

# First Mondays

Monthly Notes for Virginia's Adult Education Providers



September 3, 2013

Volume 5, Number 2

## Calendar



**New Regional Program  
Manager Training**  
September 17, 2013  
VALRC  
Richmond

**Regional Program Manager  
Meeting**  
September 18, 2013  
Crowne Plaza Downtown  
Richmond

## GED®



### Countdown

Only 4 months until the new  
GED® Test

## General Achievement Diploma Program

This year, several new changes have occurred which revise the requirements for attainment of the General Achievement Diploma (GAD).

The GAD is intended to provide a diploma option for 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 or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia. Diploma candidates may be individuals who are of age to enroll in a public school whether they choose to enroll or not or individuals who because of their age are not eligible to enroll in a public school.

The requirements for the GAD include prescribed standard units of credit and a passing score on the General Educational Development (GED®) test. Standard credits required for the GAD may be earned in a variety of education settings: a public school; a community college or other institution of higher education; an adult high school program; or correspondence, distance learning, and online courses.

The 2012 General Assembly passed, and the Governor signed into law, HB 1061 and SB 489, which amended § 22.1-253.13:4 of the Code of Virginia to strengthen postsecondary education and workplace readiness opportunities for all students and to consolidate the Board approved diplomas.

The proposed regulation will require that, beginning July 1, 2013, persons who are not subject to the compulsory school attendance requirements of § 22.1-254 who seek award of a General Achievement Adult High School Diploma must have (1) achieved a passing score on the GED® test; (2) successfully completed an education and training program designated by the Board of Education; (3) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (4) satisfied other requirements as may be established by the Board for the award of such diplomas.

## Money Matters



Finance and reporting forms for FY2013-2014 are now available on OAEL's Web site under the [Grants and Funding](#) section.

The 2012-2013 One Stop Activity Reporting Form and the 2013-2014 Federal Funding Accountability and Transparency Act (FFATA) form are due by September 17, 2013.

First quarter reimbursement requests for fiscal year 2013-2014, along with reports for program income, SLCA expenditures, and program match, are due October 17, 2013.



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

Those individuals who meet the requirements of the GAD program will now receive a General Achievement Adult High School Diploma (GAAHSD) from the school division in which the individual is a resident.

For further information on the GAD, contact Dr. Mike Nusbaum at 804-786-7644 or by email at [Michael.Nusbaum@doe.virginia.gov](mailto:Michael.Nusbaum@doe.virginia.gov).

## Strategic Grant Writing

Most grant request for proposals (RFPs) come out approximately at the same time each year, so strategically planning your grant writing activities at the start of the fiscal year will save you valuable time writing the proposal and will most probably improve your grant's competitive status.

As soon as you've collected all your data from the previous fiscal year, plan a retreat with key staff in the fall. For the initial session, include key administrative staff: regional and local program managers, finance manager, lead teacher, regional specialist, and major collaborators in your region.

Bring to the initial planning session an agenda with specific tasks, a **copy** of previous grants, key data (including your NRS tables, teacher observation reports, and formative data of activities not collected for NRS gains but that fully describe your adult education and literacy services), and a list of the yearly grants and their approximate due dates (regional grants, Race to GED grant, ISAEP, EL/Civics, etc.).

By following the steps below, you will have the information at hand and a plan developed to write a competitive grant when you receive the RFP in early spring.

1. Examine your data and the goals and objectives of the previous year's grants to determine goals achieved; to streamline professional development needs for the region; and to budget for material, equipment, services, and instruction in order to serve your region better and meet or exceed the targets for EFL gains and recruitment and retention goals.

2. Assemble this year's grant writing team: the grant writer, the program manager (for strategic oversight), a researcher to update data for internal and external need, and a "fresh eye" who will read the grant to make sure that all requirements have been satisfied.

3. Create a timeline of dates and specific duties, making sure to leave enough time for proofing, editing, fact checking, soliciting letters of support and MOUs, and sending the required number of proposal copies well before the grant deadline.