

# First Mondays

Monthly Notes for Virginia's Adult Education Providers

December 1, 2014

## Calendar

Virginia Literacy  
Leadership Council  
(VLLC) Conference

February 26-27, 2015

Richmond

## WIOA

Resources for WIOA  
Information

[OCTAE](#)

[Department of Labor](#)

[National Skills Coalition](#)

## WIOA—Embarking on a New Direction in Adult Education and Literacy

Dr. Susan M. Clair, Director, OAEL

Reauthorized educational policies require a new understanding of how adult education and literacy programs will look in the coming years. We must be willing to move in a different direction to meet the workforce needs of the United States in order to compete on a global scale with other countries. We need to face the facts; the PIACC data on adult education was sobering. There are thousands of Virginia adults without a high school diploma or equivalent credential, adults who are not ready for jobs that demand higher levels of literacy and preparedness for a complex workforce and for the rigors of postsecondary education and training. Starting in December and continuing through the coming months, *First Mondays* will provide information and updates on the Workforce Innovation and Opportunity Act (WIOA). You may want to begin or continue to have discussions about WIOA and how it will impact your regional program. You will see the beginnings of a new direction in adult education beginning with the 2015-2016 Request for Proposals and its priorities for College and Career Readiness Standards for Adult Education and integrated English literacy/civics programs.

### Key Principles of WIOA

#### Program Alignment

WIOA requires unified strategic planning at the state level across the four core programs, including the Department For Aging and Rehabilitative Services, Vocational Rehabilitation Program; Department of Education, Office of Adult Education and Literacy (OAEL); Virginia Employment Commission, Labor Exchange Services (Wagner-Peyser); and the Virginia Community College System, WIA Dislocated Worker/Rapid Response.

## GED® Stats

GED accounts – 20,530

Test takers – 3,724

Completers – 2,026

Passers – 1,246

State pass rate - 62%

National pass rate - 58%

WIOA enhances the role of the state and local Workforce Development Boards in developing and implementing a unified state plan.

### Increased Accountability

WIOA establishes common measures across the core programs and increases accountability and transparency through reporting and evaluations.

### Enhanced Service Delivery

WIOA promotes engagement of employers and alignment of education and training activities through career pathways and strengthens partnerships and investments in the one-stop delivery system.

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## CCRS in Virginia Update

By Hillary Major, VALRC

At the September meeting for regional program managers and specialists, we focused on the College and Career Readiness Standards for Adult Education (CCRS) and took a look at where Virginia has been, where we are (most importantly, we've adopted the standards!), and where we are going as a state when it comes to standards integration. At the time, two of our important next steps were to apply for the U.S. Office of Career, Technical, and Adult Education (OCTAE)'s "College and Career Readiness Standards-in-Action" (CCR SIA) technical assistance project and to form a CCRS Advisory Team so that the practitioner perspective is considered as Virginia plans how standards will impact state policy, program expectations, and professional development initiatives.

In October, the RFP for the CCR SIA project came out, and we got a closer look at the resources OCTAE will be providing to help states integrate the CCRS. For the states accepted into the CCR SIA project, benefits will include "ready-to-use tools, processes, and materials that will help program administrators and instructors align classroom instruction to standards" and "access to standards coaches" in ELA/literacy and math "to assist with your state's sustainable implementation of CCR standards." Applicant states were asked to



Resources for  
GED 2014 Information  
[Virginia's GED Web site](#)

[VALRC](#)

[Online Forum for Virginia's](#)

[2014 GED Instructors](#)

[GEDTS](#)

[OAEL](#)

put together an implementation team whose members would commit to piloting the CCR Standards-in-Action materials, planning for wider state rollout, and helping train other programs on the CCR SIA approach.

Virginia submitted our CCR SIA application in early November, and we will soon (December 15) hear whether we were accepted as a participating state. We are proud to have representatives of Region 10 and Region 21 on our proposed implementation team. If Virginia is accepted, the CCR SIA project will kick off with a national meeting and training session in Washington, D.C., in March 2015. Following this, Regions 10 and 21 will pilot the materials with their instructors; a second set of materials (which will include a focus on classroom observations) will be introduced at a national meeting in September and piloted in fall 2015. By early fall 2015, we hope to bring the first set of CCR SIA materials to at least three additional demonstration sites (regions not part of the original pilot); meanwhile, implementation team members will be working with OAEL to formalize plans for statewide rollout.

Because the CCR SIA application called for an implementation team that includes practitioner representatives who will focus on statewide planning, we no longer plan to convene a separate CCR Advisory Team. (It would be a duplication of effort. This does not mean that we rule out seeking additional feedback beyond the core team as we move forward; in fact, we welcome questions and suggestions regarding CCR implementation. Feel free to contact George Bailey at OAEL or Hillary Major at the Resource Center.)

What happens if Virginia is not selected to receive federal technical assistance through CCR SIA? We are still committed to focusing on systemic, statewide integration of the CCR standards, but we will need to make more of an effort to develop our own approach and training materials, with the Virginia Adult Learning Resource Center leading development and dissemination efforts.

Some of you may also be asking yourselves: What does this mean for my region if we are not one of the pilot programs and don't anticipate being one of the demonstration sites? Most, if not all of you, have already begun the process of introducing the CCRS and its key shifts, if only as they are reflected in the 2014 GED® assessment targets.

## OAEL

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Please visit the [OAEL Web site](#) for more information about adult education and literacy in Virginia and for news and updates throughout the month.

Here are some first steps that all programs should be thinking about:

- Be sure your teachers know about the CCRS and are familiar with how the key shifts will affect instruction. (You may also want to begin thinking about how program structure, class scheduling, etc., can best support CCRS-informed instruction.) The VALRC already offers several workshops that can help familiarize teachers with the new standards, usually in the context of 2014 GED® subject areas, so consider requesting some of these ready-made professional development opportunities.
- Make sure the instructional materials used with students reflect the CCRS. While some 2002 test materials can still be used appropriately, most require some adaptation on the instructor's part to make them truly in line with the CCRS. Publishers are lining up to put new CCRS or Common Core aligned materials on the market; as you make new purchases, be sure they reflect the key shifts and math practices in their approach rather than just adding additional content coverage. Encourage your instructors in sharing high quality lessons and activities that they have created based on local news items, practical scenarios, or online resources; teacher-made materials that use an inquiry approach can be some of the best ways of integrating CCRS.
- Pay attention to how observations work in your program. If your instructors are not observed on a regular (at least annual) basis, consider how you can make time for observations. Who is the most appropriate person to conduct observations (you, a regional specialist, a lead teacher or instructor who is a subject matter expert, a combination of the above)? If you are already observing teachers, be sure to consider CCRS alignment and find opportunities to encourage teachers in their efforts to promote critical thinking and problem solving.

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# Happy Holidays