# Virginia Adult Education Narrative Report 2018-2019

## State Leadership Funds (AEFLA Section 223)

The Virginia Department of Education (VDOE) uses state leadership funds to provide, directly and through cooperative agreement with the Virginia Adult Learning Resource Center (VALRC) at Virginia Commonwealth University, opportunities for professional development and technical assistance to adult education and literacy practitioners throughout the Commonwealth. The VALRC disseminates research-based best practices to the field in the areas of adult education and literacy, English language acquisition, integrated English literacy and civics education (IELCE), career pathways, integrated education and training (IET), workforce preparation activities, secondary completion, high school equivalency credential attainment, standards-based instruction, and technology integration.

In support of the requirement Sec. 223(a)(1)(A), alignment of adult education and literacy activities with other core programs and one-stop partners, the vision of the Virginia WIOA Combined State Plan is to expand and enhance the development of career pathways to provide access to employment and training services for low-skilled adults so they are not left behind in Virginia’s economy and can move into family-sustaining wage jobs. To carry out this vision, the VDOE uses state leadership funds to continue to develop and expand career pathway models and other IET programming at all literacy levels, using the PluggedInVA model, a Virginia-developed career pathways program, as a framework.

The [IETBlueprint](http://www.ietblueprint.com), an online resource developed by VALRC, houses curriculum and planning resources to support career pathways programming for adults at the Beginning, Intermediate, and Adult Secondary levels. Offering career pathways and IET programming to all levels ensures that learners have opportunities to acquire digital literacy skills, employability skills, academic skills (through standards-based instruction), and employment or entrance into job training. VALRC provides technical assistance and training to eligible providers on how to implement all PluggedInVA models.

To enhance alignment of adult education and literacy activities with other core programs and one-stop partners, staff at both the VDOE and VALRC contributed to the development and launch of a statewide cross-agency training initiative, the *Sector Strategies and Career Pathways Academy*. This training effort launched in the spring of 2019 and will continue to be offered in regional cohorts to full-time staff in all partner agencies for several years. It offers a certificate of completion for 26 hours of in-person and online instruction with the goal of strengthening regional workforce development partners’ efforts toward sector strategies as a business engagement model and career pathways as a job seeker service model. Both VDOE and VALRC will continue to be involved in leadership roles in the continued expansion of this effort. VALRC is hosting a community of practice among adult educators who have volunteered to be regional champions for this effort and assume leadership roles among the cross-agency participants.

The VDOE and VALRC also provide technical assistance and training to eligible providers that have partnered with other core partners, such as the Virginia Department of Social Services (VDSS) and the Department for Aging and Rehabilitative Services (DARS). Both agencies have career pathways programs designed to offer integrated education and training collaboratively with multiple partners. VDOE and VALRC staff members have presented on webinars and at grantee meetings about integrated education and training models, served on grant application review panels, and presented at statewide conferences. The VALRC staff is co-authoring the web content for a sustainability plan for the U.S. Department of Education-funded *Career Pathways for Individuals with Disabilities* initiative.

In support of the requirement Sec. 223(a)(1)(B), the establishment or operation of high-quality professional development programs, the vision of the VDOE is for the continuous improvement of instruction in adult education and literacy and the support of practitioners in all roles to provide high-quality programming and instruction. The VDOE, through its cooperative agreement with VALRC, supports both required and permissible state leadership activities as part of a high-quality professional development program.

VALRC uses the national Literacy Information and Communication System (LINCS) components and features of high-quality professional development programs, training, and resources as a structure for development and evaluation. Components of high-quality professional development programming include using a collaborative, data-driven planning and evaluation process that supports continuous improvement and effectively managing communication, coordination and dissemination of training and resources. Features of high-quality professional development include activities that are intensive, ongoing, and connected to practice; focused on specific content; collaborative; differentiated to address varied needs; and designed to provide opportunities for feedback on practice.

VALRC demonstrates high-quality programming that supports instruction by using state leadership funds to design, develop, and facilitate online courses, non-facilitated self-paced online modules and tutorials, on-site training, and webinars in the areas of the essential components of reading, writing, numeracy, basic and multilevel ELA classes, teaching adults with disabilities, and content-specific and contextualized instruction using standards-based practices and IET best practices. These courses are available to title II-funded personnel as well as community-based literacy organizations. In PY2018-2019, VALRC released self-paced modules which included *Understanding Assessment Policy 2019* and *Adult Education in Virginia*. Resources for conducting a program professional development self-assessment and the use of the LINCS PD Program Asset Map for program improvement were added to the VALRC website and provided to program managers at the annual meeting.

State leadership funds are also used to hold conferences and institutes to support ongoing professional development. The July 2018 *Adult Education & Literacy Conference* drew over 300 attendees from across the Commonwealth, offering over 60 sessions and a keynote by the instructor and students who co-authored the book, [Writing Our Way Out: Memoirs from Jail](https://www.amazon.com/Writing-Our-Way-Out-Memoirs/dp/1939930596).

A priority for VALRC over the past three years has been to provide training and support for the effective implementation of standards-based instruction (SBI) in all adult education classes across the state. Professional development for implementing standards-based instruction in English language arts, mathematics, and English language acquisition classes has been in-depth, intensive, and ongoing. (See Adult Education Standards for PY 2018-2019 highlights). Webinars, professional learning communities (PLCs) that support SBI, and college and career readiness classroom observation tools support SBI implementation in adult education classes. VALRC conducted refresher training on how to conduct PLC’s and Critical Friends’ Groups to support instructional staff, and these activities continue among local providers.

VALRC also supports program managers and instructors in implementing and sustaining the National External Diploma Program (NEDP) by providing recruiting and program start-up training, assessor training, annual user support group meetings, and an NEDP support network using social media.

VALRC contracts with trained facilitators and conducts an annual virtual online facilitator meeting. An evaluation protocol is used for all on-site and facilitated online courses. In PY2018-2019, the overall participant evaluation rating (out of a 5-point scale) from 492 returned surveys indicated that the average response for “understanding the material” was 4.6; of the training being “useful for the job” was 4.5; and of “objectives were met” was 4.0. The evaluation return rate was 73.4 percent; a training and evaluation report is provided to VDOE biannually.

In support of the requirement Sec. 223(a)(1)(C), the provision of technical assistance, VDOE provides technical assistance and guidance to eligible providers by sharing promising practices on high-quality, research-based instruction and programming, program accountability, and serving effectively as a one-stop partner. Technical assistance needs are solicited from program managers throughout the year as well as drawn from the results of VDOE’s monitoring and evaluation efforts, described below.

The VALRC partners with the VDOE in providing this technical assistance. VALRC disseminates resources through its publications, websites and listservs. Primary areas of focus include standards-based instruction and implementation guidance, distance education, digital media, career pathways, program management, high school equivalency, English language acquisition, numeracy, and learning disabilities. On-site professional development is available to all AEFLA-funded programs upon request. Self-paced, non-facilitated tutorials and modules in fundamental skills for adult educators, such as policy and assessment training, introductions to College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS), and career pathways, are delivered through the Commonwealth of Virginia Learning Center (COVLC) learning management platform. In PY2018-2019, VALRC updated and maintained five resource websites, four listservs, the [GED® Helpline](https://vaged.vcu.edu/), and a provider directory with contact information for adult education and literacy programs. Publications and communications produced by VALRC include a quarterly newsletter called PROGRESS, a podcast series, a monthly TechTools publication, a [YouTube channel](https://www.youtube.com/user/resourcecenterva), and several social media communities.

In support of the requirement Sec. 223(a)(1)(D), monitoring and evaluation of quality, the VDOE uses state leadership and administrative funding to support monitoring and evaluation activities, which include not only evaluating the quality of and improvement in local adult education activities but also the effectiveness of efforts by VALRC. The requirement to disseminate information about models and proven or promising adult education practices within the state is discussed as an integral component of the work that VALRC delivers as professional development and technical support under 223(a)(1)(B).

The VDOE’s system for assessing the quality of providers of adult education and literacy activities is based on five major activities, which can occur both consecutively and concurrently throughout the program year: (1) a program self-assessment survey completed by each provider, (2) the distribution and review of an annual risk rubric for each program, (3) ongoing data monitoring of information entered by each program in the state Management Information System (MIS) and Online Management of Education Grant Awards (OMEGA) fiscal system throughout the program year, (4) technical assistance calls, the content of which is based on 1-3 above, between the VDOE and each funded program, and (5) the identification of programs for on-site reviews, based on information collected in activities 1-3 above.

Program Self-Assessment Survey: The program self-assessment survey supports providers’ full understanding of the requirements, expectations, and priorities of WIOA. The Survey is designed to help programs document leadership and management processes and assist the Virginia Adult Learning Resource Center (VALRC) and state office staff to plan technical assistance. The survey includes questions concerning program quality and compliance, workforce integration, integrated education and training, program operations, and fiscal management. The VDOE and VALRC staff analyze all responses and use this information to inform decisions about technical assistance needs for the coming year.

Risk Rubrics: The VDOE conducts an annual risk assessment to evaluate each provider’s risk of noncompliance with federal statutes, regulations, and terms and conditions of the AEFLA subaward. The risk analysis is based on indicators that reflect programs’ enrollments, attainment of specified performance measures, post-test rates, follow-up outcomes, percentage of federal and state-awarded funds expended, the accurate and timely submission of required reports, the program’s last participation in a VDOE on-site review, and the number of new or substantially changed key personnel or systems. The indicators, with their assigned point values, are applied to each program, a total score is obtained, and a risk rubric created. The identification of programs to receive an on-site monitoring review is determined from the scores generated by this risk analysis.

Technical assistance calls: Direct conversations with program staff from all funded providers allows the VDOE to combine the quantitative analysis provided by the risk rubrics with the more qualitative nature of the responses provided on the program self-assessment survey. These calls allow for deeper exploration of technical assistance needs submitted and comments provided by the programs on the survey and to do a mid-year check on data, performance, and financial expenditures. In addition, programs can verify the appropriateness of documentation they could present to verify or demonstrate compliance with many of the questions on the survey.

Site Visits: The purposes of monitoring site visits to programs are to 1) ensure that programs meet federal and state requirements; 2) improve the quality of federally funded adult education activities; 3) provide assistance in identifying and resolving accountability issues; and 4) ensure the accuracy, validity, reliability, and security of data collection and data reporting and the adherence to required policies and procedures for program accountability. The VDOE uses a Site-Visit Protocol instrument to guide the process and reviews the program’s application for funding and other relevant documents in preparation for the visit as well as during the visit. Other regional program managers are recruited and oriented to serve as peer reviewers on the monitoring team. While on site, the monitoring team observes classroom practices and conducts interviews with the Local Workforce Development Board Director, program administrators, program staff, teachers, and students. Site visits are also an important opportunity for state staff to see promising practices, local solutions to common barriers, and challenges that differ among regions and variations in successful approaches to addressing the challenges.

In PY2018-2019, five regional adult education programs were identified to receive an on-site monitoring visit in the spring of 2019. Four visits were completed; one was postponed due to the regional program manager’s extended medical leave. All of the official site-visit reports contained corrective action items. The programs are required to address these items by the established deadline(s), which vary depending on the nature of the action required. While the VDOE will work with the program to address any corrective action items, the burden of effecting change rests with the program. The site-visit evaluation file is considered closed when the program no longer has any pending corrective actions.

### The VDOE also invests state leadership funds to support permissible activities, including the following initiatives.

Distance education programming (Sec. 223(a)(2)(B)) has the potential to address common barriers that eligible learners face in the Commonwealth: lack of public transportation to classrooms, child and family care responsibilities, and full schedules for those who are employed. The VDOE, through VALRC and state membership in the national IDEAL Consortium, supports professional development for program managers, teacher leaders, and classroom instructors to develop and support high-quality distance education, exploring regional solutions to the challenges such as Internet availability and affordability, lack of technology and connectivity in homes, and the provision of live technical support. This work also includes identification of appropriate curricula that demonstrates best practices in adult online learning and aligns with the priorities of standards-based instruction, permissible activity Sec. 223(a)(2)(C). In PY2018-2019, Virginia adult education programs participated with [Team WorldEd](https://edtech.worlded.org/) in the XPRIZE Adult Literacy Community Competition to introduce and pilot mobile learning apps with students in all program areas and levels. VDOE and VALRC supported practitioners throughout the competition with communications, webinars, conference presentations, and shared practices. Team WorldEd won a $150,000 award for the greatest number of users of the apps. The award will underwrite additional professional development based on the shared lessons learned.

VDOE and VALRC engage in the development and dissemination of curricula (Sec. 223(a)(2)(C)), integration of adult education activities with occupational skills training (Sec. 223(a)(2)(G)), and identification of curriculum frameworks that align with SBI and occupational and industry skill standards (Sec. 223(a)(2)(I)). In PY2018-2019, VALRC completed the development of content for the CCRS Curriculum Framework web-based resource to support SBI. Additionally, the VALRC developed the curriculum for a “Bridge to Postsecondary Success” course in support of the U.S. Department of Labor, Disability Employment Initiative grant awarded to Virginia in 2017. This project is a joint venture between WIOA partner agencies and the local workforce development entities in Northern Virginia. This curriculum is being modified and piloted in more locations in PY2019-2020 through partnerships with adult education providers, DARS, and the Virginia Community College System (VCCS). Lessons learned will be shared throughout the state and the curriculum will continue to be available for replication to support learners, especially those with disabilities, in successful postsecondary transitions.

In support of development of content and models for IET and career pathways (Sec. 223(a)(2)(D)), and development and implementation of programs and services to meet the needs of adult learners with disabilities (Sec. 223(a)(2)(K)), VALRC continued through PY2018-2019 to develop content, resources, and technical assistance to support PluggedInVA and IET career pathways programming including coaching on the use of the IET Planning Tool, training on contextualizing instruction, creating a resource for collaborative instruction, and updating a [dynamic map](http://www.ietblueprint.com) of IET programs throughout Virginia. Additionally, in partnership with DARS, VALRC has produced and will continue to offer the facilitated online course, *Teaching Adults with Disabilities*. Two cohorts of adult education providers took the course in PY2018-2019.

VALRC assists with performance accountability requirements and in meeting the State adjusted levels of performance (Sec. 223(a)(2)(E)) through training and technical assistance. In March of 2019, VALRC hosted an in-person training with the American Institutes for Research (AIR) on data leadership for all program managers and data specialists. This two-day event was in addition to virtual learning experiences and resources developed to build understanding of the National Reporting System’s accountability requirements and data quality responsibilities. Data use and interpretation is emphasized across all professional development trainings in order to assist practitioners in understanding their role in achieving the state-adjusted levels of performance. Using AIR materials and resources, the VALRC developed a workshop designed to help programs delve deeply into their data and to recognize the importance of timely data management and multi-level oversight procedures for accuracy in reporting data as components of continuous program improvement. This workshop was delivered three times in PY2018-2019 and continues to be requested and offered in PY2019-2020. For instructors, a session called *Connecting Data to Classroom Questions* was created for the annual Adult Education & Literacy (AE&L) Conference and added as a VALRC ongoing workshop offering.

## Performance Data Analysis

In PY2018-2019, the state did not meet the negotiated Measurable Skills Gains (MSG) target rate of 43 percent. Many factors are likely to have contributed to the lower performance. Through the year, the VDOE offered data and system-functionality training to grantees and worked to redevelop the NRS tables and underlying logic required for WIOA reporting. Unfortunately, the NRS tables were not available to state or local staff through the year for data monitoring or for providing technical assistance necessary to ensure that the new measures and indicators were captured and entered properly by programs. In addition, many programs began using newly approved assessments with their students which caused some recalibration of instructional practices and expectations for when students were prepared to show gains on posttests. All of these factors may have contributed to a lower posttest rate in the state than the previous year. Training and technical assistance will continue through PY2019-2020 to reinforce practitioners’ understanding of data collection policies, reporting features, system functionality, and data monitoring.

Enrollment declined only slightly in PY2018-2019 to 18,013 from 18,096 in PY2017-2018. Outreach, recruitment, enrollment and retention were topics of every technical assistance conversation with grantees. Eighty participants attended a three-part virtual study circle project over an eight-month period to have fresh conversations with Dr. Margaret Patterson about enrollment and program design, drawing on her research studies, [*Critiquing Adult Participation in Education*](http://researchallies.org/services/critiquing-adult-participation-in-education-cape/). Sessions were recorded and made available for non-attendees and have been posted to the VALRC website. To address performance in the intermediate ABE levels, several programs volunteered to work with the Educational Testing Service in its field test of a low-intermediate diagnostic reading assessment and accompanying instructional materials, and Virginia hosted Dr. John Sabatini to deliver two workshops on the reading research at the July 2019 statewide conference.

PY2018-2019 was the second year of the Innovation Challenge Grant program that competed reallocation funds for demonstration projects that addressed key priorities. Ten awards were made that responded to emerging partnership opportunities such as offering evening classes at a new community college satellite site, a HeadStart program starting a financial literacy program, a workplace that requested an ESL class, expanding popular IET programs such as training more students to earn a Commercial Driver’s License, and an award that supported offering conversational English learning circles that used the XPRIZE Adult Literacy apps with students on a waiting list. The lessons learned from these demonstration projects were explored at the July 2019 program managers meeting for applicability in other regions or program expansions.

Although only 28 percent (753 out of 2,659, excluding in-school youth and local and regional inmates) of the state’s total GED® graduates attended adult education classes in PY2018-2019, this proportion represents a 22 percent increase in the number of GED® graduates who attended adult education classes compared to PY2017-2018. Virginia had a 79 percent pass rate, mirroring the national pass rate for GED® completion. The VDOE and VALRC continued to offer technical assistance to programs offering the National External Diploma Program, especially by focusing on the development of strategies for recruiting and retaining students in the program. While the number of students engaged in the program decreased from 321 in PY2017-2018 to 237 in PY2018-2019, the completion rate improved from 18 percent in PY2017-2018 to 22 percent in PY2018-2019.

## Integration with One-Stop Partners

In PY2016-2017, the state delegated the roles and responsibilities for addressing One-Stop requirements under 34 CFR part 463, subpart J, to the regional program managers and their fiscal agents. Those programs worked closely with their local workforce development boards (LWDB) and One-Stop operators to coordinate services, identify regional workforce needs, and facilitate access to adult education services through the One-Stops, called Virginia Career Works Centers. Virginia has over 50 comprehensive and affiliate Center locations in the 15 workforce regions throughout the state. In PY2018-2019, 20 regional programs and two IELCE programs contributed to their Centers either in direct funds or in-kind contributions toward infrastructure or by program personnel working on-site in accordance with the MOU established by each LWDB. Many programs offer adult education classes and academic skill assessments on-site at the Centers. In the continuation awards made to Section 231 AEFLA recipients in PY2018-2019, applicants identified the contributions budgeted to the LWDBs and submitted current MOUs and Infrastructure Funding Agreements (IFA). As MOUs and IFAs are renegotiated or updated, regional program managers submit them to the state office.

Technical assistance is provided to program managers regularly through bi-monthly webinars and periodic calls and communications on how to fulfill their roles and responsibilities as One-Stop partners. The topics of these presentations have included partnership development, coordination of services as described in the Career and Training Services reporting guidelines, and statewide efforts on serving employers. The second year of statewide branding efforts of Virginia Career Works and the cross-agency training initiative, *Sector Strategies and Career Pathways Academy,* reinforce the message that all partners are working within a single, statewide workforce development system.

State staff also participated on monitoring visits to comprehensive and affiliate Centers and have participated in statewide efforts such as an Accessibility in the One-Stops Taskforce for cross-agency training and will continue to do so in PY2019-2020. Visits to the local Centers and interviews with workforce partners are integral components of the on-site monitoring protocol to understand the level of cooperation between the adult education and other Center partner programs.

## Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

The VDOE held a multi-year competition in 2017 for PY2017-2019. Fourteen applicants were selected to be recipients of a three-year IELCE award, which had as a condition of award participation in technical assistance focusing on planning and implementing IET strategies. Local education agencies are the fiscal agents for seven of the programs, community colleges for three, and community-based literacy organizations for the remaining four. Most of the IELCE programs are clustered in the high-immigrant population areas of Northern Virginia, Richmond, Charlottesville, and Williamsburg, and three are in the rural agricultural centers of the Shenandoah Valley and Eastern Shore.

All IELCE programs were required to offer at least one IET pathway. In PY2018-2019, IET programs were offered in occupational clusters including transportation, trades, healthcare, manufacturing, logistics, hospitality, and customer service. Credentials earned included Certified Nursing Assistant, Certified Medical Assistant, Servsafe Food Protection Manager, NCCER Core, Commercial Driver’s License, and Certified Logistics Technician.

In PY2018-2019, there were 2,622 IELCE participants statewide, 293 of whom participated in IET programs. This represents 11 percent of the total IELCE enrollment, which is an increase from the previous year’s 6.3 percent participation in IET. Of the 293 IELCE participants, 108 (39%) earned a postsecondary credential.

The VDOE offered a significant amount of technical assistance in PY2018-2019 on the topic of IELCE and IET requirements, including the requirement to prepare and place IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and expanding recruitment strategies to draw more foreign-born professionals. The [IET Planning Tool](https://www.doe.virginia.gov/home/showpublisheddocument/34746/638067006116370000), a graphic organizer that contains all of the elements for a compliant IET, is used to support this technical assistance through a recorded tutorial, virtual meetings with providers, conference presentations, and frequent technical assistance calls. The advance planning that completing the tool requires has guided programs to plan not only their own programming activities, but to secure commitments and cooperation from occupational training and employer partners, coordinate employment services with their LWDB and support services from WIOA partners, and to document the labor market value of the credentials offered. The tool also provides timely insight on the technical assistance necessary for the VDOE and VALRC teams to provide.

**Performance Results:** Programs are leveraging the IET Planning Tool submission requirement to create strong employer partnerships for guaranteed interviews or reverse career fairs for IET students, secure involvement with employment placement professionals such as Career Works Center partners or community college Career Coaches, and to analyze more closely the labor market information from their LWDB.

**Challenges and Lessons Learned:** IELCE programs have reported that many students who are eligible to work in the United States are already employed and not interested in earning entry-level credentials in other fields. Programs are responding by creating new partnerships and expanding recruitment strategies to find eligible participants already employed in or interested in advancing in occupational pathways. The occupational training content and credential assessments present language proficiency and background knowledge challenges. Programs are asking for technical assistance on instructional techniques for increasing the academic rigor of their language instruction through incorporation of the English Language Proficiency Standards.

In PY2018-2019, IELCE programs became more established within the workforce development system, strengthening referral and coordination arrangements with local partner programs.

**Performance Results:** Two programs included a member of their LWDB on their adult education advisory board and eleven programs participated monthly with their LWDB in various roles, including as committee members and board members. Thirteen programs have established MOUs with their local Career Works Center and six offer classes at a Center. Many coordinate job search and career counseling for all students through on-site hours by workforce professionals from the Centers. An executive director of one of the Community Based Literacy Organizations (CBLO) serves on the Virginia Workforce Development Board.

**Challenges and Lessons Learned:** IELCE programs have reported that title I agencies have deemed many IELCE IET students as ineligible for title I support of the training component of an IET program due to immigration documentation status or household income. This leaves fewer options for supporting related occupational training tuition. While title II funds can be used for tuition and credential assessments if other options are not available, programs are expected to seek other funds when possible.

## Adult Education Standards

Committing to full implementation of standards-based instruction (SBI) by July 2019 was a key priority in the 2017 competitive RFP. The *Technical Assistance Roadmap for Standards-Based Instruction Implementation*, available on the [SBI resource page](https://valrc.org/resources/?_sft_resource_topic=standards-based-instruction), defines “full implementation” of SBI and provides technical assistance in the key areas of program design, instruction, and professional development. The Roadmap is reviewed and updated at least annually. In PY2018-2019, the primary focus of the review and update was on integrating the English Language Proficiency Standards (ELPS) into all facets of full implementation requirements. Ten on-site *Using ELPS to Guide Instruction* workshops were delivered and *ELPS and Adult Educators,* a 6-week facilitated online course, was piloted and adjusted based on participant feedback. VALRC now offers these trainings upon request. An ELPS observation tool was developed using the CCRS English Language Arts observation tool as the foundation.

Full implementation of SBI remains a challenge to programs employing primarily part-time staff. Of particular challenge is separating or blending observation for SBI practices from evaluative observations required by many school divisions. VALRC specialists have provided coaching to program managers on this issue and helped them develop unique observation tools for their circumstances. Several programs have used the CCRS observation tool to support a peer-to-peer observation initiative which has engaged more teachers and strengthened awareness of the teaching behaviors necessary to support the key shifts. Consistent, ongoing, and scaffolded support and training have proved to be the best way to assist programs in full implementation.

VALRC piloted *Teacher Leadership for SBI* using the *Learning Forward*: *A Systemic Approach to Elevating Teacher Leadership* as a framework. The goal of this professional development effort is to support full implementation of SBI by developing peer-to-peer relationships among teachers; developing and sustaining systems for collaboration, observation, and mentoring; and developing recommendations for teacher leadership. Twenty instructors participated in three virtual sessions and a one-on-one call. Eleven adult education regions and two CBLOs were represented. Session agendas included the key roles of instructional leaders, providing and receiving feedback, and teacher leadership for SBI implementation. *Teacher Leadership for SBI* proved to be a valuable way to support teachers and continues in the PY2019-2020 action plan with the goal of including additional teachers and potentially an annual meeting as part of the AE&L Conference. All virtual sessions, agendas, and resources are archived on a shared website for easy access for participants.

## Programs for Corrections Education and Education of Other Institutionalized Individuals (AEFLA Section 225)

During PY2018-2019, there was no methodology in place for matching the recidivism rate for criminal offenders or released individuals served in programs supported with Section 225 funds. However, the Virginia Department of Corrections (VDOC) has published state definitions and formulas for setting the state rate of recidivism of re-arrest, re-conviction, and re-incarceration at intervals of 6, 12, 18, 24, and 36 months. For the third year in a row, the Governor proclaimed that the state has the lowest recidivism rate in the nation, 23.4 percent. In PY2018-2019, the state also analyzed the recidivism rate for “state responsible offenders” who served their entire sentences in local jails, a setting that is more likely to have had educational services funded through the adult education program than through the VDOC. A December 2018 recidivism report indicates that half of the total number of individuals released from incarceration in Virginia in 2017 were those who were housed in local and regional jails; the re-incarceration rate for this population was 26.8 percent for the FY2014 cohort. VDOC posits that an increase in technical violations among the re-entry population in Virginia is a byproduct of the opioid and fentanyl crisis. Furthermore, the VDOC posits that the greater intensity of re-entry services and educational programming available for offenders in VDOC facilities but not always available in local and regional jails contributes to a lower recidivism rate for VDOC offenders. This finding by VDOC offers an opportunity to work to strengthen local and regional partnerships between adult education programs and local and regional jails and probation and parole offices in order to maintain Virginia’s low recidivism rate. In 2019, the VDOE welcomed a new Adult Education and Literacy Advisory Committee member, Dr. Rodney Berry, Superintendent of Education for the VDOC, to strengthen collaboration and communication between VDOC and VDOE adult educational initiatives.

Regional programs funded for PY2018-2019 are offering educational services in local and regional jails, community institutions, and community re-entry programs. In addition to assisting individuals to earn a secondary credential, innovations proposed include enhancing workforce readiness curricula and career and technical opportunities for incarcerated individuals; expanding access to educational technology resources; and strengthening collaborations with local re-entry councils, probation and parole agencies, employers, and other community partners to serve individuals upon release. VDOC has also been a key partner in the annual statewide conference for the past two years, representing a significant segment of the attendees and offering workshops on a variety of topics related to correctional education.

Supported with state funds, all 30 local and regional correctional facilities were converted to computer-based high school equivalency (HSE) testing by June 30, 2019. In PY2018-2019, these facilities experienced a 14 percent decrease in the number of passers, with 264 earning a secondary credential; however, this population did maintain a 79 percent pass rate which mirrors the GED® national pass rate.