

Virginia Narrative Report 2013-2014

STATE LEADERSHIP FUNDS

In 2013-2014, The Office of Adult Education and Literacy (OAEL) used leadership funds to provide opportunities throughout the state for professional development, technological advances, and technical assistance.

Professional Development

The Virginia Adult Learning Resource Center (VALRC)

2013-2014 brought significant changes to the field of adult education, most significantly the transition to the computer-based 2014 GED[®] test. The Virginia Adult Learning Resource Center (VALRC) made extra efforts to provide timely and relevant resources, publications, technical assistance, and training to Virginia adult educators during this critical time while working closely with the Virginia Department of Education's Office of Adult Education and Literacy to address the priorities of OAEL's five-year Strategic Plan.

Online and On-Site Training

In program year 2013-2014, the VALRC provided 366,199 hours of training to 3,640 participants around the state. In addition to face-to-face workshops, VALRC offered six- and eight-week facilitated online courses on topics such as ESOL multilevel classes, reading, and numeracy and self-paced, non-facilitated courses that provided policy and assessment certifications.

2014 GED[®] Test Preparation

VALRC specialists worked to gather the most up-to-date information about the 2014 GED[®] test from GED Testing Service and disseminate it to the field through trainings, technical assistance, listservs, and social media including the Virginia GED[®] 2014 online discussion forum. We developed five new trainings focused on math and math practices. VALRC delivered 62 on-site trainings to inform teachers about the 2014 test and support them in making necessary instructional changes. Representatives from each of Virginia's 22 adult education regions attended one of our *Unpacking the 2014 GED[®] Test* workshops. Also in high demand were the *Teaching Strategies for the Extended Constructed Response Items on the 2014 GED[®] Test* and *2014 GED[®] Science and Social Studies through Project-based Learning* workshops.

Virginia Adult Educator Certification Program

VALRC continued to promote high quality, research-based program and instructional practices through the Virginia Adult Educator Certification Program (VAECP). 2013-2014 saw 52 level completions across two strands, bringing the total number of VAECP level completions to 514. This year, Level I for both the ABE/GED and ESOL instructor strands was converted from a series of three face-to-face workshops to an eight-week, online course. The shift increases depth of learning and reflection opportunities and builds teachers' technology skills while making it easier to reach participants from diverse geographic regions. Session 2 for support staff was also developed.

Regional Program Manager Training

VALRC developed and conducted training for new regional program managers that also fulfilled the requirements of the VAECP's program manager strand. The Resource Center trained mentors for new managers and provided OAEL with assistance in the content of three regional program manager meetings, including the content of three regional

program manager meetings, including one held at the Virginia Institute for Lifelong Learning Conference (VAILL).

PluggedInVA

VALRC continued to promote this innovative career pathways program, delivering technical assistance to 11 programs in different regions around the state. Additionally, VALRC worked to define a three-tiered system for PluggedInVA: Pathways (for adults with skills below fifth grade equivalency), Workforce (fifth through eighth grade skill levels), and Careers (for adults with skills at or above ninth grade equivalency). VALRC received a sub award to a U.S. Department of Labor Trade Adjustment Act for Careers and Community College Training grant to develop PluggedInVA curricula for phlebotomist, forensics technician, and pharmacy technician careers.

Publications and Communications

The comprehensive *Virginia Adult ESOL Health Literacy Toolkit* was published in summer 2013. Major revisions were made to the *New Teacher Handbook*, which is hosted on a newly developed website and was introduced to the field in summer 2014. VALRC also prepared the *2013 Survey of Virginia Foreign Born Population*, which gives reader-friendly regional profiles of Virginia's immigrant population, for publication in print and online. During 2013-2014, the VALRC maintained eight websites, four listservs, and a Provider Directory with contact information for adult education programs around the state. Additionally, VALRC developed an annotated list of *Apps and Websites for Teachers and Students in Adult Education Programs* and fostered active online learning communities through Facebook and Twitter accounts and the Virginia GED® 2014 forum.

Knowledge Center

VALRC undertook an in-depth evaluation of Virginia's learning management system, Knowledge Center, and adopted Knowledge Center as a replacement for the Electronic Registrar Online system formerly used to track Virginia's professional development efforts. Resource Center data and records were converted from ERO to Knowledge Center. The new system will be accessible to the field in fall 2014.

Radford University (RU)

During the 2013-2014 program year, the Office of Adult Education and Literacy Projects at Radford University (RU) supported OAEL through the organization of regional trainings and conferences, as well as professional development initiatives. RU planned the Virginia Institute for Lifelong Learning (VAILL) by coordinating four VAILL Advisory Board meetings. Eighty seven workshop sessions were offered for 410 registered participants at the Institute held in July at Radford University. RU organized the New Regional Program Managers Meeting (20 participants) held in September, 2013, and the New Regional Program Managers meeting (20 participants) held in March of 2014. RU coordinated meetings for all regional program managers and their leadership teams in September 2013 (82 participants) and March 2014 (70 participants). Also in the fall of 2013, RU coordinated eight regional data trainings for adult education regional program staff and EL/Civics staff. RU continued to support two Targeted Technical Assistance Contactors (TTAC) who provide technical assistance and program development support to local program managers and regional program managers. These contractors assisted the director of OAEL in facilitating mentor/mentee meetings to support new regional program managers in the effective management and implementation of adult education and literacy programs.

Learning Management System (LMS)

In 2013-2014, OAEL continued funding a pilot project initiated in 2012-2013 called the Learning Management System (LMS). The pilot project, funded with AEFLA leadership funds, involves upgrading the LMS application, testing the application, and providing staff training to the pilot participants. The application is a database for collecting and reporting student data using laptop computers or tablets with Wifi connectivity that will permit teachers and administrators to download or view student data and immediately generate student or class reports. For programs outside of the LMS pilot, teachers record attendance or document assessment results for each class

using paper and pencil. Some may enter the information into a spreadsheet, but the spreadsheet is a stand-alone object and is not connected to a central filing system or database.

With LMS, once teachers enter their attendance, test results, or whatever information they are required to enter, they can immediately download a report that includes the information just entered. After taking attendance, for example, the teacher can download a report identifying which students are within 5 hours of being eligible to post test or a report indicating how many classes a certain student has missed that month. Currently, none of our adult education programs have access to such real-time information.

In 2012-2013, the Adult Education and Family Literacy Act (AEFLA) Region 1 program (LENOWISCO region), developed the pre-alpha version of LMS. The alpha version was completed in 2013-2014 and testing of LMS alpha by the pilot participants was conducted. In addition to the LENOWISCO regional program, which designed and revised the database, the LMS pilot participants are the New River Valley regional program (Region 4), the Thomas Jefferson regional program (Region 10), and the West Piedmont regional program (Region 12). The pilots are required to submit project reports to OAEL and to participate in monthly phone conference calls with the OAEL to discuss the project.

For 2014-2015, the pilot project will continue with the development and testing of the beta version of LMS. The beta version will include fixes to any bugs detected during the 2013-2014 pilot phase and the development of certain reports deemed necessary by the pilots. Region 1 is also exploring options to move LMS to the cloud to allow for expansion if and when LMS is made available to the other regional adult education programs.

PERFORMANCE DATA ANALYSES

NRS Target Performance

In 2013-2014, Virginia's NRS performance improved for a second year in a row. Following 2011-2012, when Virginia did not meet a single target, the state met three educational functioning level (EFL) and two core follow-up outcome targets in 2012-2013. In 2013-2014, Virginia met four EFL and three core follow-up outcome targets (with one follow-up outcome target still to be determined).

During 2013-2014, Virginia adult education programs served 22,902 adults, which represent 93 percent of the estimated need based on American Community Survey (ACS) data. Virginia adult education programs post-tested 11,430 students or 53 percent of NRS-reportable, post-test eligible students and retained 15,369 students or 67 percent of the state's total enrollment.

Staffing

Virginia's adult education programs are largely supported by staff employed on a part-time or volunteer basis. Only 10.5 percent of all staff is identified as full-time, whereas 84.1 percent is identified as part-time, and 5.2 percent is identified as volunteer. In terms of job function, approximately 8.2 percent of all staff identified themselves as administrators, 82.4 percent as teachers, and 9.1 percent as counselors or paraprofessionals. Of Virginia's 953 adult education teachers, 59.8 percent have more than 3 years of experience teaching adult education, 23 percent have less than one year teaching adult education, and 17.1 percent have between one and three years experience teaching adult education.

Student Enrollment

Virginia programs reported a total enrollment of 22,902 for 2013-2014. In terms of general demographic information, the three largest adult student populations in ranked order by race-ethnicity are Hispanic or Latino (8,536 students; 37.3 percent of total enrollment), black or African American (5,898 students; 25.8 percent of total enrollment), and white (5,582 students; 24.4 percent of total enrollment). The number of Hispanic or Latino

participants remained steady from last year (8,522 Hispanic or Latino students in 2012-2013) while the black or African American and white enrollments represent declines from last year of 9 percent and 10.3 percent, respectively.

In terms of age categories, the three largest adult student populations in ranked order are 25-44 years of age (12,246 students; 53.5 percent of total enrollment), 19-24 years of age (4,634 students; 20.2 percent of total enrollment), and 45-59 years of age (4,063 students; 17.7 percent of total enrollment). Enrollment by adults in the 25-44 and 45-59 age categories held steady from last year. However, enrollment by adults 19-24 years of age declined significantly from last year going from 5,154 adults to 4,634 adults, representing a drop of 10.1 percent.

Enrollment and Educational Gain by Program Type

A total of 11,543 learners, or 50.4 percent of the total enrollment, registered for ESL programs, which represent the largest population of learners served of the three program types (ABE and ASE being the other two program types). Of the six ESL EFLs, ESL Intermediate Low was reported as having the highest participation, with an enrollment of 2,631 learners, and ESL Intermediate High was reported as having the second highest participation, with an enrollment of 2,389 learners.

In 2013-2014, ABE learners represented the second largest population of adult education students. Approximately 9,085 adult students, or 39.7 percent of the total enrollment, participated in ABE programs. More ABE learners enrolled at the Intermediate Low level (4,298, or 47.3 percent of the total ABE enrollment) than at any other ABE EFL. The lowest ABE enrollment was at the Beginning Literacy level (217 adults, or 2.4 percent of ABE learners).

Approximately 2,274 adult learners, or 9.9 percent of the total adult education population, enrolled in an ASE program. Of the two EFLs that comprise ASE, more students enrolled at the ASE High level (1,336 students) than at the ASE Low level (938 students).

In 2013-2014, Virginia ESL students had far more success achieving academic improvement than their ABE-ASE counterparts. Statewide, Virginia ESL students met three out of the six negotiated EFL targets, ESL High Beginning, ESL Intermediate Low, and ESL Intermediate High. ABE-ASE students met one out of five EFL targets, ASE Low. The post-test rate among Virginia ESL students in 2013-2014 was significantly higher than for ABE and for ASE students. Approximately 58.8 percent of ESL students post-tested last year, whereas only 46.3 percent of ABE and 46.5 percent of ASE students took a post test.

Efforts to Improve Outcomes for Core Indicators

In 2010-2011, Virginia met only one NRS performance target, Obtain GED®. Although the state managed to meet one follow-up outcome target, the state did not meet any of its negotiated federal EFL targets. Recognizing the need to turn things around, OAEL developed a three-part plan to address this failure.

First, the decision was made to move out of continuation mode for AEFLA funding and implement a competitive grant award process based on regionalized providers. In 2011-2012, when the state truly hit rock bottom and failed to meet any of its NRS targets, OAEL staff had already begun planning to implement a system of competitive, regional AEFLA funding. Regionalization was officially implemented in 2012-2013.

To ensure that programs awarded grants under regionalization made progress towards meeting performance targets, the decision was made to improve monitoring and evaluation. In particular, OAEL developed and implemented a quarterly desk review system that would track spending, post testing, and student enrollment. If regional adult education programs could improve their enrollment and post-test target performance, this, it was surmised, would translate into improved EFL completion regionally and statewide. Although the state's data system was revised to meet the need for collecting data under regionalization, the system's reporting features were not updated to accommodate both types of reporting, specifically regional program reporting for AEFLA and individual local

program reporting for EL/Civics. As a result, staff encountered challenges generating the desk review for 2013-2014. It is expected that staff will continue to work out the glitches to the quarterly desk review in 2014-2015.

The third aspect of OAEL's improvement plan is to provide training to AEFLA and EL/Civics grant recipients that focuses on using data to improve program performance. OAEL staff introduced this training to programs through a series of regional face-to-face trainings in the fall of 2013. More extensive training was provided in the fall of 2014, which provided programs with an understanding of how to identify their performance data at the regional and local program levels, as well as at the classroom level, in order to have sufficient information to identify program strengths and weaknesses. Program representatives also learned to construct spreadsheet-based tools to manipulate and analyze program data. OAEL will continue to provide similar training, building on what has already been provided.

INTEGRATION WITH OTHER PROGRAMS

Integration and Partnerships

Moving Pathways Forward

The OAEL director attended a Moving Pathways Forward Project Orientation meeting for states on May 14, 2014, while at the national state directors meeting. Our state's overall goals for participation in the project include the development of a plan for a systematic approach to career pathways integration for all of our state-funded adult education programs, including instructional support, partner-building, incorporation of credentialing, and professional development. Through participation in the Moving Pathways Forward project, we hope to develop a focused plan to expand our career pathways initiatives to lower skill levels. We hope to extend these supportive, workplace-focused opportunities to adult learners who do not test at the high level now required for participation in PluggedInVA.

Career Pathways Work Group

The OAEL specialist for federal programs served on the Career Pathways Work Group for the 2013-2014 program year. When he left OAEL in August, 2014, the director of OAEL was appointed to the Work Group. For the 2013-2014 program year, adult education contributed to the Virginia Workforce System Report Card and submitted data to the Joint Legislative Audit and Review Commission (JLARC). Neither were obligations of the Work Group, but the Work Group consulted with a policy analyst for the Council on Virginia's Future to compile the Virginia Workforce Report Card. Further, the group participated in the rebranding of the workforce system by developing the [Elevate Virginia](#) website.

WIB and One Stop Representation

No staff member from OAEL sits on the Virginia Board of Workforce Development; rather, the Secretary of Education holds a seat. Representation at the local level, however, is pervasive. There are 15 local WIBs in Virginia. Within one-stop centers of each workforce investment board, adult education programs may provide referrals, collocate services, or both.

Funds Used to Support One-Stop System Activities and Services

For 2013-2014, local programs reported that approximately \$238,039.58 in cash and \$73,923.37 in in-kind support was contributed to activities and services provided at the one-stop centers throughout the Commonwealth. The majority of the funds were used to support salaries and benefits. Listed below are the types of activities and services provided by local programs.

- ABE/GED® instruction
- In-service presentations for one-stop employees
- Career and job fair participation
- Continuous quality improvement training
- TABE training for one-stop staff
- Rapid response team participation
- Shared recruitment and referrals to and from one-stop partners
- KeyTrain training and WorkKeys assessment
- One-stop office staffing
- Internet job listing
- ESOL classes for one-stop partners

Career Pathways and PluggedInVA (PIVA)

PluggedInVA is the workforce model for the Department of Education’s Office of Adult Education and Literacy. The model is a six-month intensive integrated program that prepares learners for life-sustaining careers in regional high-demand jobs. The program employs a contextualized curriculum that includes GED® preparation, Career Readiness Certification preparation, Microsoft Digital Literacy, professional soft skills, 21st century skills, postsecondary readiness, job readiness, and industry-specific credentialing. Adult education providers partner with local businesses, other state agencies, community colleges, technical schools, and community organizations to provide an integrated curriculum and support system that will successfully prepare low-skilled adults without a high school credential for work in high-growth industries.

Since 2009, PluggedInVA completers have attained 475 industry-recognized credentials. During the 2013-2014 fiscal year, 120 students (100% of PluggedInVA completers) in PluggedInVA programs attained industry-recognized credentials and Career Studies Certificates from Virginia community colleges.

Industry-recognized credentials include IC3 (Microsoft), Certified Electronic Health Records Specialist (CEHRS), CNA, Refrigeration Recovery, Phlebotomy, Electronic Medical Records, National Center for Construction Education Research (NCCER), OSHA Safety ,OSHA 10, Medication Administration, HVAC, Electricity, HIPAA, CPR & First Aid, Pharmacy Technician (State and National), Welding, Machining, and CDL (Truck Driving).

Career Studies Certificates issued by Virginia community colleges for PluggedInVA students include Manufacturing Technician, Entrepreneurship, Electronic Medical Records, HVAC, Welding, Information Technology, Construction and Weatherization, Electrician Helper, Software Quality Assurance, Phlebotomy, and Pharmacy Technician.

Additionally, 120 PluggedInVA students earned their Microsoft Digital Literacy Certifications. Adult education programs reported 171 Career Readiness Certificates (CRCs) awarded in 2012-2013 (36 gold, 75 silver, 38 bronze, and 22 not identified). In 2013-2014, adult education programs reported 170 CRCs awarded (25 gold, 80 silver, 47 bronze, and 18 not identified).

VALRC conducted workshops on career pathways and contextualized instruction during the year. During the 2013-2014 program year, PluggedInVA programs were operating in 12 of our 22 adult education regions. We are working to increase that number.

ENGLISH LITERACY /CIVICS (EL/C) PROGRAM

Overview

In 2013-2014, Virginia issued EL/Civics grant awards to 18 programs. These competitive grants were awarded to address priorities such as meeting NRS accountability targets, incorporating civics education into ESOL classes, providing citizenship preparation, and increasing access to EL/Civics services.

The sub recipients reflect a broad geographic distribution and multiple organizational types, including public school divisions, postsecondary institutions, regional adult education programs, and community-based literacy organizations (CBLOs). Students enrolled in regional adult education programs make up the single largest portion of the funded population, 46.23 percent (1,851 students). This is a change from last fiscal year (2012-2013) during which CBLOs served the largest portion of enrolled students.

Statewide Activity

In 2013-2014, 4,004 EL/Civics learners were served, representing an increase of 70.6 percent from 2012-2013's enrollment of 2,347 and a 30 percent decrease from 2011-2012's enrollment of 3,351. During the year, 2,280 (56.94 percent) EL/Civics learners took a post-test. Of those, 1,597 (70 percent) made an educational gain.

Forty percent of the total enrollment made an educational gain, an increase of six percentage points over 2012-2013. Ten programs met at least 50 percent of their EFL targets and six met at least 70 percent of their EFL targets. While none of the programs met all EFL targets for EL/Civics students for the year, two programs, Commonwealth Catholic Charities and Literacy Volunteers of Charlottesville-Albemarle, met more than 80 percent of their EFL targets.

A comparison of the data of the two largest funded groups of providers, CBLOs and regional adult education programs, indicates that they varied significantly in overall retention and EFL gains. Of the 1,245 students served by CBLOs, only 28 percent made a gain, while 49 percent persisted beyond the program year. This is a decrease of two percentage points in EFL gain, but an increase of 23 percentage points in students persisting to the next year. In contrast, almost 53 percent of EL/Civics students in regional adult education programs made an educational gain while only 30 percent persisted beyond the first year.

Of the 281 EL/Civics students who set the goal of obtaining citizenship, 69, or 25.5 percent, achieved it. This is a decrease of almost 15 percentage points from 2012-2013.

Local Program Activity

Peninsula Area

Literacy for Life (Community-based Literacy Organization)

During fiscal year 2013-2014, Literacy for Life continued to strengthen its EL/Civics program. Two new tutor-led classes were added to the class schedule: Community Service and Money Smart. Learners in the Community Service class, a project-based class, recently organized a food drive to benefit the FISH Food Pantry in Williamsburg. A highlight of the project was a class field trip to FISH to learn about the organization and the people it serves. The learner-led food drive collected over 200 cans of food and over 100 pounds of cereal and pasta for FISH! The Money Smart financial literacy class was introduced and covered topics such as budgeting, tracking spending, saving, checking accounts, and credit cards. Learners also went on a field trip to a local bank where bank employees spoke to the group about healthy spending habits and banking services. Some of the learners had never been inside a bank

before.

While EL/Civics is taught year round, April was designated “Civics Month,” during which time an emphasis was placed on civics related resources and classes available. A board in the reception area was used to gather responses from tutors, learners, and staff on " Civics....what does it mean to you?" Literacy for Life plans on repeating and expanding this event.

Northern Virginia

The Prince William County Schools (PWCS) EL/Civics liaison organized and presented citizenship classes and seminars for United States Citizenship and Immigration Services (USCIS) Naturalization at the Prince William SkillSource one-stop center. The liaison provided daily individual assistance and counseling as needed for Prince William SkillSource walk-in customers relating to USCIS Naturalization, ESOL, GED® preparation and testing, ABE, and other workforce development needs. The liaison collaborated with USCIS, securing free USCIS Books, CDs, flash cards, and other resources for citizenship class students. The EL/Civics liaison provided on-site one-stop partner support and continuous quality improvement for Prince William SkillSource team participants. The liaison is collaborating as an integral Prince William SkillSource business team member representing the PWCS Adult Education Program, to carry out and follow up on community connections employment mixer events including constructing invitations, reaching out to student job seekers and community employers, developing agendas and securing guest speakers, creating follow-up newsletters for partners and community participants, and evaluating results for continuous improvement.

Commonwealth Catholic Charities (CCC)

The Commonwealth Catholic Charities EL/Civics Education Program is a combined program in three locations, Roanoke, Richmond, and Hampton Roads. This program provides recent adult refugee arrivals with an opportunity to learn or to improve upon their English literacy and civics education skills through 80-100 hour *Intensive English Language/Civics* classes. There were 19 leveled, four-week classes taught in combined locations. In all, 271 students were provided with instruction through the CCC program, which includes four to six hours of class daily, Monday through Friday. These classes include computer instruction using USALearns.org, focused classroom time, presentations from community resource personnel, field trips, and pre-employment classes. All of the instruction is provided by volunteers who are trained by the Local Education Specialist and who periodically attend in-service activities. CCC of Roanoke offered one in-service activity this year, CCC of Richmond offered two, and CCC of Hampton Roads had five in-service offerings. The in-service focus for this year was on the topic of using technology, especially in the area of pre-employment. The CCC Program met the federal targets in five out of six ESL educational functioning levels.

SECONDARY SCHOOL CREDENTIALS AND EQUIVALENCIES

Within the context of adult education, the Commonwealth of Virginia awards a high school equivalency and a state approved diploma. Access to these programs varies based on the local county’s determination of adult educational need.

Virginia’s high school equivalency credential is awarded upon successful completion of the requirements of the General Educational Development test (GED®), a battery of examinations administered by states and jurisdictions to measure the skills and knowledge similar to a high school course of study. Virginia GED® graduates earn a GED® certificate.

Virginia awards the Adult High School Diploma (AHSD), one of the state’s approved diplomas, to Virginia residents who successfully complete the requirements of one of three programs. These programs are the National External Diploma Program (NEDP), the General Achievement Adult High School Diploma (GAAHSD) Program and the

Adult High School Diploma Program (AHSDP). These programs are adult education programs and are conducted through participating adult education centers within the state.

The NEDP is an applied performance assessment system that assesses the high school level skills of adults and out-of-school youth. The NEDP evaluates the reading, writing, math, and workforce readiness skills of participants. This assessment evaluates, in life and work contexts, 70 competencies in ten content areas including financial literacy, health literacy, civics literacy, geography, history, science, and twenty-first century workplace skills. Upon demonstrated mastery of these competencies, the individual is awarded an AHSD.

The GAASHD program provides a diploma option for Virginia high school dropouts and individuals who exit high school without a diploma. This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school. The requirements for the GAAHSD include completion of a Career and Technical Education credential, prescribed standard units of credit, and a passing score on the GED® test. Standard credits required for the GAAHSD may be earned in a variety of educational settings.

The AHSD program enables an individual 18 years or older, who is no longer enrolled in public school, to complete the required courses and activities to earn the AHSD. The AHSD diploma is awarded to an adult student who completes the course credit requirements in effect for that individual's 9th grade year. These course credit requirements may be earned in varied educational settings in conjunction with local school division requirements.

ADULT EDUCATION STANDARDS

On April 1-2, 2014, one specialist from OAEL and two specialists from VALRC attended the College and Career Readiness (CCR) Standards for Adult Education: Implementation Institute in New Orleans, Louisiana. The institute brought together expert coaches in literacy and mathematics to provide training and individualized support to state teams of educators on how implementation of CCR standards would impact instruction and curriculum. The Institute focused on the fundamental shifts in instruction and curriculum that the standards indicate and provided concrete steps to begin to transform instructional and curriculum approaches and materials.

Virginia's adoption of the College and Career Readiness Standards (CCRS) for adult education was announced in July 2014, at the Virginia Institute for Lifelong Learning (VAILL) and copies of the standards were distributed to regional program managers. The September statewide meeting for regional program managers and specialists focused on CCRS implementation and familiarizing administrators with the standards' key advances. All regions will be expected to address goals for CCRS implementation in their 2015-2016 continuation grant applications, and the 2016-2017 RFP will include more detailed requirements for CCRS implementation. OAEL is in the process of developing monitoring and evaluation tools and guidelines for CCRS implementation, which will be in place by 2016-2017. The Virginia Adult Learning Resource Center offers CCRS-aligned workshops focusing on subject area instruction (available regionally by program manager request) and will continue to do so throughout 2014-2015, developing additional professional development on the standards for rollout in 2015-2016. Virginia is a CCR Standards-in-Action state and will be using CCR SIA materials to guide professional development efforts.