: March 7, 2014

Register at [calpro-online.org](http://calpro-online.org)



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# CALPRO

## Communities of Practice

Integrated and Contextualized Workforce  
Skills in the ABE/ASE Classroom,  
Los Angeles Trade Tech College

- Session 1: March 28, 2014
- Session 2: April 18, 2014

Applications Due: March 10, 2014

Register at [calpro-online.org](http://calpro-online.org)



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# CALPRO

## Communities of Practice

Evidence Based Writing Instruction (ABE/ASE and ESL), Santa Ana Community College

- Session 1: April 4, 2014
- Session 2: May 2, 2014

Applications Due: March 14, 2014

Register at [calpro-online.org](http://calpro-online.org)



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# CALPRO Online Courses

- Effective Lesson Planning (starts 3/3)
- Optimizing ESL Instructional Planning: Management, Monitoring and Reflection (starts 3/10)
- Designing Programs for Adults with Learning Disabilities
  - Session 2: Effective Instructional Strategies (starts 3/17)
- Visit CALPRO Event Calendar to view additional courses scheduled for Spring 2014



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# CALPRO Institute

## **Professional Learning Communities** Sacramento:

Session I of II - June 23, 24 and 25

Session II of II – November 13 and 14

- Online participation before and between meetings
- Applications available in March





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# CALPRO Institute

## Leadership Institute

- For New and Aspiring Administrators
  - Session 1: March 27-28, 2014
  - Session 2: June 9-11, 2014
- Application process is closed for this year



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# CALPRO Webinars

Be on the lookout for the scheduling of the Webinar Series:

- Instructors Forum
- Administrators Forum
- Research and Special Topics Webinars
- Quality Indicators Webinars



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# CALPRO Online Resources

- **Virtual Workrooms for Adult Educators** (Multilevel ESL Instruction; Best Practices in ABE Reading; Workforce Skills)
- **Video Library**
- **Self-Assessments and PD Plans**

Visit:

[www.calpro-online.org/onlineCourses.asp](http://www.calpro-online.org/onlineCourses.asp)



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State Superintendent  
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# Upcoming Conferences

- Bay Area CCAE Conference  
March 1, Berkeley Adult School
- Technology and Distance Learning Symposium  
March 7–8, Baldwin Park Adult and Community Education
- Los Angeles Regional CATESOL Conference  
March 8, CSU Northridge
- CCAE State Conference  
April 25-26, San Diego
- Northern California Regional CATESOL Conference  
April 26, Sacramento County Office of Education
- CASAS National Summer Institute ([www.casas.org](http://www.casas.org))  
June 17-19, Town and Country Resort & Convention Center, San Diego, CA



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# Questions?