



OPERATIONAL GUIDANCE MANUAL  
FOR  
VIRGINIA ADULT EDUCATION AND  
LITERACY PROGRAMS

**EFFECTIVE DATE: MARCH 1, 2009**



P.O. Box 2120  
RICHMOND, VA 23218-2120

## ACKNOWLEDGMENTS

---

The development and completion of this manual would not have been possible without the focused and persistent efforts of the specialists in the Office of Adult Education and Literacy. I am very fortunate to have the talents of Shannon Beasley, Debbie Bergtholdt, Cyndi Finley, Sattar Mukadam, Mike Nusbaum, Randy Stamper, and Thomas Suh on my staff. I would like to thank them for their hard work and dedication to this long-needed document. Special recognition must be given to Randy Stamper for his leadership in the development and completion of this manual.

For editing, proofreading, and general feedback, I would like to recognize George Bailey, Emma Henley, Betsy Mathias, Bonnie Mizenko, Shawn Morton, Marcia Phillips, Bette Sneed, Caroline Thurston, and Dolly Whelan. Their keen eyes have vastly improved the final product.

For guidance and assistance, thanks go to Assistant Superintendent for Technology and Career Education Lan Neugent, and his assistant, Winona Barnstein.

Finally, I would like to express my deep appreciation for the excellent feedback on the draft document by many adult education practitioners in Virginia.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth Hawa". The signature is written in a cursive, flowing style.

Elizabeth M. Hawa, Director  
Office of Adult Education and Literacy

## KEY TO ICONS USED IN THIS MANUAL

- S** **State** – procedures or activities dictated by *Code of Virginia*, Virginia Department of Education, or Office of Adult Education and Literacy
- F** **Federal** – procedures or activities dictated by federal legislation including, but not limited to, the *Workforce Investment Act of 1998*
-  **Documentation Required** – procedures or activities require submission of documentation on the part of the applicant or grant recipient
-  **Caution/Warning** – non-compliance is violation of federal or state law and could jeopardize funding, prompt a monitoring visit, or otherwise be problematic to the administration of grant activities
-  **Quality Indicator** – procedures or activities particularly important for program management and improvement
-  **Web Content** – forms or additional information are available online at a Web site identified
-  **Time Sensitive** – specific deadlines, whether monthly, quarterly, or annual, are related to the procedures or activities

© 2009 VIRGINIA DEPARTMENT OF EDUCATION

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following position has been designated to handle inquiries regarding the department's non-discrimination policies: Superintendent of Public Instruction, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, (804) 225-2023.

*Office of Adult Education and Literacy  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor, Richmond, VA 23219  
Phone 804-225-2075 Fax 804-225-3352*

# TABLE OF CONTENTS

<b>I. INTRODUCTION</b>	<b>1</b>
<hr/>	
<b>II. OFFICE OF ADULT EDUCATION AND LITERACY OVERVIEW</b>	<b>3</b>
<hr/>	
A. MISSION .....	4
B. GOALS .....	4
C. GENERAL INFORMATION .....	5
▪ Federal and State Laws .....	5
▪ Location of State Office.....	5
▪ Role of State Office .....	5
▪ Local and Regional Service Providers.....	5
▪ Funding for Adult Education Programs.....	6
▪ Funding for State Leadership Activities .....	6
▪ Workforce Development Activities .....	6
<b>III. FUNDING STREAMS</b>	<b>7</b>
<hr/>	
A. FEDERAL .....	8
▪ Adult Basic Education .....	8
▪ English Literacy/Civics Education .....	8
B. STATE.....	9
▪ Community-Based Literacy Organizations.....	9
▪ Race to GED.....	9
▪ Expanded GED .....	9
▪ General Adult Education .....	9
▪ Individual Student Alternative Education Plan.....	10
<b>IV. PROGRAMS AT A GLANCE</b>	<b>11</b>
<hr/>	
A. ADULT BASIC EDUCATION.....	12
B. ENGLISH LITERACY/CIVICS EDUCATION.....	13
C. COMMUNITY-BASED LITERACY ORGANIZATIONS.....	14
D. RACE TO GED .....	15
E. EXPANDED GED .....	16
F. GENERAL ADULT EDUCATION .....	17
G. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN .....	18
<b>V. FINANCIAL MANAGEMENT</b>	<b>19</b>
<hr/>	
A. APPLICATION .....	20
▪ Notification .....	21

▪ Training/Technical Assistance .....	21
▪ Deadlines .....	21
B. REVIEW.....	21
C. AWARDS .....	21
D. MANAGEMENT SYSTEMS .....	22
E. ALLOWABLE COSTS .....	22
F. REIMBURSEMENTS/EXPENDITURE REPORTS .....	22
▪ Non-OMEGA Users .....	23
▪ OMEGA Users .....	23
G. BUDGET AMENDMENTS .....	24
▪ Non-OMEGA Users .....	25
▪ OMEGA Users .....	25
H. ENCUMBERING FUNDS .....	25
I. EXPIRATION OF FUNDS.....	26
J. WITHHOLDING OF FUNDS.....	26
K. DISCONTINUANCE OF FUNDING.....	26
L. CLOSEOUT .....	27
M. REFUNDS.....	27

## **VI. OPERATION OF PROGRAMS**

**29**

---

A. GENERAL REQUIREMENTS AND CONSIDERATIONS .....	30
▪ Learners and Instruction.....	30
○ <i>Sixteen- and Seventeen-Year-Olds</i> .....	30
○ <i>Facilities</i> .....	30
○ <i>Eligibility</i> .....	31
○ <i>English-Only Instruction</i> .....	32
▪ Planning and Management .....	32
○ <i>Annual Assurances</i> .....	32
○ <i>Accountability and Reporting</i> .....	33
○ <i>Unapproved Activities</i> .....	33
○ <i>Staff Qualifications</i> .....	34
○ <i>Privacy and Confidentiality</i> .....	35
○ <i>Freedom of Information Act</i> .....	35
○ <i>Non-Discrimination</i> .....	36
○ <i>Retention of Records</i> .....	36
○ <i>Communications</i> .....	37
○ <i>Collaboration and Partnerships</i> .....	38
▪ Performance .....	38
○ <i>Performance Targets</i> .....	38
○ <i>Program Monitoring and Evaluation</i> .....	38
B. ADULT BASIC EDUCATION .....	40
▪ Overview .....	40
▪ Activities .....	42
▪ Accountability and Reporting .....	42
○ <i>Program</i> .....	42

○ <i>Staff</i> .....	43
○ <i>Data Entry</i> .....	43
▪ Budgets and Financial Reporting.....	44
○ <i>One-Stop Reporting</i> .....	45
▪ Closeout .....	46
C. ENGLISH LITERACY/CIVICS EDUCATION .....	47
▪ Overview.....	47
▪ Activities.....	48
▪ Accountability and Reporting.....	49
○ <i>Program</i> .....	49
○ <i>Staff</i> .....	49
○ <i>Data Entry</i> .....	50
▪ Budgets and Financial Reporting.....	50
○ <i>One-Stop Reporting</i> .....	51
▪ Closeout .....	52
D. COMMUNITY-BASED LITERACY ORGANIZATIONS .....	53
▪ Overview.....	53
▪ Activities.....	54
▪ Accountability and Reporting.....	54
○ <i>Program</i> .....	54
○ <i>Staff</i> .....	55
○ <i>Data Entry</i> .....	55
▪ Budgets and Financial Reporting.....	56
○ <i>Development</i> .....	56
▪ Closeout .....	57
E. RACE TO GED .....	58
▪ Overview.....	58
▪ Activities.....	58
○ <i>Staff Development</i> .....	58
▪ Accountability and Reporting.....	59
○ <i>Program</i> .....	59
▪ Budgets and Financial Reporting.....	59
○ <i>Development</i> .....	59
▪ Closeout .....	59
F. EXPANDED GED .....	60
▪ Overview.....	60
▪ Activities.....	60
▪ Accountability and Reporting.....	61
○ <i>Program</i> .....	61
▪ Budgets and Financial Reporting.....	61
○ <i>Development</i> .....	61
▪ Closeout .....	61
G. GENERAL ADULT EDUCATION .....	62
▪ Overview.....	62

- Activities .....62
- Accountability and Reporting .....63
  - *Program* .....63
  - *Learners* .....63
- Budgets and Financial Reporting .....64
- Closeout.....64

H. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN..... 65

- Overview .....65
- Activities .....65
  - *Student Eligibility*.....65
  - *Program* .....66
- Accountability and Reporting .....68
- Budgets and Financial Reporting .....68
- Closeout.....69

I. GED TESTING..... 70

- General Information .....70
- Activities .....70
- Age Requirement.....71
- Obtaining Duplicate Transcripts and Certificates .....71
- Test Security and Distribution.....71
- Staff Development.....72
- Budgets and Financial Reporting .....72
- Monitoring and Evaluation.....72

**VII. REGIONAL PROGRAMS 73**

---

- A. OVERVIEW ..... 74
- B. DEVELOPMENT OF A REGIONAL PROGRAM ..... 74
- C. PLANNING AND MANAGEMENT ..... 74
- D. REGIONAL PROGRAM MANAGER RESPONSIBILITIES ..... 75

**VIII. APPENDIX 77**

---

- A. GLOSSARY ..... 78
- B. KEY FEDERAL LEGISLATION, STATE CODE, AND STATE REGULATIONS..... 84
- C. WORKFORCE INVESTMENT ACT, TITLE II ..... 85
- D. STATE CODE – ADULT EDUCATION AND ISAEP ..... 111
- E. LINKS TO USEFUL WEB SITES ..... 125
- F. GRANT PLANNING SCHEDULE ..... 128



# I. INTRODUCTION

## INTRODUCTION

---

The purpose of this manual is to provide local and regional adult education program managers with an organized, comprehensive collection of information and guidance about Virginia's adult education programs administered by the Office of Adult Education and Literacy (OAEL), Division of Technology and Career Education, Virginia Department of Education (VDOE). For years, procedures related to federal and state laws and regulations have been communicated in grant applications, at meetings, in memos, via telephone, and through e-mail. However, OAEL staff recognized the need to assemble a comprehensive manual that outlines the procedures and activities that affect adult education programs and services in an easy-to-read, user-friendly reference document. The manual will ensure that all adult education programs receive consistent information from OAEL.

The manual contains guidance pertaining to the administration of Virginia adult education and literacy programs supported by federal and state funds that are administered by OAEL. While comprehensive in scope, the manual is subject to revision based on changes in the *Code of Virginia*, federal legislation, and VDOE policies that guide the adult education program in the Commonwealth.

The manual includes both brief overviews of the programs and services administered by OAEL, as well as detailed sections for each of the funding streams, in which program-specific procedures are addressed. The General Considerations section includes guidance that, unless otherwise noted, applies to all grant recipients, regardless of the funding stream(s) received. Finally, a glossary of terms, a list of useful Web sites, and copies of key legislation and code are included in the appendix. Periodic updates and addenda to this manual will be issued as the need arises, and grant recipients are encouraged to keep those supplementary documents with this manual.

In addition to the procedures outlined in this document, adult education programs that accept federal and/or state funding administered by OAEL are subject to two policies released in September 2007: *Assessment Policy for Virginia Adult Education and Literacy Programs* and *Goal-Setting Policy for Virginia Adult Education and Literacy Programs*. These two documents should be viewed as separately published sections of this manual. Nothing in this manual supersedes or amends the policies set forth in those two documents.

The OAEL staff would like to thank all of the administrators, program managers, teachers, volunteers, and other staff who provide services to Virginia's adult learners. We hope that this manual will serve as a useful resource and contribute to the success of your work.

## II. OFFICE OF ADULT EDUCATION AND LITERACY OVERVIEW

A. MISSION

B. GOALS

C. GENERAL INFORMATION

## A. MISSION

---

The mission of the Office of Adult Education and Literacy (OAEL) is to provide leadership and assistance to adult education and literacy programs with the purpose of raising the literacy levels of Virginia adults and out-of-school youth who do not have a high school credential.

## B. GOALS

---

To achieve this mission, OAEL has set the following broad goals.

- Raise the performance levels of adult education programs funded by OAEL
- Increase the number of GED® credentials and adult high school diplomas awarded in Virginia<sup>1</sup>
- Increase efficiency, promote professionalism, and provide high quality customer service to all constituencies served
- Strengthen and expand collaborative relationships between adult education programs and mandated partners within Virginia's workforce development system and contribute to the transition of adults to employment and/or postsecondary education
- Contribute to the development of Virginia's workforce and, as a result, to the economic development of the Commonwealth

---

<sup>1</sup> GED and the GED Testing Service® are registered trademarks of the American Council on Education® and may not be used or reproduced without the express written permission of the American Council on Education.

## **C. GENERAL INFORMATION**

### **FEDERAL AND STATE LAWS**

As a recipient of federal funding, OAEL is bound by federal law under the *Workforce Investment Act of 1998* (WIA), Title II, the *Adult Education and Family Literacy Act* (AEFLA). OAEL is also bound by state law through Virginia State Board of Education responsibilities implemented by VDOE staff. The articulation of OAEL’s primary responsibility for adult education is in the *Code of Virginia*, Section 22.1-224, Duties of State Board. The section states that the Board of Education “shall require the development of adult education programs in every school division.” The *Code* also charges the Board with promulgating “appropriate standards and guidelines for adult education programs.”

### **LOCATION OF STATE OFFICE**

OAEL staff and resources are housed on the 21<sup>st</sup> floor of the James Monroe Building in downtown Richmond, Virginia. The office’s address is 101 North 14<sup>th</sup> Street, Richmond, Virginia, 23219. The general telephone number for the office is (804) 225-2075. The fax number is (804) 225-3352.

### **ROLE OF THE STATE OFFICE**

The office manages and distributes federal and state funds and provides leadership and technical assistance related to adult education and literacy instruction and GED testing throughout Virginia. OAEL strives to ensure the availability of high quality adult education programs in which individuals may earn high school credentials, improve English language skills, prepare for the workforce, and prepare for postsecondary education and training programs.

In addition, OAEL technical assistance and leadership are provided by staff to school divisions that elect to provide the Individual Student Alternative Education Plan (ISAEP) program. This program is a combination GED and career-technical preparation program offered to in-school students ages 16 and older.

### **LOCAL AND REGIONAL SERVICE PROVIDERS**

OAEL awards grants to a variety of institutions including, but not limited to, school divisions, postsecondary institutions, and community-based literacy organizations either by formula or through competition. These entities operate independent programs in specific localities or operate within regionalized programs serving multiple localities.

## FUNDING FOR ADULT EDUCATION PROGRAMS

Virginia receives the majority of its funding for adult education from the federal government. These funds are dedicated to providing the adult basic education and English literacy/civics education (EL/Civics) programs.

The basic program, commonly referred to as the “ABE program,” is the foundation of the services delivered by approved providers and includes the following three areas of instruction.

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English for Speakers of Other Languages (ESOL)

The purpose of the EL/Civics program is to provide blended instruction in English language literacy and civics education that prepares non-native English speakers to fully participate in their communities. Each year, the federal government establishes a set-aside portion of ABE funding to be used in support of EL/Civics activities.

In addition to these federal funding streams, state-funded grants are administered to support adult education in the following areas.

- General Adult Education (GAE)
- Community-Based Literacy Organizations (CBLO)
- Race to GED
- Expanded GED

## FUNDING FOR STATE LEADERSHIP ACTIVITIES

OAEL issues WIA State Leadership funds through a variety of grants to provide professional development services to adult education staff throughout Virginia. State Leadership funds also support the distance learning priorities identified by OAEL.

## WORKFORCE DEVELOPMENT ACTIVITIES

OAEL staff members are active participants in workforce development initiatives throughout Virginia. Support for Virginia’s comprehensive one-stop workforce development system, the Virginia Workforce Network, is provided on an ongoing basis to foster collaboration and the development of local memoranda of understanding between adult education programs and the other partners in the local workforce development arena.

### III. FUNDING STREAMS

#### A. FEDERAL

ADULT BASIC EDUCATION  
ENGLISH LITERACY/CIVICS EDUCATION

#### B. STATE

COMMUNITY-BASED LITERACY ORGANIZATIONS  
RACE TO GED  
EXPANDED GED  
GENERAL ADULT EDUCATION  
INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN

## A. FEDERAL

---

Federal funding is identified and discussed on a fiscal year basis. Fiscal years begin on July 1, and end on June 30, annually. The requirements for application, allocation, and reimbursement may differ based on the source of the funding and the type of organization approved for funding. Funding is subject to the availability and appropriation of funds annually from the United States Department of Education (USED). All funding is provided through a cost-reimbursement process.

### ADULT BASIC EDUCATION (ABE)

ABE funds stem from federal legislation enacted in 1998. These funds, calculated using a census-based formula identified in the *Virginia State Plan for Adult Education and Literacy*, may be used to support the administration of approved programs that deliver services to adults and out-of-school youth who require basic literacy, adult secondary education, and English language instructional services. Currently, OAEL is awaiting congressional reauthorization of WIA; therefore, only local programs that participated and were approved in the 1999 competition are eligible for ABE funds.

#### *ABE Quick Facts*

- Federal funds
- Annual grant continuation
- Minimum 15 percent local match
- Five percent federal cap on administrative expenditures
- Ten percent federal cap on corrections and institutions expenditures

### ENGLISH LITERACY/CIVICS EDUCATION (EL/CIVICS)

#### *EL/Civics Quick Facts*

- Federal funds
- Annual grant competition
- Minimum 15 percent local match
- Five percent federal cap on administrative expenditures

EL/Civics funds are a sub-stream of ABE funding. These funds support programs that integrate civics education with English literacy instruction. Funding is awarded annually on a competitive basis. Eligible applicants include community-based programs, ABE programs, and postsecondary educational institutions.

## B. STATE

A number of adult education programs receive support from state funds allocated by the General Assembly. State funding may have a shorter lifespan than federal funds. Funding is subject to the availability and appropriation of funds by the Virginia General Assembly.

### COMMUNITY-BASED LITERACY ORGANIZATIONS (CBLO)

#### *CBLO Quick Facts*

- State funds
- Annual grant competition
- Minimum 15 percent local match
- No administrative expenditures

CBLO funding supports programs that provide services to adults requiring basic literacy or ESOL instruction, GED preparation, or family literacy activities. Only private, nonprofit programs that provide adults with basic education or ESOL services may apply for CBLO funding, which is available on a competitive basis annually. Eligible providers are required to provide a local match.

### RACE TO GED

These funds are provided to increase the number of GED credentials by increasing outreach, providing instructional opportunities, and expanding GED testing opportunities. Funding is provided annually through an application submitted by local school divisions and official GED-testing centers. Eligible providers are funded through a competitive process.

#### *Race to GED Quick Facts*

- State funds
- Annual grant competition
- GED outreach, instruction, and testing activities only

#### *Expanded GED Quick Facts*

- State funds
- Annual grant application
- Must be used to increase GED testing capacity

### EXPANDED GED

These funds are provided to increase GED testing opportunities in Virginia by encouraging the development of addendum testing sites and increasing the frequency of testing opportunities. Funding may also be identified for improving the operation of a testing center.

## GENERAL ADULT EDUCATION (GAE)

GAE funds are provided to support adult education instruction, including ABE, GED preparation, ESOL, and diploma programs. Funding is provided annually through an application submitted by local school divisions. No local match is required.

### **GAE Quick Facts**

- State funds
- Annual grant application
- No local match

## INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)

ISAEP funds are available annually to provide a GED option to high school students, 16 and older, who might otherwise drop out of high school. Students must qualify for the program, complete a combination of academic preparation and career and technical coursework, and pass the GED Tests. Funding is provided annually through an application submitted by local school divisions in Virginia. ISAEP funding is non-competitive.

### **ISAEP Quick Facts**

- State funds
- Annual application
- Noncompetitive
- No local match

## IV. PROGRAMS AT A GLANCE

- A. ADULT BASIC EDUCATION
- B. ENGLISH LITERACY/CIVICS EDUCATION
- C. COMMUNITY-BASED LITERACY ORGANIZATIONS
- D. RACE TO GED
- E. EXPANDED GED
- F. GENERAL ADULT EDUCATION
- G. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN

## A. ADULT BASIC EDUCATION

## F

ABE funds support three major instructional services. First, they provide for adult basic education (ABE) instructional services for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Second, the funding supports Adult Secondary Education (ASE) instruction for adults who are performing at or above the ninth-grade level in reading, writing, mathematics, and other basic skills. Many adults at the ASE level are preparing for the GED Tests or another credential option. The third area is ESOL instructional services. These services are designed to increase the English proficiency of limited-English-speaking adults in reading, writing, speaking, and listening. Many approved programs may also include civics-related instructional activities, such as health literacy, family literacy, and financial literacy.

CRITERIA	OVERVIEW
Program Authority	<input checked="" type="checkbox"/> Federal <input type="checkbox"/> State <i>Workforce Investment Act of 1998 (WIA), Title II, Adult Education and Family Literacy Act (AEFLA)</i>
Funding Type	Grant
Funding Name	Adult Basic Education (ABE)
Funding Source	<input checked="" type="checkbox"/> Federal <input type="checkbox"/> State <input checked="" type="checkbox"/> Local Match Match: 15% (minimum)
Funding Allocation	Formula-based applying census figures <i>Funding is subject to the availability and appropriation of funds annually by USED.</i>
Grant Period	July 1-December 31 (18 months)
Grant Status	<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <i>Annual application required.</i>
Eligible Providers	All existing local and regional adult education programs that submitted a five-year plan in 1999 under the requirements of AEFLA and subsequent continuations
Learner Eligibility	18 years of age and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Assist adults in the completion of a secondary school education; assist adults to become literate and obtain the knowledge and skills necessary for entering and/or retaining employment, entering into postsecondary education and training; and attaining self-sufficiency
Reporting	National Reporting System (NRS) for accountability <i>Web-based data system requires user permissions granted by VDOE</i>
Reporting Period	Monthly data collection; annual data completed by August 1; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	N/A
Specialist	ABE specialist; grants manager

**B. ENGLISH LITERACY/CIVICS EDUCATION****F**

EL/Civics funding supports programs that integrate civics education with English language literacy instruction. Emphasis is placed on contextualized instruction focusing on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government in order to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. Because electronic access to many governmental and business systems is increasingly common, funded projects should include the integration of technology.

CRITERIA	OVERVIEW
Program Authority	<input checked="" type="checkbox"/> Federal <input type="checkbox"/> State <i>Workforce Investment Act(WIA) of 1998, Title II, Adult Education and Family Literacy Act (AEFLA); Consolidated Appropriations Act</i>
Funding Type	Grant
Funding Name	English Literacy/Civics Education (EL/Civics) Program
Funding Source	<input checked="" type="checkbox"/> Federal <input type="checkbox"/> State <input checked="" type="checkbox"/> Local Match Match: 15%
Funding Allocation	Competitive grants <i>Funding is subject to the availability and appropriation of funds annually by USED.</i>
Grant Period	July 1-December 31 (18 months)
Grant Status	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Eligible Providers	Local education agencies, community-based literacy organizations, volunteer organizations, institutions of higher education, public or private nonprofit organizations [with 501(c)(3) status], libraries, public housing authorities, and nonprofit organizations that provide literacy services to adults or families not previously described, or a combination of the above
Learner Eligibility	18 years of age and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Provide effective civics and literacy instruction to ESOL learners; increase the number of ESOL learners served through greater accessibility to EL/Civics classes; offer comprehensive citizenship preparation; transition EL/Civics learners to ABE programs to earn a GED certificate, gain employment, or enroll in postsecondary training or education
Reporting	Semi-annual progress reports; National Reporting System (NRS) for accountability <i>Web-based data system requires user permissions granted by VDOE</i>
Reporting Period	Monthly data collection; annual data submitted by August 1; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	Issued annually in the spring; available on the VDOE Web site
Specialist	EL/Civics specialist; grants manager

## C. COMMUNITY-BASED LITERACY ORGANIZATIONS

## S

CBLO funding supports public and private community-based organizations that offer adults basic literacy instruction, ESOL instruction, GED preparation, and family literacy activities. These grants are awarded annually through a competitive process.

CRITERIA	OVERVIEW
Program Authority	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <i>Virginia Acts of Assembly</i>
Funding Type	Grant
Funding Name	Community-Based Literacy Organizations (CBLO)
Funding Source	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Local Match Match: 15%
Funding Allocation	Competitive grants <i>Funding is subject to the availability and appropriation of funds by the Virginia General Assembly.</i>
Grant Period	July 1-May 31
Grant Status	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Eligible Providers	Community-based literacy organizations, volunteer organizations, institutions of higher education, public or private nonprofit organizations [with 501(c)(3) status], libraries, nonprofit organizations that provide literacy services to adults or families not previously described, or a combination of the above
Learner Eligibility	18 years of age and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Collaborate with public providers to expand the scope and availability of basic literacy instruction to adult learners in one-on-one or small group settings; provide English language instruction; deliver family literacy instruction; contribute to the success of Race to GED in Virginia
Reporting	National Reporting System (NRS) for accountability <i>Web-based data system requires user permissions granted by VDOE</i>
Reporting Period	Monthly data collection; annual data submitted by August 1; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	N/A
Specialist	CBLO specialist; grants manager

**D. RACE TO GED****S**

Race to GED funding supports the building of a stronger workforce in Virginia by continuously increasing the number of adults earning GED credentials annually. The initiative targets working age adults, 18 to 64 years of age, who are employed or employable and can demonstrate academic readiness to prepare for and pass the GED Tests.

<b>CRITERIA</b>	<b>OVERVIEW</b>
Program Authority	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <i>Virginia Acts of Assembly</i>
Funding Type	Grant
Funding Name	Race to GED
Funding Source	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <input type="checkbox"/> Local Match
Funding Allocation	Competitive grants <i>Funding is subject to the availability and appropriation of funds by the Virginia General Assembly.</i>
Grant Period	July 1-May 31
Grant Status	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Eligible Providers	ABE programs funded by the OAEL and official Virginia GED testing centers
Learner Eligibility	18 and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Increase the number of adults earning a GED credential, entering postsecondary education and training, and entering/retaining employment
Reporting	Semi-annual progress reports; National Reporting System (NRS) for accountability <i>Web-based data system requires user permissions granted by VDOE</i>
Reporting Period	Progress reports January and June; monthly data collection; annual data submitted by August 1; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	N/A
Specialist	State GED administrator; grants manager

## E. EXPANDED GED

## S

Expanded GED funding supports the expansion of sustainable testing capacity in the Commonwealth. Expanded testing capacity is defined as one or more of the following.

- Increasing test-taker capacity per testing session
- Increasing the number of testing dates
- Providing testing opportunities in approved locations not already identified in a center's current GED annual contract
- Procuring materials to support accommodated testing

CRITERIA	OVERVIEW
Program Authority	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <i>Virginia Acts of Assembly</i>
Funding Type	Grant
Funding Name	Expanded GED
Funding Source	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <input type="checkbox"/> Local Match
Funding Allocation	Competitive grants <i>Funding is subject to the availability and appropriation of funds by the Virginia General Assembly.</i>
Grant Period	July 1-May 31
Grant Status	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Eligible Providers	Official Virginia GED testing centers
Learner Eligibility	18 years of age and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Expanding GED-testing access and capacity
Reporting	Semi-annual progress reports
Reporting Period	Progress reports January and June; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	N/A
Specialist	State GED administrator; grants manager

## F. GENERAL ADULT EDUCATION

## S

GAE funds support adult education instruction, including ABE, GED preparation, ESOL, and diploma programs. Funding is provided annually through an application submitted by local school divisions. No local match is required.

CRITERIA	OVERVIEW
Program Authority	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <i>Virginia Acts of Assembly</i>
Funding Type	Grant
Funding Name	General Adult Education (GAE)
Funding Source	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <input type="checkbox"/> Local Match
Funding Allocation	Formula-based applying census figures <i>Funding is subject to the availability and appropriation of funds annually by the Virginia General Assembly.</i>
Grant Period	July 1-May 31
Grant Status	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Eligible Providers	School divisions or their designees
Learner Eligibility	18 years of age and older; 16 or 17 if officially released from compulsory attendance (documentation required)
Priorities	Offer adult high school diploma options, GED preparatory classes, adult basic education classes, and adult secondary classes for ESOL learners
Reporting	<i>General Adult Education Diploma Programs Report</i> ; National Reporting System (NRS) for accountability <i>Web-based data system requires user permissions granted by VDOE</i>
Reporting Period	Monthly data collection; annual data submitted by August 1; other data as requested by OAEL
Reimbursement	Cost-reimbursement on a quarterly basis
Superintendent's Memo(s)	Issued annually in the spring; available on the VDOE Web site
Specialist	GAE specialist; grants manager

## G. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN S

The ISAEP supports a program for those students who are 16 years of age and older and enrolled in high school, but who are having difficulty finding success in a traditional classroom environment. The student has the opportunity to re-enroll in a regular classroom environment at any time. Activities include, but are not limited to the following.

- Career guidance counseling
- Mandatory enrollment in a GED preparation program
- Career and technical education

CRITERIA	OVERVIEW
Program Authority	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <i>Code of Virginia, Section 22.1-254; Virginia Acts of Assembly</i>
Funding Type	Grant
Funding Name	Individual Student Alternative Education Plan (ISAEP) Program
Funding Source	<input type="checkbox"/> Federal <input checked="" type="checkbox"/> State <input type="checkbox"/> Local Match
Funding Allocation	Grant amounts are set forth by state code. <i>Funding is subject to the availability and appropriation of funds annually by the Virginia General Assembly.</i>
Grant Period	July 1-May 31
Grant Status	Annual application required
Eligible Providers	School Divisions
Learner Eligibility	16 years of age or older and still enrolled in school; participation in an initial principal-parent-student meeting; completion of a student evaluation/assessment; achievement of a 7.5 grade equivalent or higher on a recognized standardized measure of reading proficiency; attainment of a score of 410 or higher on each of the subtests of the Official GED Practice Test (OPT)
Priorities	Dropout prevention by encouraging re-enrollment in a traditional secondary education program or by assisting at-risk students with the acquisition of career and technical skills and successful completion of the GED
Reporting	Annual <i>Virginia ISAEP Demographic Student Profile Survey</i> ; VDOE Annual School Report
Reporting Period	Student Survey submitted by June; Annual School Report submitted by September
Reimbursement	Payments provided bi-monthly to grant recipients.
Superintendent's Memo(s)	Issued annually in the spring; available on the VDOE Web site
Specialist	ISAEP specialist; grants manager

## V. FINANCIAL MANAGEMENT

- A. APPLICATION
- B. REVIEW
- C. AWARDS
- D. MANAGEMENT SYSTEMS
- E. ALLOWABLE COSTS
- F. REIMBURSEMENTS/EXPENDITURE REPORTS
- G. BUDGET AMENDMENTS
- H. ENCUMBERING FUNDS
- I. EXPIRATION OF FUNDS
- J. WITHHOLDING OF FUNDS
- K. DISCONTINUANCE OF FUNDING
- L. CLOSEOUT
- M. REFUNDS

Grants funding adult education and literacy programs in Virginia are managed in accordance with sound financial management policies and practices and in conformity with all state and federal financial rules and regulations. The financial management section outlines the most important procedures, beginning with the application process and progressing through to the closeout of the grant.

Applicable federal and state administrative requirements, cost principles, and audit requirements are incorporated into each grant award by reference. For educational institutions, the following apply.

- Uniform Administrative Requirements for Grants and Agreements to State and Local Governments, 45 FR, Part 2541(59 Fed. Reg. 155 published August 12, 1994)
- OMB Circular A-87, Cost Principles for State and Local Governments
- OMB Circular A-133, Audits of State and Local Governments and Nonprofit Organizations

## A. APPLICATION

---

### V.A.1



**Any agency or organization desiring to receive financial assistance for providing adult education and literacy programs, services, and activities must submit within the established deadline a complete application for funds.**

### V.A.2



**Applicants must submit a budget summary along with budget worksheets annually as part of their grant application materials.**

All budgets must accurately identify by line item the planned activities for the grant period.

*Regional programs must develop a budget by line item for each locality represented/served in the region. Regional programs must not combine funds from one locality/program with those of another for developing and administering budgets.*

Budgets are identified by object code. The following object codes apply.

- 1000 Personal Services
- 2000 Employee Benefits
- 3000 Purchased Services
- 4000 Internal Services
- 5000 Other Charges
- 6000 Materials and Supplies
- 8000 Equipment

## NOTIFICATION

Funding opportunities will be communicated to applicants in Virginia through a variety of methods, including, but not limited to, legal notices placed in newspapers throughout Virginia, superintendent's memoranda delivered to public school administrators, announcements on the OAEL Web site and the Web sites of its designees, electronic mail distribution lists for local adult education program managers and community-based literacy organization directors, and direct correspondence to other collaborative organizations, agencies, or designees.

## TRAINING/TECHNICAL ASSISTANCE

Training and/or technical assistance for each federal funding opportunity will be provided by OAEL or its designee. Training schedules will accompany grant applications and awards.

## DEADLINES

Each application has a corresponding submission deadline. Applicants should adhere to all specified deadlines to ensure that OAEL has adequate time to evaluate the application and process funding paperwork.

## **B. REVIEW**

---

### **V.B.1**

**S F**

**Competitive grant applications will be reviewed and scored by a review panel or staff to be selected by the Office of Adult Education and Literacy.**

Criteria for review and scoring protocols will be communicated to the applicants via the application packet. Noncompetitive grants will be reviewed by appropriate members of OAEL staff.

After grants have been awarded, applicants may request feedback through OAEL regarding strengths and weaknesses of their grant applications.

## **C. AWARDS**

---

### **V.C.1**

**S** 

**VDOE will fund programs on a cost-reimbursement basis only, unless otherwise specified, pending availability of funds. VDOE is not responsible for funds spent in excess of the awarded amount or funds spent on unallowable activities as defined in the grant application packets.**

## D. MANAGEMENT SYSTEMS

---

### V.D.1



**Grant recipients must maintain financial management systems that include standard accounting practices, sufficient internal controls, a clear audit trail, and written cost allocation procedures as necessary.**

Financial management systems must be capable of distinguishing expenditures attributable to this grant from expenditures not attributable to this grant. The systems must be able to identify costs by programmatic year and by budget category and to differentiate between direct and indirect costs or administrative costs.

Grant recipients must maintain adequate supporting documents for expenditures (federal and nonfederal) and in-kind contributions under the grant. Costs must be shown in reports and must be supported by a source document, such as a receipt, travel voucher, invoice, bill, in-kind voucher, or similar document.

## E. ALLOWABLE COSTS

---

### V.E.1



**Unreasonable amounts of funding may not be spent in any particular object code. All expenditures and budget approvals will be at the discretion of VDOE, based on state and federal guidelines.**

See individual grant applications and awards for specific information on allowable and unallowable expenditures for each funding stream.

## F. REIMBURSEMENTS/EXPENDITURE REPORTS

---

VDOE is making the transition to an automated, Web-based system for grants management called the Online Management of Education Grant Awards (OMEGA). At this time, access to this system is limited to local school divisions, though access will eventually be expanded.

### V.F.1



**Expenditure documentation is required for every project funded by VDOE. Expenses included on the reimbursement request must be incurred and paid during the time period stated on the request form. No expenses may be claimed before the starting date or after the ending date listed on the grant award form.**

Specific forms and instructions are referenced in the grant award notification materials.

## NON-OMEGA USERS

Grant recipients that have not yet been granted access to OMEGA will be expected to submit their requests for reimbursement by mail. Requests should be submitted by the identified due dates using the reimbursement request workbook located on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>. The workbook requires salaries (1000 and 2000 categories), equipment (8000 category), and all other expenditures (3000, 4000, 5000, and 6000 categories) to be documented appropriately.

*Please note that regional program fiscal agents must submit reimbursement requests for each locality using the electronic workbook. Regional program requests that are combined into a single submission will not be approved and will be returned for resubmission.*

**One signed original and one copy must be submitted for each request.** Failure to submit the original reimbursement request, a copy of the request, or the required documentation lengthens the request process and may delay reimbursement.

## OMEGA USERS

Grant recipients that are OMEGA users will be expected to submit their requests for reimbursement via the OMEGA system.

*Please note that regional program fiscal agents must submit reimbursement requests for each locality. Regional program requests that are combined into a single submission will not be approved.*

Paper forms requesting reimbursement will not be accepted. Complete descriptions of each line item must be submitted. Upon review of a grant recipient's OMEGA records, if line item descriptions are incomplete, OAEL may require the grantee to complete the electronic reimbursement workbook each quarter in addition to requesting reimbursement through OMEGA.

## **V.F.2**



**Requests for reimbursement will be accepted according to due dates established by OAEL.**

Specific reimbursement dates for each grant program are listed in the grant award notification packages. The same reimbursement requirements apply to submissions made via the OMEGA system.

### V.F.3



**In accordance with the Education Department General Administrative Regulations (EDGAR) 34 CFR80.25; subsection 80.25(b) and 34 CFR 76.534, tuition monies and or fees collected must be used for classes, coordination, supervision, and general administration of full- and part-time adult basic education programs, including responsibilities associated with the management of the finances of these programs.**

Program income is defined as “gross income received by the grantee or sub-grantee directly generated by a grant supported activity or earned as a result of the grant agreement during the grant period.” Program income is governed by the terms of the agreement between the state and local sub-grantee. Program income must be accounted for in program records and used only for costs allowable under AEFLA. Program income may only be used to provide local adult education and literacy services. This can include the payment of salaries and purchase of materials.

### V.F.4



**Applicants must verify planned collection of program income in their grant application. Any grant recipient collecting program income must complete a Program Income Report form, detailing by object code all collections and expenditures, and certify that all program income was spent for costs allowable under AEFLA.**

Grant recipients will report program income once during the grant award year for review by the state. The Program Income Report will be due at the end of the fourth quarter of the grant cycle. Certification of no program income is also due by the due date from any locality not collecting program income. Information about collecting and reporting program income will be included in all technical-assistance training related to grant reimbursements throughout the year. Program income will be monitored by OAEL during collection times. Grant recipients not using program income in the appropriate and specified manner will receive written notification from OAEL and may be subject to an on-site review. The Program Income Report form is available on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

## G. BUDGET AMENDMENTS

---

The VDOE is making the transition to an automated, Web-based system for grants management called the Online Management of Education Grant Awards (OMEGA). At this time, access to this system is limited to local school divisions, though access will eventually be expanded.

## V.G.1



**Any requested amendment to an approved grant budget must be submitted via either an OMEGA budget transfer or a Budget Amendment Between Categories form, as appropriate, to the grants manager during the specified time permitted for such requests.**

Budget amendments are not guaranteed and are at the discretion of the grants manager and program specialist. Changes made to the budget without prior approval may not be reimbursable.

### NON-OMEGA USERS

Grant recipients that do not have access to OMEGA will continue to submit budget transfer requests through the completion of standard transfer documents, which can be downloaded from the OAEL Web site. Regional program fiscal agents must submit budget transfer requests for each locality using the standard transfer documents. Regional program requests that are combined into a single submission will not be approved and will be returned for re-submission.

A Budget Amendment Between Categories form must be submitted and approved by OAEL prior to budget changes and related expenditures (see Grant Recipient Award Notification for details). This form is located on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

### OMEGA USERS

Grant recipients that are OMEGA users will be expected to submit their budget transfer requests using the OMEGA system. Regional program fiscal agents must submit budget transfer requests for each locality. Regional program requests that are combined into one submission will not be approved. Paper forms requesting a budget transfer will not be accepted.

## H. ENCUMBERING FUNDS

### V.H.1



**No grant funding issued from VDOE may be encumbered beyond the end date of the grant period.**

Each grant administered by OAEL has a specific length of time, or grant period, during which funds must be spent. The grant period for each grant is outlined in the annual application packet and grant award.

Funds are encumbered on the date on which the sub-grantee makes a binding written commitment for goods or services (issues a contract or purchase order), when an employee has completed all or part of a work day, or when an employee's travel has been completed. To avoid unallowable encumbrance of grant funds, all funds must be expended by the local program and reimbursed by OAEL by the end date of the grant.

All expenses must be completed and documented during the grant period prior to requesting reimbursement. Failure to complete or document expenditures may result in the return of the unprocessed reimbursement request to the grant recipient.

## I. EXPIRATION OF FUNDS

---

### V.I.1



**Funds not expended during the grant period for which they were allocated are no longer accessible to the grant recipient beyond the end of the grant period.**

Grant recipients must expend all funds during the specific grant period. OAEL may contact recipients during or near the end of this time period to certify that all funds have or will be obligated by the end-date of the grant. At that time, OAEL will provide grantees with guidance about any remaining funds that are not obligated.

## J. WITHHOLDING OF FUNDS

---

### V.J.1



**Monies or benefits may be withheld from adult education programs if proper reports are not completed and/or files are not received as required by existing laws, regulations, or state grant guidelines.**

## K. DISCONTINUANCE OF FUNDING

---

### V.K.1



**All funding is subject to the appropriation and availability of funds by the United States Congress, United States Department of Education, and/or the Virginia General Assembly.**

State and federal funding administered by OAEL is received by the VDOE annually. The specific funding levels are subject to change, and all subsequent funding awards to adult education grant recipients is contingent upon the issuance of funding by the primary funders.

## L. CLOSEOUT

---

### V.L.1



**Each grant recipient must complete a specific closeout process for each funding stream awarded.**

Grant recipients must have all reimbursement documentation processed and in order. Additionally, all program reports or documentation necessary for specified grant programs must be processed and on file with OAEL. Should a grant recipient wish to discontinue funding or dissolve a grant program, a written request must be submitted to the director of OAEL.

Grant recipients that have not completed the closeout process may not be considered for future grant funding until the closeout process is complete.

### V.L.2



**In emergency situations, VDOE may suspend a grant for not more than 30 calendar days.**

Examples of such situations may include, but are not limited to: serious risk to persons or property; violations of federal, state, or local criminal statutes; and material violations of the grant that are sufficiently serious that they outweigh the general policy in favor of advance notice and opportunity to show cause. Pursuant to 45 CFR 2540.400, VDOE may terminate reimbursement payments under the grant, or revoke grant funds for failure to comply with applicable provisions of this grant. VDOE shall provide the grant recipient reasonable notice and opportunity for a full and fair hearing within 60 days of receipt of such notice.

## M. REFUNDS

---

### V.M.1



**Any grant recipient recognizing a cash balance at the end of a project must submit a refund check along with reason for the return and corresponding project codes. Grant recipients are to submit refunds within 30 days after being notified of a remittance due to the state.**

Refund checks are to be made payable to:

Treasurer of Virginia

Refunds are to be mailed to:

Department of Education  
Attention: Finance Office  
P.O. Box 2120  
Richmond, Virginia 23218-2120

The grant recipient must also notify the OAEL grants manager of the refund.



## VI. OPERATION OF PROGRAMS

- A. GENERAL REQUIREMENTS AND CONSIDERATIONS
  - B. ADULT BASIC EDUCATION
  - C. ENGLISH LITERACY/CIVICS EDUCATION
  - D. COMMUNITY-BASED LITERACY ORGANIZATIONS
    - E. RACE TO GED
    - F. EXPANDED GED
    - G. GENERAL ADULT EDUCATION
  - H. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN
    - I. GED TESTING

## A. GENERAL REQUIREMENTS AND CONSIDERATIONS

---

All grant recipients of federal and/or state funding administered by OAEL, unless otherwise noted, are bound by a set of procedures and regulations regardless of the grant(s) they are awarded. These general considerations are outlined below. For procedures particular to each funding stream, the program-specific sections following this section should be consulted.

### LEARNERS AND INSTRUCTION

#### *Sixteen- and Seventeen-Year-Olds*

##### VI.A.1



**Pursuant to Section 22.1-254.1. of the Code of Virginia, only if a 16- or 17-year-old student has been legally released from compulsory attendance by the local school board, and can produce valid documentation of such release, is that individual eligible to enroll in adult education classes funded by state and federal monies administered by OAEL.**

See Appendix D of this document to view the specific reasons for which a local school board may release a 16- or 17-year-old student. Only such students released from compulsory attendance may be entered into the NRS database.

Adult education programs funded by state and federal monies administered by OAEL will not recruit students enrolled within public education systems into adult education programs.

#### *Facilities*

##### VI.A.2



**Grant recipients must provide access to facilities that are satisfactory for learner instruction and assessment.**

Common facility requirements include, but are not limited to, the following.

- Appropriate size room to properly accommodate the number of learners participating
- Reduced noise and distractions
- Proper lighting
- Comfortable room temperature
- Appropriate size tables and chairs
- Access to a restroom
- Clock or other timing device visible to learner(s)
- Chalkboard, whiteboard, or overhead projector
- Sufficient staffing for assistance
- Computers and software adequate for instructional delivery

## Eligibility

### VI.A.3



**Learners must meet the first criterion listed below and one or more of the subsequent criteria in order to receive services funded by WIA and/or state monies for adult basic education and literacy services.**

- Are at least 18 years of age, with the exception of those who are at least 16 years of age and released from compulsory attendance by the local school board (appropriate documentation must be on record for an individual released from compulsory attendance and must be maintained for five years)
  - Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society including finding or retaining employment \*
  - Obtained a high school diploma previously, but pre-test at an educational functioning level less than Adult Secondary High or ESL Advanced
  - Do not have a secondary school diploma or its recognized equivalent
  - Are not enrolled in a secondary (public or private) or postsecondary institution

*\* Local programs will not report those adults whose employers are funding a class specifically designed for workplace skills.*

### VI.A.4



**Adult learners may not hold an F-1 or F-2 Visa (student visa).**

The United States Immigration and Nationality Act [Sec. 1101(a)(15)(F)(1)] provides more information and may be viewed at the United States Citizenship and Immigration Services Web site at [www.uscis.gov/portal/site/uscis](http://www.uscis.gov/portal/site/uscis).

### VI.A.5



**Grant recipients must provide first priority to Virginia residents seeking instructional services.**

In various parts of Virginia, cities or counties that border neighboring states receive requests to provide ABE, ASE, or ESOL instruction to non-Virginia residents. Local adult education programs may serve non-Virginia residents if the eligibility criteria outlined are met by the learner.

Programs should consider the following when making a decision to provide instructional services to non-Virginia residents.

- Is the program completely serving the local residents of the city or county to which funds and resources are provided?
- Does the acceptance of a non-Virginia resident exclude a Virginia resident from receiving services? Who has priority?

- Can the person be tracked for the purposes of follow-up (i.e., take the GED tests, find or retain employment, or attend a postsecondary education training institution in Virginia)?
- Does the local school division accept nonresidents, and if so, is tuition required to cover the cost of services?

Grant recipients are encouraged to consult with local school boards and officials about the establishment of a written policy regarding non-resident participation.

*Please note, this applies to instructional services, not GED-testing activities conducted by local testing centers.*

### ***English-Only Instruction***

#### **VI.A.6**



**Grant recipients must provide instruction to learners in the English language only. Instructional activities conducted in languages other than English, or in bilingual settings, is prohibited and may not be reported.**

Federal and state funds for adult education and ISAEP program instruction must be used to provide instruction in English only.

Section 22.1-212.1. of the *Code of Virginia* states, “Pursuant to Section 1-511, school boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language which shall be designed to promote the education of students for whom English is a second language.”

## PLANNING AND MANAGEMENT

### ***Annual Assurances***

#### **VI.A.7**



**Applicants must certify, through official signature of the superintendent, community college president, or designee, compliance with specific state and federal laws and/or regulations annually.**

See individual grant applications and awards for specific information on how to certify compliance with these laws and regulations annually.

## Accountability and Reporting

### VI.A.8



**Grant recipients required to report data for the National Reporting System must use the VDOE-developed Web-based system for reporting adult learners.**

The National Reporting System (NRS) is the federal accountability reporting system for adult education programs nationwide. States are required to report into NRS a broad range of data related but not limited to learner demographics, performance, program staff, and follow-up.

### VI.A.9



**All OAEL-sponsored grant activities, except those in connection with the ISAEP program, must be conducted in accordance with the policies outlined in the *Assessment Policy for Virginia Adult Education and Literacy Programs* and the *Goal-Setting Policy for Virginia Adult Education and Literacy Programs*.**

### VI.A.10



**Use of external databases to import required data into the Web-based data system must be approved by OAEL on an annual basis.**

Eligible applicants that anticipate using an external database to import collected data into the Web-based data system must demonstrate three clean monthly data imports by December 1. Clean data means no students being found on the diagnostic reports for students with invalid exit dates or invalid entry levels, as well as no missing demographic data identified on the error report. Therefore, programs must continue to use the Web-based system's NRS reports to monitor program performance monthly to ensure clean data and identify corrective action required before the next data import. If a program does not produce three successive data imports, the program must complete direct entry for the remainder of the fiscal year.

## Unapproved Activities

### VI.A.11



**Grant recipients must not use federal or state funding to participate in, support, or encourage unapproved activities.**

Unless otherwise noted in this manual, unapproved activities include the following.

- Providing continuing education, enrichment, or other vocational or technical classes
- Providing religious instruction, conduct worship services, or engage in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing, directly or indirectly, any activity designed to influence the outcome of an election to any public office

- Impairing existing contracts for services or collective bargaining agreements
- Paying directly for learner transportation and child care

*Federal funds may not under any circumstances be expended in support of GED-testing-related activities including, but not limited to, testing or re-testing, graduations, or scholarships.*

#### Special Provisions for Food

Grant recipients are required to meet the standards identified in OMB Circular A-87 and the official Virginia travel regulations related to the purchase of food. Under specific conditions, food may be purchased for training with the purpose of disseminating technical information. According to guidance issued by VDOE's finance division, technical information may include: 1) updates to program regulations, directives, policies, and operating instructions; 2) information about the common grants management rules and general laws applicable to federal programs; and 3) information deemed essential to maintain professional skills that are needed to properly operate the programs. Food may not be purchased for general staff meetings.

All requests to purchase food must be approved by OAEL prior to any expenditure. To request the purchase of food, grant recipients must submit an agenda for the training that includes start and end times, training location, a list of participants, and the food items with an estimated cost. A sign-in sheet and food receipts must be submitted with the reimbursement request. Training must be five or more hours in length for a working meal (lunch or dinner) to be purchased. Breakfast will not be supported. Break items may be purchased for appropriate training activities that are at least one hour in length.

Grant recipients will not be reimbursed for any unapproved food purchases. For more information on current state travel regulations, please refer to <http://www.doe.virginia.gov/VDOE/Finance/home.html>.

#### Special Provisions for Recognition Ceremonies

Unless preapproved by OAEL, funding may not be used to support recognition ceremonies. Grant recipients wishing to support such ceremonies are encouraged to rely upon local, non-matching funds. Unapproved expenditures in support of recognition ceremonies will not be reimbursed by OAEL. If grant recipients have any questions about the use of funds for such activities, they should contact OAEL before expenditure of funds.

### *Staff Qualifications*

#### **VI.A.12**



**Unless otherwise noted in this document or the *Code of Virginia*, grant recipients receiving funding to deliver adult education instructional services must employ well-qualified staff, including teachers, counselors, and administrators.**

One of the twelve federal assurances that grant recipients must adhere to is that the adult education “activities are staffed by well-trained instructors, counselors, and administrators.” Local programs should make every effort to employ a highly qualified team of adult

education staff. Adult education teachers must have at least a Bachelor's Degree, and OAEL recommends that teachers be licensed or working toward licensure in either adult education or K-12 education.

Virginia regulations include an adult education endorsement, but this endorsement is not required of adult education teachers by any state policy at this time. Information related to this **endorsement in adult education** and the **add-on endorsement for adult English as a second language** can be found in the Virginia Board of Education's *Licensure Regulations for School Personnel* (Effective September 21, 2007). You may download this document from the Board's Web site at [www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf](http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf).

### VI.A.13



**All ISAEP staff and staff teaching in diploma programs will meet the same professional certification and licensure requirements as those which pertain to other public secondary school personnel as determined by the Virginia Board of Education.**

#### *Privacy and Confidentiality*

### VI.A.14



**Personal information about citizens of the Commonwealth who are participating in programs funded by VDOE will be collected only to the extent necessary to provide the service or benefit desired. Only appropriate information will be collected, and citizens shall understand the reason the information is collected and will be provided access to their personal records.**

#### *Freedom of Information Act*

### VI.A.15



**Grant recipients must comply with the Virginia Freedom of Information Act.**

As recipients of VDOE funding, grant recipients are bound by the regulations of the Freedom of Information Act (FOIA). This act provides for the transparency of government-funded activities. The Virginia Freedom of Information Act, section 2.2-3700 et seq., of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees.

Requests for information from the public, press, and other agencies must be handled according to the procedures outlined in FOIA.

A public record is any writing or recording – regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format – that is prepared or owned by, or in the possession of a public body or its officers, employees, or agents in the transaction of public business. All public records are presumed to be open and may only be withheld if a specific, statutory exemption applies.

The purpose of FOIA is to promote an increased awareness by all persons of governmental activities. In furthering this policy, FOIA requires that the law be interpreted liberally, in favor of access, and that any exemption allowing public records to be withheld must be interpreted narrowly. Grant recipients should contact OAEL should any questions or concerns arise from a FOIA request.

More information about FOIA is available by contacting the Virginia Freedom of Information Advisory Council or by visiting their Web site at <http://dls.state.va.us/foiacouncil.htm>.

### *Non-Discrimination*

#### **VI.A.16**

F S 

**No grant recipient will discriminate on the basis of race, color, national origin, sex, disability, or age in its adult education and literacy instruction, activities, employment, disability, or admission policies and practices.**

Grant recipients will declare compliance with nondiscrimination statutes and regulations annually. It is the grant recipients' responsibility to have on file the appropriate documentation.

### *Retention of Records*

#### **VI.A.17**

S  

**Grant recipients must maintain all records, including student and financial records, related to the grant for a period of five years after the ending date of the grant. These records must be accessible and available for monitoring and audit purposes.**

Original copies of all receipts, whether paper or electronic, must be maintained by grant recipients to support all requests for reimbursement and local expenditures.

If maintenance of paper records, other than original receipts, is unmanageable due to space constraints, grant recipients may convert paper records into electronic formats for storage. While grant recipients are not required to maintain records on-site, OAEL recommends that all grant records be held in a safe and secure location that is readily accessible.

If an audit is started prior to the expiration of the five-year period, the records must be retained until the audit findings involving the records have been resolved and final action taken.

## Communications

### VI.A.18



**Grant recipients shall provide up-to-date contact information to OAEL upon receipt of funding, and must promptly notify OAEL when a change is made to the local program administrator, program manager, director, or coordinator who is responsible for planning and managing the program.**

Communications from the VDOE are distributed via a wide variety of memos, letters, and electronic correspondence. These include, but are not limited to, Superintendent's Memos, letters and memos from the director of OAEL, letters and memos from OAEL staff, and regular face-to-face meetings announced by OAEL or its designees. In order for programs to keep abreast of changes in policies and procedures, it is imperative that administrators and staff receive and read these communications in a timely manner and contact VDOE staff regarding any questions or concerns. Consequently, phone, mailing address, and e-mail information for administrators, program managers, and other key staff as determined by the grant recipient must be provided to the Office of Adult Education and Literacy upon receipt of grant funding. Any changes in this information must be communicated to OAEL promptly.

### VI.A.19



**Grant recipients must ensure that the adult education program manager or a designee attends all meetings identified as required by OAEL.**

OAEL and its designees plan and execute a number of training and technical assistance meetings annually. New initiatives, policies, and plans that affect funded programs are outlined and discussed at these meetings. It is imperative that grant recipients have appropriate staff members present at identified meetings so as to stay current with state and federal regulations and expectations.

### VI.A.20



**Grant recipients will register the names and contact information of key staff with electronic communication systems identified by VDOE.**

In the interest of efficiency and costs, a great deal of correspondence from VDOE is distributed electronically via several electronic mail distribution services (listservs). Currently, there are dedicated listservs for all managers of programs receiving OAEL funding, CBLO managers, and regional specialists, as well as a general listserv for all adult education practitioners in Virginia. These listservs are administered for OAEL by the Virginia Adult Learning Resource Center (VALRC). Grant recipients should contact the VALRC to be registered for the appropriate listservs. The VALRC Web site provides additional information about some of these communication tools at [www.valrc.org](http://www.valrc.org). Additionally, Web-based forums, conference calls, video teleconferencing, and other electronic media are relied upon for regular communication between OAEL and its funded programs.

## *Collaboration and Partnerships*

### **VI.A.21**

**F S** 

**Grant recipients of ABE funding are mandated partners in the one-stop system and, therefore, must participate in the local one-stop activities.**

WIA places an emphasis on streamlining services and reducing duplication of efforts on the part of service agencies that serve common clients. Moreover, state-level agreements and orders further outline adult education participation in the state’s one-stop workforce system. Consequently, ABE grant recipients are expected to collaborate with other local mandated partners in the workforce development system. Grant recipients with questions regarding such partnerships should contact OAEL for guidance.

## PERFORMANCE

### *Performance Targets*

### **VI.A.22**

**F S**  

**Grant recipients must meet federal and state performance targets as appropriate to each funding stream.**

OAEL negotiates Virginia’s collective adult education performance targets with USED annually. These federal targets include student performance and goal completion performance levels. OAEL also establishes state-specific targets for programs receiving funding. State targets include enrollment, retention, and post-testing performance levels. Both the federal and state targets are identified and explained in the grant application packets that are distributed annually in the spring.

### *Program Monitoring and Evaluation*

### **VI.A.23**

**F S**

**Grant recipients are responsible for participating in any monitoring and evaluation activities conducted by OAEL.**

In accordance with the state plan for adult education and literacy, OAEL must conduct annual performance evaluations of grant recipients. Evaluation activities include regular program performance reports. These reports measure program performance in terms of the following four areas: (1) financial management; (2) meeting state performance targets; (3) carrying out program processes; and (4) staff development and capacity. An end-of-year performance report, called the “Program Performance Report Card,” is also issued. The Report Card summarizes the overall performance of the adult education program during the program year.

## VI.A.24

F S 

**OAEL reserves the right, at all reasonable times, to conduct site visits to review and evaluate grant recipient records, accomplishments, organizational procedures, and financial control systems; to conduct interviews; and to provide technical assistance. All site visits will be performed in such a manner as will not unduly disrupt the grant recipient operations.**

Each year, OAEL will conduct site visit reviews of a select number of programs. Usually these visits will be announced. In some cases, however, OAEL may conduct a targeted, unannounced site visit. Because grant requirements and program priorities are subject to change, the site visit criteria are also subject to change. Grant recipients may view the site visit process and materials used by OAEL on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

## B. ADULT BASIC EDUCATION (ABE)

---

### OVERVIEW

Funding for the Adult Basic Education program is authorized under Title II of the *Workforce Investment Act of 1998*, the *Adult Education and Family Literacy Act*, PL 105-220.

ABE funds support three major instructional services. First, they provide for adult basic education (ABE) instructional services for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Second, the funding supports Adult Secondary Education (ASE) instruction for adults who are performing at or above the ninth-grade level in reading, writing, mathematics, and other basic skills. Many adults at the ASE level are preparing for the GED Tests or another credential option. ESOL instructional services are the third area. These services are designed to increase the English proficiency of limited-English-speaking adults in reading, writing, speaking, and listening. Many approved programs may also include civics-related instructional activities, such as health, family, and financial literacy.

### VI.B.1



**Grant recipients must demonstrate annually compliance with the 12 federal criteria for funding and implementation of the program.**

1. The degree to which the eligible provider will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program
  - a. is of sufficient intensity and duration for participants to achieve substantial learning gains; and
  - b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the activities are built on a strong foundation of research and effective educational practice

6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers
7. Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
12. Whether the local communities have a demonstrated need for additional English literacy programs

## VI.B.2



**Applicants must submit any programmatic amendments to the original, local five-year comprehensive plans annually. Only the revised section or statement that includes reference to the specific section and amendment date is required.**

## VI.B.3



**A change in fiscal agent must be approved by VDOE and, if approved, the change shall be effective July 1 of the next complete fiscal year.**

Approved adult education and literacy programs may not independently re-issue or subcontract state or federal funding for adult education programs to another entity. If an approved program wishes to transfer fiscal agent responsibilities to another entity, the approved program must submit a written request justifying the change and identifying the entity to which the approved program wishes to transfer funding and responsibilities. Additionally, the transferring fiscal agent and receiving fiscal agent must submit a transition plan and an amendment to the transferring agent's approved five-year plan that detail how the receiving agent will ensure the uninterrupted delivery of effective program services and compliance with all applicable federal and state regulations. This request will be reviewed by VDOE staff, and any change in fiscal agent will be at the discretion of the VDOE.

## VI.B.4



All requests for a change of fiscal agent must be received by OAEL no later than December 31 annually.

### ACTIVITIES

## VI.B.5



Grant recipients must provide services that are comprehensive and accessible to learners in one or more approved activities. If sufficient resources remain, optional activities may also be conducted.

Approved instructional activities include the following.

- Adult Basic Education
- Adult Secondary Education
- English for Speakers of Other Languages

Optional activities include the following.

- Corrections and Institutions (C&I)
- Family Literacy

### ACCOUNTABILITY AND REPORTING

#### *Program*

## VI.B.6



Grant recipients must use the Universal Student Profile Document (USPD), pages one and two, to collect and report required student demographic and goal information annually. The form may not be changed or otherwise altered.

## VI.B.7



Grant recipients must complete and submit an end-of-fiscal-year data quality checklist certifying the program has responsible data practices and has reviewed the program's data for final submission.

The due date for the checklist will be provided to programs by OAEL annually.

Because grant requirements and program priorities are subject to change, the data quality checklist requirements are also subject to change. Grant recipients may view the data quality checklist on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

*Staff***VI.B.8**F S **Grant recipients must report staff information annually.**

Staff required for reporting include the following paid and volunteer positions. Required staff information includes, but is not limited to, employment status, education level, and licensures and other certifications.

- Administrators
- Teachers/Instructors
- Counselors
- Paraprofessionals

**VI.B.9**S **All staff employed by ABE grant recipients, including support staff, must complete the professional development certification program identified by OAEL.**

The current certification program is delivered by the Virginia Adult Learning Resource Center (VALRC). Training opportunities to complete this certification will be available annually at a variety of sites. Program staff must complete specific levels of certification within time limits set by OAEL as applicable. For more information, grant recipients should contact OAEL or VALRC.

*Data Entry***VI.B.10**S **Grant recipients must provide access to current computers and comprehensive technology for program implementation and administration.**

Reporting into VDOE's financial and data management information system requires that programs have adequate technology, both hardware and software, that allows them to interface with the system. Specific technology requirements are identified in annual grant application materials for each program.

**VI.B.11**F S **Grant recipients must enter ABE data through the Web-based data system.**

Currently, all data must be entered by the 20<sup>th</sup> of each month and completed by August 1 annually. Required monthly data include, but are not limited to, the following.

- Staff information
- Class information

- Learner demographic information
- Learner assessment information
- Learner goal information
- Learner attendance

## BUDGETS AND FINANCIAL REPORTING

### VI.B.12

F S 

**Programs applying for funding must budget a minimum of 95 percent of the federal allocation for instructional costs and a maximum of 5 percent of the federal allocation for administrative costs.**

Grant recipients must submit to OAEL a one-page waiver request on program letterhead signed by the superintendent, community college president, or designee for review and approval to exceed the 5 percent cap. Waiver requests must not exceed 20 percent of the approved allocation.

*Please note, programs that conduct C & I activities must track and report expenditures for those activities separately. For more information about this, see the annual ABE grant application packet or contact OAEL.*

### VI.B.13

F S 

**Grant recipients must budget for and provide staff development resources and opportunities for staff annually. Staff development dollars for staff at all levels must be identified by line item.**

Staff development opportunities and participation are essential to ensure that administrators, teachers/volunteers, counselors, and support staff are knowledgeable about the NRS, GED and ESOL content standards, the assessment and goal-setting policies, assessment certification, Race to GED, distance learning, customer service, program improvement, and other OAEL initiatives.

### VI.B.14

F 

**Grant recipients must identify indirect cost by line item (5000 object code) and meet the school division's approved indirect cost percentage.**

Indirect cost is classified as an administrative expenditure and counts toward the 5 percent maximum administrative costs. Approved indirect cost percentages fluctuate from year to year and should be verified with your fiscal agent annually.

**VI.B.15**F S 

**Grant recipients must provide a minimum of 15 percent of the total program cost in local matching dollars, cash, or in-kind contributions (non-federal funds), based on the approved allocation for the program.**

The following are special matching considerations.

- All expenditures identified as local match by grant recipients must be from the direct support of the program activity.
- When applicable, the approved program must maintain documentation identifying the percent of support converted to a dollar amount.
- Grant recipients must identify and use the fair market rental rate in the program area when using rent as local match. This applies when state, LEA, or other agency support is used as space to support program activities. Documentation of an appraisal of fair market rental rate of the area is required. The percentage of use-time must be converted to a dollar amount.

**VI.B.16**F 

**Grant recipients, through a maintenance of effort, must meet or exceed the previous year's local match total. If the approved program does not expend the full allocation, the local match must be a minimum of 90 percent of the previous two years' local match (whichever is greater). The approved program must not reduce the local match in future years.**

***One-Stop Reporting*****VI.B.17**F  

**Grant recipients that provide services to (via referrals) or within local one-stop or workforce centers must report, by object code and line item, the amount of federal funding contributed annually for these services and activities.**

Grant recipients may view the one-stop reporting form on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

## CLOSEOUT

### **VI.B.18**



**At the close of each fiscal year, grant recipients must complete a specific closeout process.**

The closeout process for ABE programs must include each of the following.

- **NRS Data Submission**: All grant recipients reporting into the NRS Web-based data system must complete final data submissions at the close of the fiscal year.
- **Data Quality Checklist**: All grant recipients reporting into the NRS Web-based data system must complete the annual data quality checklist.
- **Financial Documentation**: All grant recipients must submit the final reimbursement and required documentation. Incomplete or obsolete forms will not be accepted and will delay or prevent reimbursement. Additional financial documentation includes certification of program income and federal funding contributed to one-stop or workforce center activities.

## C. ENGLISH LITERACY/CIVICS EDUCATION (EL/CIVICS)

### OVERVIEW

Funding for the EL/Civics program is authorized under Title II of the *Workforce Investment Act of 1998*, the *Adult Education and Family Literacy Act*, PL 105-220, and the Consolidated Appropriations Act of 2008, PL 110-161.

The purpose of the EL/Civics program is to support grants that demonstrate effective practices in integrating the English literacy and civics education components as defined by USED in order to help adult learners acquire the skills and knowledge to become active and informed parents, workers, and community members. Both of these two components must be present in programs funded with EL/Civics monies.

The English literacy component must be a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. These services can be provided to an adult who has limited ability in speaking, reading, writing, or understanding the English language and (a) whose native language is a language other than English, or (b) who lives in a family or community environment where a language other than English is the dominant language.

The civics education component must address all of the following four areas of study at all levels of instruction offered.

- The rights and responsibilities of citizenship
- Naturalization procedures
- Civic participation
- U.S. history and government

### VI.C.1



**Grant recipients must demonstrate annually compliance with the 12 federal criteria for funding and implementation of the program.**

1. The degree to which the eligible provider will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under Section 212 [of the Adult Education and Family Literacy Act], the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills

4. Whether or not the program
  - a. is of sufficient intensity and duration for participants to achieve substantial learning gains and
  - b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the activities are built on a strong foundation of research and effective educational practice
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers
7. Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
12. Whether the local communities have a demonstrated need for additional English literacy programs

## ACTIVITIES

### **VI.C.2**



**Grant recipients must provide services in one or more of the following approved activities consistent with their applications for funding.**

Approved activities include the following.

- Civics Participation
- Citizenship Education

*Events such as career fairs, health fairs, charity fundraising dinners, or unsupervised discussion groups, while valuable activities that support civics education, are not considered to be a fulfillment of the civics education component and may not be funded with EL/Civics funding.*

## ACCOUNTABILITY AND REPORTING

### *Program*

#### VI.C.3



**Grant recipients must complete and submit an end-of-fiscal-year data quality checklist certifying the program has responsible data practices and has reviewed the program's data for final submission.**

The due date for the checklist will be provided annually to programs by OAEL.

#### VI.C.4



**Grant recipients must submit annually an EL/Civics final program report.**

The due date for the final report will be provided annually to programs by OAEL. The final report may include quantitative and qualitative data addressing each grant objective. OAEL has the option to request additional reports from grant recipients during the grant year.

#### VI.C.5



**Grant recipients must use the Universal Student Profile Document (USPD), pages one and two, to collect and report required student demographic and goal information annually. The form may not be changed or otherwise altered.**

### *Staff*

#### VI.C.6



**Grant recipients must report staff information annually.**

Programs are required to report the following paid and volunteer positions. Required staff information includes, but is not limited to, employment status, education level, and licensures and other certifications.

- Administrators
- Teachers/Instructors
- Counselors
- Paraprofessionals

## *Data Entry*

### **VI.C.7**



**Grant recipients must provide access to current computers and comprehensive technology for program implementation and administration.**

Reporting into VDOE's financial and data management information system requires that programs have adequate technology, both hardware and software, that allows them to interface with the system. Specific technology requirements are identified in annual grant application materials for each program.

### **VI.C.8**



**Grant recipients must enter EL/Civics data through the Web-based data system.**

Currently, all data must be entered by the 20<sup>th</sup> of each month and completed by August 1 annually. Required monthly data include, but are not limited to, the following.

- Staff information
- Class information
- Learner demographic information
- Learner assessment information
- Learner goal information
- Learner attendance

## BUDGETS AND FINANCIAL REPORTING

### **VI.C.9**



**Programs applying for funding must budget a minimum of 95 percent of the federal allocation for instructional costs and a maximum of 5 percent of the federal allocation for administrative costs.**

Grant recipients must submit for OAEL's review and approval a one-page waiver request to exceed the 5 percent cap. The request must be on program letterhead signed by the superintendent, community college president, or designee. Waiver requests must not exceed 20 percent of the approved allocation.

### **VI.C.10**



**Grant recipients must budget for and provide staff development resources and opportunities for staff annually. Staff development dollars for staff at all levels must be identified by line item.**

Opportunities for and participation in staff development are essential to ensure that administrators, teachers/volunteers, counselors, and support staff are knowledgeable about federal and state regulations and OAEL initiatives.

## VI.C.11

F 

**Grant recipients must identify indirect cost by line item (5000 object code) and meet the school division's approved indirect cost percentage.**

Indirect cost is classified as an administrative expenditure and counts toward the 5 percent maximum administrative costs. Approved indirect cost percentages fluctuate from year to year and should be verified with your fiscal agent annually.

## VI.C.12

F S 

**Grant recipients must provide a minimum of 15 percent of the total program cost in local matching dollars, cash, or in-kind contributions (nonfederal funds), based on the approved allocation for the program.**

The following are three special matching considerations.

- All expenditures identified as local match by grant recipients must be from the direct support of the program activity.
- When applicable, the approved program must maintain documentation identifying the percent of support converted to a dollar amount.
- Grant recipients must identify and use the fair market rental rate in the program area when using rent as local match. This applies when state, LEA, or other agency support is used as space to support program activities. Documentation of an appraisal of fair market rental rate of the area is required. The percentage of use-time must be converted to a dollar amount.

### *One-Stop Reporting*

## VI.C.13

F  

**Grant recipients that provide services to (via referrals) or within local one-stop or workforce centers must report, by object code and line item, the amount of federal funding contributed annually for these services and activities.**

Grant recipients may view the one-stop reporting form on the OAEL Web site on the Forms page at <http://www.vdoe.vi.virginia.gov/instruction/adulted/resources/forms.shtml>.

## CLOSEOUT

### **VI.C.14**



**At the close of each fiscal year, grant recipients must complete a closeout process.**

The closeout process for EL/Civics programs includes the following. OAEL will identify the deadline for each item annually.

- **NRS Data Submission**: All grant recipients reporting into the NRS Web-based data system must complete final data submissions at the close of the fiscal year.
- **Data Quality Checklist**: All grant recipients reporting into the NRS Web-based data system must complete the annual data quality checklist.
- **Financial Documentation**: All grant recipients must submit the final reimbursement and required documentation. Incomplete or obsolete forms will not be accepted and will delay or prevent reimbursement. Additional financial documentation includes certification of program income and federal funding contributed to one-stop or workforce center activities.
- **Final Program Report**: Grant recipients must provide a brief report describing their activities with respect to their EL/Civics program goals and objectives. Specific instructions for completing and submitting the final program report will be provided during the grant period.

## D. COMMUNITY-BASED LITERACY ORGANIZATIONS (CBLO)

### OVERVIEW

Funding for the CBLO program is authorized biannually under the Virginia Acts of Assembly.

The purpose of CBLO funding is to support public and private community-based organizations that offer adults basic literacy instruction, ESOL instruction, GED preparation, and family literacy activities. Although CBLO funding is provided annually from state monies, these monies are used as matching funds against federal ABE funding. Consequently, in addition to the procedures outlined in this section, CBLO activities are subject to the same procedures and regulations as those that guide administration of the ABE program.

### VI.D.1



**Grant recipients must demonstrate compliance with the 12 federal criteria for funding and implementation of the program.**

1. The degree to which the eligible provider will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under Section 212 [of the Adult Education and Family Literacy Act], the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program
  - a. is of sufficient intensity and duration for participants to achieve substantial learning gains; and
  - b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the activities are built on a strong foundation of research and effective educational practice
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers

7. Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
12. Whether the local communities have a demonstrated need for additional English literacy programs

## ACTIVITIES

### **VI.D.2**



**Grant recipients must provide services in one or more approved activities consistent with their application for funding.**

Approved activities include the following.

- Adult Basic Education
- Adult Secondary Education
- English for Speakers of Other Languages
- Family Literacy

## ACCOUNTABILITY AND REPORTING

### ***Program***

### **VI.D.3**



**Grant recipients must complete and submit an end-of-fiscal-year data quality checklist certifying the program has responsible data practices and has reviewed the program's data for final submission.**

The due date for the checklist will be provided to programs by OAEL annually.

**VI.D.4****Grant recipients must submit annually a CBLO final program report.**

The due date for the final report will be provided to programs by OAEL annually. The final report may include quantitative and qualitative data addressing each grant objective. OAEL has the option to request additional reports from grant recipients during the grant year.

**VI.D.5****Grant recipients must use the Universal Student Profile Document (USPD), pages one and two, to collect and report annually required student demographic and goal information. The form may not be changed or otherwise altered.***Staff***VI.D.6****Grant recipients must report staff information annually.**

Programs are required to report the following paid and volunteer positions. Required staff information includes, but is not limited to, employment status, education level, and licensures and other certifications.

- Administrators
- Teachers/Instructors
- Counselors
- Paraprofessionals

*Data Entry***VI.D.7****Grant recipients must provide access to current computers and comprehensive technology for program implementation and administration.**

Reporting into VDOE's financial and data management information system requires that programs have adequate technology, both hardware and software, that allows them to interface with the system. Specific technology requirements are identified in annual grant application materials for each program.

**VI.D.8****Grant recipients must enter CBLO data through the Web-based data system.**

Currently, all data must be entered by the 20<sup>th</sup> of each month and completed by August 1 annually. Required monthly data include, but are not limited to, the following.

- Staff information
- Class information
- Learner demographic information
- Learner assessment information
- Learner goal information
- Learner attendance

## BUDGETS AND FINANCIAL REPORTING

### *Development*

#### **VI.D.9**

**F**

**Applicants must budget a minimum of 95 percent of the state allocation to instructional costs and a maximum of 5 percent to administrative costs.**

#### **VI.D.10**

**S** 

**Grant recipients must budget for and provide staff development resources and opportunities for staff annually. Staff development dollars for staff at all levels must be identified by line item.**

Staff development opportunities and participation are essential to ensure that administrators, teachers/volunteers, counselors, and support staff are knowledgeable about the NRS, ESOL content standards, instructional strategies, the assessment and goal-setting policies, assessment certification, distance learning, customer service, program improvement, and other OAEL initiatives.

#### **VI.D.11**

**F S**

**Funded programs must provide a minimum match of 15 percent of the total program cost in local funding, cash, or in-kind contributions (non-state funds), based on the approved allocation for the program.**

The following are special matching considerations.

- All expenditures identified as local match by funded programs must be from the direct support of the approved program activities.
- Regarding nonmonetary match, the funded program must maintain evidentiary documentation justifying the value of the match in dollar terms.
- Funded programs must use the fair market rental rate in the program area when using rent as local match. Documentation of an appraisal of fair market rental rate of the area is required. The percentage of use-time must be converted to a dollar amount.

## CLOSEOUT

### **VI.D.12**

F S 

**At the close of each fiscal year, grant recipients must complete a closeout process.**

The closeout process for CBLO programs includes the following. OAEL will identify the deadline for each item annually.

- **NRS Data Submission**: All grant recipients reporting into the NRS Web-based data system must complete final data submissions at the close of the fiscal year.
- **Data Quality Checklist**: All grant recipients reporting into the NRS Web-based data system must complete the annual data quality checklist.
- **Financial Documentation**: All grant recipients must submit the final reimbursement and required documentation. Incomplete or obsolete forms will not be accepted and will delay or prevent reimbursement. Additional financial documentation includes certification of program income.
- **Final Program Report**: Grant recipients must provide a brief report describing their activities with respect to their CBLO program goals and objectives. Specific instructions for completing and submitting the final program report will be provided during the grant period.

## E. RACE TO GED

---

### OVERVIEW

Funding for the Race to GED program is authorized biannually under the Virginia Acts of Assembly.

The purpose of the Race to GED funding is to support adult education activities that contribute to the development of a stronger workforce in Virginia. Priority outcomes of the Race to GED are increasing the number of adults earning GED credentials, entering postsecondary education and training, and entering/retaining employment. Grant recipients must consider how outreach to adult learners, GED instruction for adult learners, and GED testing will contribute to attainment of these outcomes.

### ACTIVITIES

#### VI.E.1



**Grant recipients must provide services in one or more approved activities consistent with their application for funding.**

Approved activities include the following.

- Outreach to potential GED learners or testers
- GED instruction
- GED testing
- Professional development related to GED instruction or testing

Race to GED grant recipients will develop activities that inform the public about the value and availability of the GED credential, increase adults' access to and enrollment in high quality GED preparatory programs, and/or increase GED testing volume and passing proficiency. Development of GED Fast Track and GED preparatory classes is encouraged.

#### *Staff Development*

#### VI.E.2



**Grant recipients will provide professional development opportunities for their staff.**

Race to GED-specific instructional training includes Fast Track training, GED-level training, and content-specific training. Training opportunities for GED examiners includes annual examiner meetings and other opportunities as identified by OAEL and the State GED Administrator.

Either Race to GED funds or other funding streams may be used to provide instructional training. Recipients should consult with OAEL or its professional development designee about annual training offerings and schedules.

*Please note that ABE funding may not be used to support GED-testing activities, including professional development related to GED testing. See the General Requirements and Considerations section of this manual for full details.*

## ACCOUNTABILITY AND REPORTING

### *Program*

#### **VI.E.3**



**Grant recipients must submit outcomes-based progress reports annually on a form provided by OAEL.**

OAEL will cross-check the report with data from the National Reporting System and NRSpro.com scoring service data. It is imperative that grant recipients maintain updated NRS data. It is the responsibility of the grant recipient to maintain proper scoring protocol, promptly scoring tests after each administration. For procedures related to scoring protocols, please see the Activities section of the GED Testing Procedures section of this manual.

## BUDGETS AND FINANCIAL REPORTING

### *Development*

#### **VI.E.4**



**Applicants must develop budgets that accurately reflect the planned activities for the grant period. Only expenditures that support GED outreach, instruction, or testing may be budgeted.**

Any program expenditures not deemed allowable may not be claimed for reimbursement and will be at the expense of the grant recipient.

## CLOSEOUT

#### **VI.E.5**



**At the close of each fiscal year, approved Race to GED programs must complete a specific closeout process.**

- **NRS Data Submission:** All grant recipients reporting into the NRS Web-based data system must complete final data submissions at the close of the fiscal year.
- **Financial Documentation:** All grant recipients must submit the final reimbursement and required documentation. Incomplete or obsolete forms will not be accepted and will delay or prevent reimbursement.
- **Final Program Report:** Grant recipients must provide a brief report describing their activities with respect to their Race to GED activities. Specific instructions for completing and submitting the final program report will be provided during the grant period.

## F. EXPANDED GED

---

### OVERVIEW

Funding for the Expanded GED program is authorized biannually under Virginia Acts of Assembly.

The purpose of the Expanded GED grant is to expand sustainable GED-testing capacity in the Commonwealth of Virginia. Expanded testing capacity is defined as one or more of the following.

- Increasing test-taker capacity per testing session
- Adding more testing dates to a center’s existing schedule
- Providing testing opportunities in approved locations not already identified in a center’s current GED annual contract
- Procuring materials to support accommodated testing

Priorities remain focused on increasing the number of adults earning a GED credential, entering postsecondary education and training, and entering/retaining employment. For specific GED Testing procedures, please see the GED Testing section of this manual.

### ACTIVITIES

#### VI.F.1



**Grant recipients must expand sustainable GED-testing capacity by focusing on one or more approved activities consistent with their application for funding.**

Approved activities include the following.

- Increasing test-taker capacity at existing centers
- Adding more testing dates
- Creating addendum sites

Expanded GED grant recipients may use funds to purchase essential testing materials, pay for transportation costs associated with test administration, secure equipment necessary for transporting and storing testing materials, and provide staff salaries and benefits associated with registering individuals for testing and test administration.

ACCOUNTABILITY AND REPORTING*Program***VI.F.2**

**Grant recipients must submit outcomes-based progress reports annually on a form provided by OAEL.**

OAEL will cross-check the report with data from the National Reporting System and NRSpro.com scoring service data. For procedures related to scoring protocols, please see the Activities section of the GED Testing Procedures section of this manual.

BUDGETS AND FINANCIAL REPORTING*Development***VI.F.3**

**Applicants must develop budgets that accurately reflect the planned activities for the grant period. Only expenditures that support an increase in GED testing may be budgeted.**

Any program expenditures not deemed allowable may not be claimed for reimbursement and will be at the expense of the grant recipient.

CLOSEOUT**VI.F.4**

**At the close of each fiscal year, approved Expanded GED programs must complete a specific closeout process.**

Closeout for the Expanded GED program grant consists of the following.

- Submission of the final request for reimbursement and required documentation
- Submission of a final report, according to the guidelines of the current grant

## G. GENERAL ADULT EDUCATION (GAE)

---

### OVERVIEW

Funding for the GAE program is authorized biannually under the Virginia Acts of Assembly.

The purpose of the GAE grant is to support adult education instruction, including ABE, GED preparation, ESOL, and diploma programs. Although GAE funding is provided annually from state monies, these monies are used as matching funds against federal ABE funding. Consequently, in addition to the procedures outlined in this section, GAE activities are subject to the same procedures and regulations as those that guide administration of the ABE program. For procedures and regulations pertaining to ABE program administration, see section VI.B of this manual.

### VI.G.1

S

**GAE funding may only be applied for by and awarded to approved Adult Basic Education programs.**

### ACTIVITIES

### VI.G.2

S

**Grant recipients must provide instructional services in one or more approved activities.**

Approved instructional activities include the following.

- Adult Basic Education
- Adult Secondary Education, including both GED preparation and adult diploma programs, such as the Adult High School (AHS) and General Achievement Diplomas (GAD) and the National External Diploma Program (NEDP)
- English for Speakers of Other Languages

*Please note that grant recipients must not use GAE funding for unapproved activities. In the case of AHS and GAD, recipients must meet the requirements of the Virginia Board of Education regulations and their local school divisions. For Board regulations pertaining to GAD, please see Appendix D of this document.*

### VI.G.3

S 

**Learners applying to adult diploma programs must meet specific enrollment criteria for each of the programs administered by grant recipients.**

In addition to the eligibility requirements identified in the General Requirements and Considerations section of this manual, learners who wish to enroll in adult diploma programs

must meet program-specific eligibility criteria of the program for which they qualify. For eligibility criteria related to AHS and GAD, including age restrictions, please see Appendix D of this manual. For NEDP criteria, please consult the NEDP regulations or contact OAEL's GAE specialist.

## VI.G.4



**Upon a learner's successful completion of applicable coursework and assessment requirements within an adult diploma program, grant recipients will issue the learner an appropriate diploma reflecting attainment of program standards.**

The diploma will be issued by the applicable school division and should meet the format requirements of that school division. OAEL encourages the inclusion of adult diploma recipients in graduation and/or recognition ceremonies conducted by the school divisions.

## ACCOUNTABILITY AND REPORTING

### *Program*

## VI.G.5



**Grant recipients must report activities through either the VDOE Web-based data system or the Adult High School Diploma Report.**

Non-diploma program adult learners, such as those participating in ABE, GED preparation, or ESOL activities, will be reported through the VDOE Web-based system for NRS reporting purposes.

Adult learners enrolled in diploma programs, including the NEDP, will be reported via the *GAE Diploma Programs Report*, which will be provided by OAEL. Learners in these programs will not be reported into the VDOE Web-based data system. The *GAE Diploma Report* includes demographic and performance data. The report will be available annually on the OAEL Web site on the Forms page at <http://www.doe.virginia.gov/instruction/adulted/resources/forms.shtml>.

*Please note that GAE grant recipients may report diploma program learners into the VDOE Web-based data system, but this is not required. If a grant recipient chooses to report these learners into the data system, then the learners must meet the same NRS intake, assessment, and goal-setting requirements as nondiploma program learners who are reported into the data system.*

### *Learners*

## VI.G.6



**Grant recipients must maintain student records for all learners reported.**

Adult learners participating in **nondiploma programs** will complete the Universal Student Profile Document (USPD), pages one and two. This document includes a release of information statement to be signed by learners. Intake and reporting procedures for these learners must follow the same procedures and regulations that guide ABE intake and reporting.

Adult learners participating in **diploma programs** will provide appropriate demographic information and sign release of information statements as identified by local school divisions. GAE grant recipients should follow their local school divisions' policies related to student data collection and recordkeeping when tracking and reporting adult learners in diploma programs.

## BUDGETS AND FINANCIAL REPORTING

### **VI.G.7**



**Applicants must develop budgets that accurately reflect the planned activities for the grant period. One hundred percent of GAE funds must be budgeted for instructional services.**

Any program expenditures not deemed allowable may not be claimed for reimbursement and will be at the expense of the grant recipient.

## CLOSEOUT

### **VI.G.8**



**At the close of each fiscal year, grant recipients must complete a specific closeout process.**

The closeout process for GAE programs includes the following. OAEL will identify the deadline for each item annually.

- **NRS Data Submission:** All grant recipients reporting into the NRS Web-based data system must complete final data submissions at the close of the fiscal year.
- **Financial Documentation:** All grant recipients must submit the final reimbursement and required documentation. Incomplete or obsolete forms will not be accepted and will delay or prevent reimbursement. Additional financial documentation includes certification of program income.
- **Final Program Report:** Grant recipients must complete the *GAE Diploma Programs Report* as appropriate. Specific instructions for completing and submitting this report will be provided during the grant period. OAEL has the option to request additional reports from grant recipients during the grant year.

## H. INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)

### OVERVIEW

Funding for the ISAEP program is authorized under the *Code of Virginia*, Section 22.1-254, as well as the Virginia Acts of Assembly.

The ISAEP program prepares qualifying, enrolled, secondary students, ages 16 to 18, to successfully complete the GED Tests while developing career and technical education skills. ISAEP programs are governed by the *Code of Virginia*, ISAEP guidelines adopted by the Virginia Board of Education in February 2003, and the GED Testing Service (GEDTS). GEDTS owns the GED Tests and exercises authority over them. The Virginia Department of Education entered into an agreement with GEDTS to operate a GED Options program, known in the Commonwealth as the ISAEP program.

#### VI.H.1



**Approved programs must submit a written program plan annually when making application for funding.**

The program plan must include a budget for the year and a description of how the career and technical education component of the program will be implemented.

#### VI.H.2



**Approved programs may only place a student into the ISAEP program after a written agreement has been signed by the student, the parent(s) or guardian(s), and the principal or designee of the school.**

#### VI.H.3



**Approved programs must certify compliance annually with specific state ISAEP requirements.**

These requirements are included in the annual application packet. The superintendent or designee must sign a statement annually assuring compliance with the requirements and return the signed statement to OAEL.

### ACTIVITIES

#### *Student Eligibility*

#### VI.H.4



**Students must meet specific eligibility requirements before entering into an ISAEP program.**

The current minimum eligibility requirements for entry into the ISAEP program are outlined below. The student must:

- be enrolled in a public education facility;
- attend an initial meeting that includes the student, parent(s) or guardian(s), and the principal;
- undergo a student evaluation /assessment;
- achieve a 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement; and
- achieve a score of 410 or higher on each of the subtests of the Official GED Practice Test (OPT).

## *Program*

### **VI.H.5**



**Grant recipients must provide services in all specified approved activities.**

Specified approved activities include the following.

Initial Principal/Parent/Student Meeting: An ISAEP student and his or her parents must receive counseling on the economic impact of failing to complete a traditional high school program.

Student Evaluation/Assessment: The purpose of the student evaluation is to provide the student, the parents, and the principal with the information necessary to assist the student to successfully complete the program. Students planning to satisfy compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit from such a program. Formal academic and career/technical evaluations will be conducted. Evaluation results will be used in the development of each qualified student's ISAEP.

Development of the ISAEP (Second Principal/Parent/Student Meeting): Parents, students, and principals/designees are required partners for developing an ISAEP plan. Other individuals may also be invited to participate as is needed or required. The ISAEP will address the needs of the student based on the evaluation results.

Each ISAEP must include the following components.

- Counseling on the economic impact of failing to complete high school
- Procedures for re-enrolling in regular high school programs
- Attendance in a GED preparatory program or alternative education program
- A career and technical education component
- Career guidance and counseling

Potential career/technical training components may vary from highly structured and formal career and technical education programs offered at the high school or regional career and technical education center to paid employment to unpaid internships.

The parent(s), the principal/designee, the student, and other appropriate individuals will sign the initial ISAEP and any subsequent amendments.

ISAEP Ongoing Activities: Local school divisions have the flexibility to design activities that meet the educational needs of individual students. However, certain elements must be provided on an ongoing basis. These include the following.

- Academic preparation for the GED Tests
- Career counseling to include emerging career opportunities
- Updates to student and parents about career opportunities available as a result of the student's improved academic and career/technical preparation

*Please note that ISAEP students are required to attain a minimum score of 450 on each of the five OPT subtests before being allowed to take the GED Tests.*

Exiting the ISAEP Process: Students can exit the ISAEP program in any one of the three ways described below.

- Students can be released from compulsory attendance by the local school board if the ISAEP is successfully completed, which includes successfully passing the GED Tests.
- Students can re-enroll in the K-12 program, including regular high school or some other alternative education program approved by the school board.
- Students can discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program. Such action would be a violation of compulsory attendance laws and would result in notifying the courts as appropriate.

## VI.H.6



**Approved programs, whether funded by OAEL or not, must meet the same requirements and standards as outlined in the ISAEP grant and assurances.**

ISAEP programs may be established at non-ISAEP funded sites dependent on need and on approval of OAEL. These programs may include, but not be limited to, correctional institutions and day/residential facilities. Institutions wishing to establish an ISAEP program should contact the ISAEP specialist at OAEL.

## VI.H.7



**Approved programs must hold ISAEP students to the same division policies, rules, and regulations as pertain to public school secondary students to include attendance, discipline, reporting, and extra-curricular activities.**

## VI.H.8



**Approved programs must ensure that students ready to take the GED Tests do so at an official GED testing center.**

When students are ready to take the GED Tests, they must provide proper, signed documentation indicating that they have fulfilled the requirements of the ISAEP program. All students in the ISAEP program should have access to registration and scheduling information so that testing can be accomplished efficiently. In some jurisdictions, school districts may wish to make arrangements with their local GED testing center to deliver testing services on-site for groups of ISAEP participants.

### ACCOUNTABILITY AND REPORTING

## VI.H.9



**School divisions must report ISAEP student and program data annually to the OAEL.**

Program data will be collected by OAEL annually. This data will be used to complete the annual report to the Governor and the Virginia General Assembly.

## VI.H.10



**Approved programs will ensure that ISAEP students are reported to VDOE from the local school divisions' student reporting systems.**

Data collection and reporting procedures must comply with all local and state regulations.

### BUDGETS AND FINANCIAL REPORTING

ISAEP programs are located in school divisions and funded through a combination of state ISAEP monies and local funds. Many, but not all, school divisions provide program services. Those programs receiving state ISAEP monies will receive their funds via electronic transfer from the state on a semi-monthly distribution. No request for reimbursement is required.

## VI.H.11



**Approved programs will not charge fees for ISAEP services other than those in accordance with school division policies and GED-testing purposes.**

## CLOSEOUT

### **VI.H.12**



**At the close of each fiscal year, approved programs must complete a specific closeout process.**

The closeout process for ISAEP programs includes the following. OAEL will identify the deadline for each item annually.

- **Financial Documentation**: All approved programs should ensure that all ISAEP funding has been transferred to the local school division from VDOE and that all funds have been expended.
- **Final Program Report**: Approved programs must complete all required data transmission to VDOE and OAEL. Specific instructions for completing and submitting required reports will be provided during the grant period. OAEL has the option to request additional reports from grant recipients during the grant year.

## I. GED TESTING

---

### GENERAL INFORMATION

OAEL is responsible for the administration and implementation of Virginia’s GED-testing program in accordance with GED Testing Service’s (GEDTS) *Policies and Procedures Manual*, the *Code of Virginia*, state regulations, and VDOE policy memoranda. OAEL ensures the integrity of testing programs across the Commonwealth and the validity of GED credentials issued. This includes ensuring that appropriate test security and test administration protocols are followed.

The Virginia GED administrator authorizes the establishment of GED-testing centers or addendum sites in eligible local agencies and institutions in the Commonwealth based on the need for service in the area and the ability and willingness of the eligible agency or institution to follow GEDTS and state regulations.

### ACTIVITIES

#### **VI.I.1**



**Chief GED examiners at official testing centers are responsible for operating GED testing programs in accordance with procedures identified in the GEDTS *Policies and Procedures Manual*, as well as additional procedures identified by OAEL.**

#### **VI.I.2**



**Official testing centers must use a scoring service identified by OAEL to score and report all official GED-testing results in the Commonwealth.**

#### **VI.I.3**



**Official testing centers that choose to scan completed GED Tests answer sheets must scan the sheets by the next business day after test administration.**

After answer sheets are scanned at the official testing center, the information from the answer sheets is transmitted electronically to NRSpro.com for scoring. If a testing center does not scan the answer sheets, but chooses to mail the sheets to NRSpro.com for scoring, the answer sheets must be mailed the next business day, using a courier that offers tracking services.

#### **VI.I.4**



**Official testing centers are required to mail GED transcripts within two business days of receipt of scores.**

AGE REQUIREMENT**VI.I.5**F S 

**Applicants to test must be at least 18 years of age and not enrolled in a public or private high school.**

Only under special circumstances outlined in the *Code of Virginia*, §§22.1-254 and 22.1-254.2., the age limit may be lowered to 16 years of age. If official testing center staff have any questions about test applicant eligibility, please contact the GED administrator at OAEL.

OBTAINING DUPLICATE TRANSCRIPTS AND CERTIFICATES**VI.I.6**S 

**Duplicate Virginia GED certificates must be requested from OAEL.**

OAEL is the only entity authorized to issue duplicate GED certificates earned in Virginia. GED credentials earned in states other than Virginia must be requested from the issuing state. Individuals or agencies seeking copies of Virginia-issued GED certificates should contact the GED Office within OAEL. Fees may apply for duplicate certificates. These fees are nonrefundable. The request form can be found if you scroll down to **Adult Education** at this Web site: <http://www.doe.virginia.gov/VDOE/Forms/>

**VI.I.7**S 

**Duplicate Virginia GED transcripts may be issued by either the testing center or OAEL.**

Requests must be submitted in writing. Military facilities, correctional institutions, and probation offices are exempt from fees when written requests are made directly from these facilities to OAEL. The request form can be found if you scroll down to **Adult Education** at this Web site: <http://www.doe.virginia.gov/VDOE/Forms/>

TEST SECURITY AND DISTRIBUTION**VI.I.8**S 

**Official testing centers are responsible for ensuring the secure storage and usage of GED testing materials in accordance with the GEDTS *Policies and Procedures Manual*.**

The chief examiner must perform a monthly inventory of testing materials and keep a record of these inventories. Any discrepancies must be reported to the state GED administrator immediately.

## VI.I.9



**Official testing centers must not lend GED Tests to any other official testing centers, individuals, or agencies.**

OAEL is designated as an official testing center. As such, the state GED administrator's office maintains batteries of all available GED tests (English, Spanish, French, large print, audio, etc.) for programs who wish to request additional tests during emergencies. Test batteries loaned from OAEL must be returned after thirty days. The state GED administrator can at his or her discretion, extend the thirty day period when a written request is made.

### STAFF DEVELOPMENT

## VI.I.10



**Chief examiners or their designees are required to attend all meetings scheduled by the state GED administrator.**

### BUDGETS AND FINANCIAL REPORTING

## VI.I.11



**Local jurisdictions are responsible for the funding of official testing centers in their service area.**

Invoices from GEDTS and NRSpro.com must be paid in accordance with the terms and conditions of the local contract. Failure to pay invoices on time could result in a suspension of a testing center and ultimately could result in closure of the center.

### MONITORING AND EVALUATION

## VI.I.12



**Official testing centers are subject to site visits conducted by the state GED administrator.**

Site visits may be announced or unannounced. Testing centers that are found to be out of compliance with any of the GEDTS policies and procedures, the *Code of Virginia*, state regulations, and/or VDOE policy memoranda will be required to submit a corrective action plan within 30 days of the visit. Continued or egregious violations may result in the testing center being closed.

## VII. REGIONAL PROGRAMS

A. OVERVIEW

B. DEVELOPMENT OF A REGIONAL PROGRAM

C. PLANNING AND MANAGEMENT

D. REGIONAL PROGRAM MANAGER RESPONSIBILITIES

## A. OVERVIEW

---

In Virginia, there are a number of programs that operate in a regional structure. Some of those programs are supported with special state monies designated for that purpose, while others are funded with resources secured by the localities. There are a number of reasons why local approved programs have chosen to regionalize, ranging from a shortage of local resources, to geography, to a perceived opportunity to streamline or improve services in a region. OAEL supports the concept of regionalization. Local approved programs interested in pursuing regionalization should contact OAEL to discuss the process for gaining authorization to do so.

## B. DEVELOPMENT OF A REGIONAL PROGRAM

---

### VII.B.1



**Approved local programs wishing to regionalize or amend a current regional agreement must submit a formal written request to the OAEL director. Requests must be reviewed and approved by OAEL.**

Requests for the creation of a new region, withdrawal of a local program from a region, or addition of a local program to a region must be received by OAEL no later than December 31 annually. Approval of such requests will be effective on the first day of the next fiscal year unless OAEL deems implementation of such change to be critical prior to the first day of the fiscal year.

### VII.B.2



**Approved regional programs must submit a memorandum of agreement (MOA) signed by the appropriate executives of each program participating in the region.**

A regional adult education program consists of two or more approved local programs that formulate and sign a memorandum of agreement (MOA) to provide services for adult learners as a single, regional program. The signed MOA shall accompany the application for ABE funds. The local programs participating in the regional program will designate a single school division or community college to act as the fiscal agent for the region.

## C. PLANNING AND MANAGEMENT

---

### VII.C.1



**The regional program manager shall be an employee of the fiscal agent for the regional program.**

Only one individual shall be the officially designated regional program manager. This individual will be guided by all of the policies and procedures pertaining to financial and program management outlined elsewhere in this manual.

**VII.C.2**S 

**All OAEL-administered federal and state funds for adult education programs granted to the regional adult education program must be managed by a single fiscal agent.**

The regional program manager shall manage the budget for the region and separately track expenditures for each funded grant. The regional program manager shall submit all financial documentation for the region in accordance with OAEL requirements outlined in this manual.

*Please note that regional program fiscal agents must submit reimbursement requests for each locality. Regional program requests that are combined into a single submission will not be approved.*

**VII.C.3**F S 

**NRS data for each local program must be reported into the VDOE Web-based data system individually.**

While data must be entered individually for each local program through a regional portal, OAEL reviews the performance data for each individual local program and for the regional program as a whole. Individual local program data from the region will be aggregated once it has been entered into the data system.

**D. REGIONAL PROGRAM MANAGER RESPONSIBILITIES**

The regional program manager shall provide leadership to the adult education programs in the region by coordinating services to adult learners, providing staff development for teachers, and working in concert with the local workforce investment board(s) to accomplish the goals of the *Workforce Investment Act of 1998*.

**VII.D.1**F S 

**The regional program manager shall manage ABE, ASE, and ESOL programs and budgets of all localities participating in the region consistent with the requirements of the Adult Education and Family Literacy Act of 1998.**

**VII.D.2**S 

**The regional program manager shall create and maintain a viable advisory committee comprised of a representative from each locality participating in the regional program.**

The representatives seated on the advisory committee will be appointed by the school division superintendents. Other committee members may be appointed by the executive director of any community-based literacy organization who serves as a community partner in the regional program or other partner officials as appropriate.

### VII.D.3

S

**The regional program manager will provide technical expertise to programs outside the assigned region as requested by the OAEL.**

From time to time, OAEL may ask that a regional manager consult with individuals outside of his or her region. These instances may include, but not be limited to, when a new region is being formed, when a program wishes to withdraw from a region, or when program monitoring indicates that technical assistance is required, and the regional manager can contribute to such assistance.

## VIII. APPENDIX

A. GLOSSARY

B. KEY FEDERAL LEGISLATION, STATE CODE,  
AND STATE REGULATIONS

C. WORKFORCE INVESTMENT ACT, TITLE II

D. STATE CODE – ADULT EDUCATION AND  
ISAEP

E. LINKS TO USEFUL WEB SITES

F. GRANT PLANNING SCHEDULE

## A. GLOSSARY

---

### **Adult Basic Education (ABE)**

Instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills; may include pre-GED preparatory components

### **Adult Basic Education Local Plan and Application**

A five-year plan developed by local providers in 1999-2000 in response to the Adult Education and Family Literacy Act of 1998; local application for funds has been submitted each year since the plan was submitted

### **Adult Education**

As defined by the *Workforce Investment Act of 1998*, services or instruction below the postsecondary level for individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who – (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language

### **Adult Education and Family Literacy Act of 1998**

Title II of the *Workforce Investment Act of 1998*; reauthorized adult education and literacy programs for Fiscal Years 1999-2003; purpose is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to (A) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (B) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and (C) assist adults in the completion of a secondary school education

### **Adult High School Diploma**

A diploma awarded to an adult student who completes the course credit requirements in effect for any Board of Education diploma at the time that individual first entered the ninth grade, with the exception of health and physical education course requirements; does not require that the individual pass the Standards of Learning tests if the individual entered ninth grade prior to 2001; also awarded to an adult student who demonstrates full mastery of the National External Diploma Program Generalized Competencies Correlated with CASAS Competencies, 1996, as promulgated by the American Council on Education and validated and endorsed by the United States Department of Education

### **Adult Secondary Education (ASE)**

Instructional programs that serve adults who do not possess a high school diploma (or equivalent) and who have knowledge and skills consistent with a ninth grade or higher educational level, including the General Educational Development (GED) certificate, high school credit programs for adults, and National External Diploma Programs (NEDP)

### **Annual Report on Adult Education and Literacy to the U. S. Department of Education**

A report that is submitted to the U. S. Department of Education (USED) each year no later than December 31, and includes four parts – a narrative on accomplishments, the state data tables, a data quality report, and a financial status report

**Annual Report on Adult Education and Literacy to the Virginia Board of Education**

A concise version of the Annual Report to USED that includes demographic and performance data based on state targets

**Assessment**

A measure of adult learners' knowledge and skills garnered by the learners' performance on approved assessment instruments

**Community-Based Literacy Organizations (CBLOs)**

Private, nonprofit organizations that provide adult education and literacy services

**Competitive Application Process**

A process for selecting grant applications to be funded based on established criteria applied consistently to all applications with a review committee composed of experts who review, rate, and rank proposals

**Compulsory Education**

Requirement of the *Code of Virginia*, [22.1-254](#), that every parent, guardian, or other person in the Commonwealth who has control or charge of any child must send such child to a public or private school or have the child taught by a qualified and approved tutor or teacher or provide for approved home instruction until the child reaches the age of 18

**Data System for Adult Education**

A Web-based system through which local and regional adult education programs report to the OAEL demographic, performance, and follow-up data to comply with the National Reporting System (NRS)

**Desk Audits**

A system for collecting data related to local and regional adult education programs for analysis of the effectiveness of such programs

**Distance Learning**

Any of several alternative means of providing adult education and literacy services through other than traditional face-to-face classroom delivery; may rely on correspondence, telecommunications technology, or Web-based instructional resources

**English for Speakers of Other Languages (ESOL)**

Instructional programs that provide basic educational services to adults who are not native speakers of English; primary goal is proficiency in the four English language skills – reading, writing, speaking, and listening

**English Literacy/Civics Education (EL/Civics) Grants**

Program under the Adult Education and Family Literacy Act that funds high-quality, integrated English literacy and civics education services to immigrants and other adults with limited English proficiency so that they are able to better understand United States culture and institutions

**Expanded GED Grants**

State funds available from OAEL to expand testing capacity through adding more test dates to a center's existing schedule, increasing test-taker capacity per testing session, and providing testing opportunities in approved locations not already identified in a center's current GED Annual Contract

**Family Literacy**

Allowable activity under ABE grants that includes four major components: (1) adult education; (2) parent time; (3) child education; and (4) parent-and-child time; ABE funding for 1, 2, and 4 only

**Follow-up Data**

NRS reported follow-up data related to entering employment, retaining employment, obtaining a GED certificate, and going on to postsecondary education

**General Achievement Diploma (GAD)**

A diploma option available to individuals 18 years of age or older who are not enrolled in a public school or otherwise meeting compulsory attendance requirements; requires completion of all course requirements for a high school diploma and a passing score on the GED Tests

**General Adult Education Program (GAE)**

A state funding stream supporting adult education instruction, including ABE at all levels, GED preparation, ESOL, and diploma programs

**GED Examiners and Proctors**

Individuals who are approved to officially administer and monitor the GED Tests

**GED Practice Test**

A preliminary, half- or full-length series of the GED Tests used to determine a learner's readiness to take the GED Tests

**GED Preparatory Program**

Assesses an adult's knowledge in core subject areas (e.g., mathematics, language arts, social studies) and prescribes instruction to prepare for success on the GED Tests

**GED Testing Service (GEDTS) of the American Council on Education**

Organization that produces and governs the GED Tests

**GED Tests – Tests of General Educational Development**

Require successful completion of a battery of five comprehensive tests in writing, social studies, science, reading, and mathematics; passing requirements set by the American Council on Education in cooperation with the state

**GED Examiner Manual**

A publication that sets forth GEDTS requirements for GED-testing centers

**Grant**

A sum of money awarded to a recipient to fund specific activities identified by the recipient and approved by OAEL

**Grant Review Committee**

A group of experts who review, rate, and rank competitive applications for funding

**Indirect Cost**

A percentage of federally approved costs that local grantees may claim in addition to direct costs; generally used to cover overhead expenses involved with administering a grant (e.g., rent and utilities)

**Individual Student Alternative Education Plan (ISAEP) Program**

A program of instruction providing students 16 years of age and older with an individualized student alternative education plan and the opportunity to prepare for and take the GED Tests and acquire career and technical education and skills

**ISAEP Annual Report**

A demographic and performance report submitted annually to the Governor and the General Assembly related to the ISAEP program in Virginia

**Literacy**

An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function in the workplace, in the family of the individual, and in society

**Maintenance of Effort**

A requirement in federal funding that ensures state and local programs provide at least the same level of matching funds as were provided in the previous year

**Matching Funds**

At the state level, the state funds provided to support adult education that are required to receive federal ABE funding; at the local level, the local funds or in-kind services and resources provided to support adult education

**Memorandum of Understanding (MOU)**

Official document used to develop linkages between and among state agencies and between and among local agencies to maximize resources and services for adult learners, including linkages to support the WIA one-stop system

**National External Diploma Program (NEDP)**

A nontraditional high school diploma program governed by national standards and designed for adults 21 years of age and older who have acquired many skills through work and life experiences; requires demonstrated mastery of specific skills expected of a high school graduate documented competencies (e.g., work experience, a special talent, or completion of a job entry level course); requires completion with 100 percent mastery

**National Reporting System (NRS)**

Accountability system required under the Adult Education and Family Literacy Act of 1998, which includes student-level demographic, performance, and follow-up data

**NRSpro.com**

The contractor that scores the Virginia GED tests and maintains the state's GED database; online system allows testing centers and examiners to print reports and transcripts

**Official Practice Test (OPT)**

A preliminary, half- or full-length series of the GED Tests used to determine a learner’s readiness to take the GED Tests

**One-stop System**

System identified in WIA for the delivery of services by mandated partners, including adult education, in which all service providers in a local area are collocated in a single building delivering services to clients

**Online Management of Education Grant Awards (OMEGA)**

Virginia Department of Education’s automated grant application and reimbursement system; goal is to eliminate most, if not all, of the paper submissions currently associated with grant applications and reimbursement requests; required to be used by most OAEL-funded adult education programs for financial management of adult education grants

**Phonemic Awareness**

The ability to hear, identify, and manipulate phonemes, the smallest units of sound in a language which can distinguish two words

**Program Managers**

Individuals who administer local or regional adult education programs; responsible for the leadership, program planning and improvement, data collection and reporting, and financial management of a program

**Race to GED Grants**

A program funded with state monies to increase (1) outreach to adults without a high school credential, (2) instructional opportunities for those adults (including the Fast Track GED method), and (3) GED testing access

**Regional Assessment Specialists**

Positions funded by OAEL with state monies to increase GED testing in the regions served (previously called regional instructional specialists)

**Request for Reimbursement Forms**

Standard electronic forms provided by OAEL to be used when requesting reimbursement for certain adult education funds

**State Leadership Funds**

Funds received through the Adult Education and Family Literacy Act to provide staff development and other leadership activities that benefit adult education programs statewide

**State Plan for Adult Education and Literacy**

A document required by WIA that describes how the funds received under the Adult Education and Family Literacy Act as well as matching funds will be used in the state

**Superintendent’s Memo**

Official communication from Superintendent of Public Instruction to local division superintendents regarding critical issues; released weekly on Fridays on the VDOE Web site; certain adult education funding opportunities announced via supt’s memo

**Supplanting Funds**

Replacing of state or local funds with federal funds; not allowed in federal grant management; AEFLA states federal funds must supplement and not supplant other state or local funds used for adult education and literacy activities

**Targets, State Performance**

Levels of performance for the state as a whole in ABE, ASE, ESOL, and follow-up measures that are negotiated annually between VDOE and the United States Department of Education; aligned with a continuous improvement model in which target levels generally increase annually

**Universal Student Profile Document (USPD)**

Released in September 2007 for use by all local programs in Virginia reporting students to the National Reporting System; set of four forms that allows for consistent and standardized collection and reporting of required student demographic and performance data for the NRS; registration form and student learning plan required for each student reported annually; assessment and attendance forms optional.

**Virginia Adult Learning Resource Center (VALRC)**

Office funded by OAEL and located at Virginia Commonwealth University that provides staff development and other resources for adult education and literacy professionals in Virginia

**Virginia Workforce Council (VWC)**

A body mandated by WIA, Title I, that ensures that Virginia has a viable, coordinated system for workforce development; members appointed by the Governor; advises the Governor about workforce issues

***Workforce Investment Act of 1998 (WIA)***

Federal legislation that authorizes federal funding of a variety of workforce development activities, including adult education activities under Title II of the act

**Workforce Investment Boards (WIBs)**

Regional groups of business and service agency representatives that identify local workforce needs and guide workforce development activities in the region, with an emphasis on the one-stop approach

**Workforce Education**

Instructional programs leading to the development of skills needed by members of the workforce

**Workplace Education**

Training programs sponsored by employers that provide adult education and literacy instruction for those in the workplace

## **B. KEY FEDERAL LEGISLATION, STATE CODE, AND STATE REGULATIONS**

---

The full text for each of these entries follows in appendices C and D.

### ***Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act***

Federal legislation that authorizes the funding of adult education

#### **22.1-253.13:1.D**

**{Chapter 13.2 of the Code of Virginia, Standards of Quality, Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives, specifically 1.D.7.}**

States that local school boards shall implement adult education programs

#### **Section 22.1-223 of the Code of Virginia**

Defines adult education programs

#### **Section 22.1-224 of the Code of Virginia**

Provides for the requirement to develop adult education programs in every school division

#### **Section 22.1-226 of the Code of Virginia**

States that school divisions shall evaluate adult education programs, and the Board of Education shall collect the results and report the findings to the Governor and the General Assembly

#### **Section 22.1-254 of the Code of Virginia**

Defines compulsory attendance and the function of the Individual Student Alternative Education Plan (ISAEP)

#### **Section 22.1-254.2 of the Code of Virginia**

Clarifies who is eligible to take the General Educational Development (GED) Test

#### **8 VAC 20-360-10 of the Virginia Administrative Code**

Regulations governing General Educational Development certificates

#### **8 VAC 20-30-10 of the Virginia Administrative Code**

Regulations Governing Adult High School Programs – Responsibility

#### **8 VAC 20-30-20 of the Virginia Administrative Code**

Regulations Governing Adult High School Programs – Requirements

#### **Emergency Regulations Governing the General Achievement Diploma**

(As required by House Bill 1464 as passed by the General Assembly)

Regulations governing requirements for the General Achievement Diploma

## C. WORKFORCE INVESTMENT ACT OF 1998, TITLE II

TITLE II--Adult Education and Family Literacy Act. Intergovernmental relations. ADULT EDUCATION AND LITERACY

SEC. 201. <<NOTE: 20 USC 9201 note.>> SHORT TITLE.

This title may be cited as the "Adult Education and Family Literacy Act"

SEC. 202. <<NOTE: 20 USC 9201.>> PURPOSE.

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services, in order to--

(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

[[Page 112 STAT.1060]]

(2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and

(3) assist adults in the completion of a secondary school education.

SEC. 203. <<NOTE: 20 USC 9202.>> DEFINITIONS.

In this subtitle:

(1) Adult education.--The term "adult education" means services or instruction below the postsecondary level for individuals--

(A) who have attained 16 years of age;

(B) who are not enrolled or required to be enrolled in secondary school under State law; and

(C) who--

(i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;

(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or

(iii) are unable to speak, read, or write the English language.

(2) Adult education and literacy activities.--The term "adult education and literacy activities" means activities described in section 231(b).

(3) Educational service agency.--The term "educational service agency" means a regional public multiservice agency

authorized by State statute to develop and manage a service or program, and to provide the service or program to a local educational agency.

(4) Eligible agency.--The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

(5) Eligible provider.--The term "eligible provider" means--

- (A) a local educational agency;
- (B) a community-based organization of demonstrated effectiveness;
- (C) a volunteer literacy organization of demonstrated effectiveness;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and
- (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

(6) English literacy program.--The term "English literacy program" means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

[[Page 112 STAT.1061]]

(7) Family literacy services.--The term "family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

(8) Governor.--The term "Governor" means the chief executive officer of a State or outlying area.

(9) Individual with a disability.--

- (A) In general.--The term "individual with a disability" means an individual with any disability (as

defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) Individuals with disabilities.--The term "individuals with disabilities" means more than one individual with a disability.

(10) Individual of limited English proficiency.--The term "individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and--

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

(11) Institution of higher education.--The term "institution of higher education" has the meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).

(12) Literacy.--The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

(13) Local educational agency.--The term "local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(14) Outlying area.--The term "outlying area" has the meaning given the term in section 101.

(15) Postsecondary educational institution.--The term "postsecondary educational institution" means--

(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;

(B) a tribally controlled community college; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(16) Secretary.--The term "Secretary" means the Secretary of Education.

[[Page 112 STAT.1062]]

(17) State.--The term "State" means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

(18) Workplace literacy services.--The term "workplace literacy services" means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

SEC. 204. <<NOTE: 20 USC 9203.>> HOME SCHOOLS.

Nothing in this subtitle shall be construed to affect home schools, or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy services, or adult education.

SEC. 205. <<NOTE: 20 USC 9204.>> AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this subtitle such sums as may be necessary for each of the fiscal years 1999 through 2003.

Subtitle A--Adult Education and Literacy Programs

CHAPTER 1--FEDERAL PROVISIONS

SEC. 211. <<NOTE: 20 USC 9211.>> RESERVATION OF FUNDS; GRANTS TO ELIGIBLE AGENCIES; ALLOTMENTS.

(a) Reservation of Funds.--From the sum appropriated under section 205 for a fiscal year, the Secretary--

- (1) shall reserve 1.5 percent to carry out section 242, except that the amount so reserved shall not exceed \$8,000,000;
- (2) shall reserve 1.5 percent to carry out section 243, except that the amount so reserved shall not exceed \$8,000,000; and
- (3) shall make available, to the Secretary of Labor, 1.72 percent for incentive grants under section 503.

(b) Grants to Eligible Agencies.--

(1) In general.--From the sum appropriated under section 205 and not reserved under subsection (a) for a fiscal year, the Secretary shall award a grant to each eligible agency having a State plan approved under section 224 in an amount equal to the sum of the initial allotment under subsection (c)(1) and the additional allotment under subsection (c)(2) for the eligible agency for the fiscal year, subject to subsections (f) and (g), to enable the eligible agency to carry out the activities assisted under this subtitle.

(2) Purpose of grants.--The Secretary may award a grant under paragraph (1) only if the eligible entity involved agrees to expend the grant for adult education and literacy activities in accordance with the provisions of this subtitle.

(c) Allotments.--

(1) Initial allotments.--From the sum appropriated under section 205 and not reserved under subsection (a) for a fiscal year, the Secretary shall allot to each eligible agency having a State plan approved under section 224(f)--

- (A) \$100,000, in the case of an eligible agency serving an outlying area; and
- (B) \$250,000, in the case of any other eligible agency.

[[Page 112 STAT.1063]]

(2) Additional allotments.--From the sum appropriated under section 205, not reserved under subsection (a), and not allotted under paragraph (1), for a fiscal year, the Secretary shall allot to each eligible agency that receives an initial allotment under paragraph (1) an additional amount that bears the same relationship to such sum as the number of qualifying adults in the State or outlying area served by the eligible agency bears to the number of such adults in all States and outlying areas.

(d) Qualifying Adult.--For the purpose of subsection (c)(2), the term "qualifying adult" means an adult who--

- (1) is at least 16 years of age, but less than 61 years of age;
- (2) is beyond the age of compulsory school attendance under the law of the State or outlying area;
- (3) does not have a secondary school diploma or its recognized equivalent; and
- (4) is not enrolled in secondary school.

(e) Special Rule.--

(1) In general.--From amounts made available under subsection (c) for the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, the Secretary shall award grants to Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau to carry out activities described in this subtitle in accordance with the provisions of this subtitle that the Secretary determines are not inconsistent with this subsection.

(2) Award basis.--The Secretary shall award grants pursuant to paragraph (1) on a competitive basis and pursuant to recommendations from the Pacific Region Educational Laboratory in Honolulu, Hawaii.

(3) Termination of eligibility.--Notwithstanding any other provision of law, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau shall not receive any funds under this subtitle for any fiscal year that begins after September 30, 2001.

(4) Administrative costs.--The Secretary may provide not more than 5 percent of the funds made available for grants under this subsection to pay the administrative costs of the Pacific

Region Educational Laboratory regarding activities assisted under this subsection.

(f) Hold-Harmless.--

(1) In general.--Notwithstanding subsection (c)--

(A) for fiscal year 1999, no eligible agency shall receive an allotment under this subtitle that is less than 90 percent of the payments made to the State or outlying area of the eligible agency for fiscal year 1998 for programs for which funds were authorized to be appropriated under section 313 of the Adult Education Act (as such Act was in effect on the day before the date of the enactment of the Workforce Investment Act of 1998); and

(B) for fiscal year 2000 and each succeeding fiscal year, no eligible agency shall receive an allotment under this subtitle that is less than 90 percent of the allotment

[[Page 112 STAT.1064]]

the eligible agency received for the preceding fiscal year under this subtitle.

(2) Ratable reduction.--If for any fiscal year the amount available for allotment under this subtitle is insufficient to satisfy the provisions of paragraph (1), the Secretary shall ratably reduce the payments to all eligible agencies, as necessary.

(g) Reallotment.--The portion of any eligible agency's allotment under this subtitle for a fiscal year that the Secretary determines will not be required for the period such allotment is available for carrying out activities under this subtitle, shall be available for reallotment from time to time, on such dates during such period as the Secretary shall fix, to other eligible agencies in proportion to the original allotments to such agencies under this subtitle for such year.

SEC. 212. <<NOTE: 20 USC 9212.>> PERFORMANCE ACCOUNTABILITY SYSTEM.

(a) Purpose.--The purpose of this section is to establish a comprehensive performance accountability system, comprised of the activities described in this section, to assess the effectiveness of eligible agencies in achieving continuous improvement of adult education and literacy activities funded under this subtitle, in order to optimize the return on investment of Federal funds in adult education and literacy activities.

- (b) Eligible Agency Performance Measures.--
- (1) In general.--For each eligible agency, the eligible agency performance measures shall consist of--
- (A)(i) the core indicators of performance described in paragraph (2)(A); and
  - (ii) additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(B); and
  - (B) an eligible agency adjusted level of performance for each indicator described in subparagraph (A).
- (2) Indicators of performance.--
- (A) Core indicators of performance.--The core indicators of performance shall include the following:
    - (i) Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
    - (ii) Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
    - (iii) Receipt of a secondary school diploma or its recognized equivalent.
  - (B) Additional indicators.--An eligible agency may identify in the State plan additional indicators for adult education and literacy activities authorized under this subtitle.
- (3) Levels of performance.--
- (A) Eligible agency adjusted levels of performance for core indicators.--
    - (i) In general.--For each eligible agency submitting a State plan, there shall be established, in accordance with this subparagraph, levels of performance for each of the core indicators of performance described in paragraph (2)(A) for adult education and literacy

[[Page 112 STAT.1065]]

activities authorized under this subtitle. The levels of performance established under this subparagraph shall, at a minimum--

- (I) be expressed in an objective, quantifiable, and measurable form; and
- (II) show the progress of the eligible agency toward continuously improving in performance.

(ii) Identification in state plan.--Each eligible agency shall identify, in the State plan submitted under section 224, expected levels of

performance for each of the core indicators of performance for the first 3 program years covered by the State plan.

(iii) Agreement on eligible agency adjusted levels of performance for first 3 years.--In order to ensure an optimal return on the investment of Federal funds in adult education and literacy activities authorized under this subtitle, the Secretary and each eligible agency shall reach agreement on levels of performance for each of the core indicators of performance, for the first 3 program years covered by the State plan, taking into account the levels identified in the State plan under clause (ii) and the factors described in clause (iv). The levels agreed to under this clause shall be considered to be the eligible agency adjusted levels of performance for the eligible agency for such years and shall be incorporated into the State plan prior to the approval of such plan.

(iv) Factors.--The agreement described in clause (iii) or (v) shall take into account--

(I) how the levels involved compare with the eligible agency adjusted levels of performance established for other eligible agencies, taking into account factors including the characteristics of participants when the participants entered the program, and the services or instruction to be provided; and

(II) the extent to which such levels involved promote continuous improvement in performance on the performance measures by such eligible agency and ensure optimal return on the investment of Federal funds.

(v) Agreement on eligible agency adjusted levels of performance for 4th and 5th years.--Prior to the fourth program year covered by the State plan, the Secretary and each eligible agency shall reach agreement on levels of performance for each of the core indicators of performance for the fourth and fifth program years covered by the State plan, taking into account the factors described in clause (iv). The levels agreed to under this clause shall be considered to be the eligible agency adjusted levels of performance for the eligible agency for such years and shall be incorporated into the State plan.

(vi) Revisions.--If unanticipated circumstances arise in a State resulting in a significant change in the factors described in clause (iv)(II), the eligible agency may request that the eligible agency adjusted

[[Page 112 STAT.1066]]

levels of performance agreed to under clause (iii) or (v) be revised. The Secretary, after collaboration with the representatives described in section 136( j), shall issue objective criteria and methods for making such revisions.

(B) Levels of performance for additional indicators.--The eligible agency may identify, in the State plan, eligible agency levels of performance for each of the additional indicators described in paragraph (2)(B). Such levels shall be considered to be eligible agency adjusted levels of performance for purposes of this subtitle.

(c) Report.--

(1) In general.--Each eligible agency that receives a grant under section 211(b) shall annually prepare and submit to the Secretary a report on the progress of the eligible agency in achieving eligible agency performance measures, including information on the levels of performance achieved by the eligible agency with respect to the core indicators of performance.

(2) Information dissemination.--The Secretary--

(A) <<NOTE: Publication.>> shall make the information contained in such reports available to the general public through publication and other appropriate methods;

(B) shall disseminate State-by-State comparisons of the information; and

(C) shall provide the appropriate committees of Congress with copies of such reports.

## CHAPTER 2--STATE PROVISIONS

### SEC. 221. <<NOTE: 20 USC 9221.>> STATE ADMINISTRATION.

Each eligible agency shall be responsible for the State or outlying area administration of activities under this subtitle, including--

(1) the development, submission, and implementation of the State plan;

(2) consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under this subtitle; and

(3) coordination and nonduplication with other Federal and State education, training, corrections, public housing, and social service programs.

SEC. 222. <<NOTE: 20 USC 9222.>> STATE DISTRIBUTION OF FUNDS; MATCHING REQUIREMENT.

(a) State Distribution of Funds.--Each eligible agency receiving a grant under this subtitle for a fiscal year--

(1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 10 percent of the 82.5 percent shall be available to carry out section 225;

(2) shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under section 223; and

(3) shall use not more than 5 percent of the grant funds, or \$65,000, whichever is greater, for the administrative expenses of the eligible agency.

(b) Matching Requirement.--

[[Page 112 STAT.1067]]

(1) In general.--In order to receive a grant from the Secretary under section 211(b) each eligible agency shall provide, for the costs to be incurred by the eligible agency in carrying out the adult education and literacy activities for which the grant is awarded, a non-Federal contribution in an amount equal to--

(A) in the case of an eligible agency serving an outlying area, 12 percent of the total amount of funds expended for adult education and literacy activities in the outlying area, except that the Secretary may decrease the amount of funds required under this subparagraph for an eligible agency; and

(B) in the case of an eligible agency serving a State, 25 percent of the total amount of funds expended for adult education and literacy activities in the State.

(2) Non-Federal contribution.--An eligible agency's non-Federal contribution required under paragraph (1) may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for adult education and literacy activities in a manner that is consistent with the purpose of this subtitle.

## SEC. 223. &lt;&lt;NOTE: 20 USC 9223.&gt;&gt; STATE LEADERSHIP ACTIVITIES.

(a) In General.--Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:

- (1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.
- (2) The provision of technical assistance to eligible providers of adult education and literacy activities.
- (3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.
- (4) The support of State or regional networks of literacy resource centers.
- (5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
- (6) Incentives for--
  - (A) program coordination and integration; and
  - (B) performance awards.
- (7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.
- (8) Other activities of statewide significance that promote the purpose of this title.
- (9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.

[[Page 112 STAT.1068]]

- (10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
- (11) Linkages with postsecondary educational institutions.

(b) Collaboration.--In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).

(c) State-Imposed Requirements.--Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program authorized under this subtitle that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on a State or outlying area

interpretation of a Federal statute, regulation, or guideline), the State or outlying area shall identify, to eligible providers, the rule or policy as being State- or outlying area-imposed.

SEC. 224. <<NOTE: 20 USC 9224.>> STATE PLAN.

(a) 5-Year Plans.--

(1) In general.--Each eligible agency desiring a grant under this subtitle for any fiscal year shall submit to, or have on file with, the Secretary a 5-year State plan.

(2) Comprehensive plan or application.--The eligible agency may submit the State plan as part of a comprehensive plan or application for Federal education assistance.

(b) Plan Contents.--In developing the State plan, and any revisions to the State plan, the eligible agency shall include in the State plan or revisions--

(1) an objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve;

(2) a description of the adult education and literacy activities that will be carried out with any funds received under this subtitle;

(3) a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212;

(4) a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the State or outlying area;

(5) an assurance that the eligible agency will award not less than one grant under this subtitle to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services;

(6) an assurance that the funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle;

[[Page 112 STAT.1069]]

(7) a description of how the eligible agency will fund local

activities in accordance with the considerations described in section 231(e);

(8) an assurance that the eligible agency will expend the funds under this subtitle only in a manner consistent with fiscal requirements in section 241;

(9) a description of the process that will be used for public participation and comment with respect to the State plan;

(10) a description of how the eligible agency will develop program strategies for populations that include, at a minimum--

(A) low-income students;

(B) individuals with disabilities;

(C) single parents and displaced homemakers; and

(D) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;

(11) a description of how the adult education and literacy activities that will be carried out with any funds received under this subtitle will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency; and

(12) a description of the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c)(1).

(c) Plan Revisions.--When changes in conditions or other factors require substantial revisions to an approved State plan, the eligible agency shall submit the revisions to the State plan to the Secretary.

(d) Consultation.--The eligible agency shall--

(1) submit the State plan, and any revisions to the State plan, to the Governor of the State or outlying area for review and comment; and

(2) ensure that any comments by the Governor regarding the State plan, and any revision to the State plan, are submitted to the Secretary.

(e) Peer Review.--The Secretary shall establish a peer review process to make recommendations regarding the approval of State plans.

(f) Plan Approval.--A State plan submitted to the Secretary shall be approved by the Secretary unless the Secretary makes a written determination, within 90 days after receiving the plan, that the plan is inconsistent with the specific provisions of this subtitle.

## SEC. 225. <<NOTE: 20 USC 9225.>> PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS.

(a) Program Authorized.--From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out

corrections education or education for other institutionalized individuals.

(b) Uses of Funds.--The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for--

(1) basic education;

[[Page 112 STAT.1070]]

(2) special education programs as determined by the eligible agency;

(3) English literacy programs; and

(4) secondary school credit programs.

(c) Priority.--Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution with 5 years of participation in the program.

(d) Definition of Criminal Offender.--

(1) Criminal offender.--The term "criminal offender" means any individual who is charged with or convicted of any criminal offense.

(2) Correctional institution.--The term "correctional institution" means any--

(A) prison;

(B) jail;

(C) reformatory;

(D) work farm;

(E) detention center; or

(F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

### CHAPTER 3--LOCAL PROVISIONS

#### SEC. 231. <<NOTE: 20 USC 9241.>> GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.

(a) Grants and Contracts.--From grant funds made available under section 211(b), each eligible agency shall award multiyear grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable the eligible providers to develop, implement, and improve adult education and literacy activities within the State.

(b) Required Local Activities.--The eligible agency shall require that each eligible provider receiving a grant or contract under subsection (a) use the grant or contract to establish or operate one or more programs that provide services or instruction in one or more of the

following categories:

- (1) Adult education and literacy services, including workplace literacy services.
- (2) Family literacy services.
- (3) English literacy programs.

(c) Direct and Equitable Access; Same Process.--Each eligible agency receiving funds under this subtitle shall ensure that--

- (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and
- (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area.

(d) Special Rule.--Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of section 203(1), except that such agency may use such funds for such purpose if such programs, services, or  
[[Page 112 STAT.1071]]

activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities.

(e) Considerations.--In awarding grants or contracts under this section, the eligible agency shall consider--

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program--
  - (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and
  - (B) uses instructional practices, such as phonemic

awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a strong foundation of research and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional English literacy programs.

[[Page 112 STAT.1072]]

SEC. 232. <<NOTE: 20 USC 9242.>> LOCAL APPLICATION.

Each eligible provider desiring a grant or contract under this subtitle shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including--

(1) a description of how funds awarded under this subtitle will be spent; and

(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

SEC. 233. <<NOTE: 20 USC 9243.>> LOCAL ADMINISTRATIVE COST LIMITS.

(a) In General.--Subject to subsection (b), of the amount that is made available under this subtitle to an eligible provider--

- (1) not less than 95 percent shall be expended for carrying out adult education and literacy activities; and
- (2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.

(b) Special Rule.--In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes.

#### CHAPTER 4--GENERAL PROVISIONS

##### SEC. 241. <<NOTE: 20 USC 9251.>> ADMINISTRATIVE PROVISIONS.

(a) Supplement Not Supplant.--Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

(b) Maintenance of Effort.--

(1) In general.--

(A) Determination.--An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

(B) Proportionate reduction.--Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary--

- (i) shall determine the percentage decreases in such effort or in such expenditures; and
- (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult

[[Page 112 STAT.1073]]

education and literacy activities by the lesser of such percentages.

(2) Computation.--In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

(3) Decrease in federal support.--If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

(4) Waiver.--The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

SEC. 242. <<NOTE: 20 USC 9252.>> NATIONAL INSTITUTE FOR LITERACY.

(a) Purpose.--The purpose of this section is to establish a National Institute for Literacy that--

- (1) provides national leadership regarding literacy;
- (2) coordinates literacy services and policy; and
- (3) serves as a national resource for adult education and literacy programs by--

(A) providing the best and most current information available, including the work of the National Institute of Child Health and Human Development in the area of phonemic awareness, systematic phonics, fluency, and reading comprehension, to all recipients of Federal assistance that focuses on reading, including programs under titles I and VII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq. and 7401 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), and this Act; and

(B) supporting the creation of new ways to offer services of proven effectiveness.

(b) Establishment.--

(1) In general.--There is established the National Institute for Literacy (in this section referred to as the "Institute"). The Institute shall be administered under the terms of an

interagency agreement entered into by the Secretary of Education with the Secretary of Labor and the Secretary of Health and Human Services (in this section referred to as the "Interagency Group"). The Interagency Group may include in the Institute any research and development center, institute, or clearinghouse established within the Department of Education, the Department of Labor, or the Department

[[Page 112 STAT.1074]]

of Health and Human Services the purpose of which is determined by the Interagency Group to be related to the purpose of the Institute.

(2) Offices.--The Institute shall have offices separate from the offices of the Department of Education, the Department of Labor, and the Department of Health and Human Services.

(3) Recommendations.--The Interagency Group shall consider the recommendations of the National Institute for Literacy Advisory Board (in this section referred to as the "Board") established under subsection (e) in planning the goals of the Institute and in the implementation of any programs to achieve the goals. If the Board's recommendations are not followed, the Interagency Group shall provide a written explanation to the Board concerning actions the Interagency Group takes that are inconsistent with the Board's recommendations, including the reasons for not following the Board's recommendations with respect to the actions. The Board may also request a meeting of the Interagency Group to discuss the Board's recommendations.

(4) Daily operations.--The daily operations of the Institute shall be administered by the Director of the Institute.

(c) Duties.--

(1) In general.--In order to provide leadership for their improvement and expansion of the system for delivery of literacy services, the Institute is authorized--

(A) to establish a national electronic data base of information that disseminates information to the broadest possible audience within the literacy and basic skills field, and that includes--

(i) effective practices in the provision of literacy and basic skills instruction, including instruction in phonemic awareness, systematic phonics, fluency, and reading comprehension, and the integration of literacy and basic skills instruction with occupational skills training;

(ii) public and private literacy and basic skills programs, and Federal, State, and local policies, affecting the provision of literacy services at the national, State, and local levels;

(iii) opportunities for technical assistance, meetings, conferences, and other opportunities that lead to the improvement of literacy and basic skills services; and

(iv) a communication network for literacy programs, providers, social service agencies, and students;

(B) to coordinate support for the provision of literacy and basic skills services across Federal agencies and at the State and local levels;

(C) to coordinate the support of reliable and replicable research and development on literacy and basic skills in families and adults across Federal agencies, especially with the Office of Educational Research and Improvement in the Department of Education, and to carry out basic and applied research and development on topics that are not being investigated by other organizations or agencies, such as the special literacy needs of individuals with learning disabilities;

[[Page 112 STAT.1075]]

(D) to collect and disseminate information on methods of advancing literacy that show great promise, including phonemic awareness, systematic phonics, fluency, and reading comprehension based on the work of the National Institute of Child Health and Human Development;

(E) to provide policy and technical assistance to Federal, State, and local entities for the improvement of policy and programs relating to literacy;

(F) to fund a network of State or regional adult literacy resource centers to assist State and local public and private nonprofit efforts to improve literacy by--

(i) encouraging the coordination of literacy services;

(ii) enhancing the capacity of State and local organizations to provide literacy services; and

(iii) serving as a link between the Institute and providers of adult education and literacy activities for the purpose of sharing information, data, research, expertise, and literacy resources;

(G) to coordinate and share information with national organizations and associations that are interested in literacy and workforce investment activities;

(H) to advise Congress and Federal departments and

agencies regarding the development of policy with respect to literacy and basic skills; and

(I) to undertake other activities that lead to the improvement of the Nation's literacy delivery system and that complement other such efforts being undertaken by public and private agencies and organizations.

(2) Grants, contracts, and cooperative agreements.--The Institute may award grants to, or enter into contracts or cooperative agreements with, individuals, public or private institutions, agencies, organizations, or consortia of such institutions, agencies, or organizations to carry out the activities of the Institute.

(d) Literacy Leadership.--

(1) In general.--The Institute, in consultation with the Board, may award fellowships, with such stipends and allowances that the Director considers necessary, to outstanding individuals pursuing careers in adult education or literacy in the areas of instruction, management, research, or innovation.

(2) Fellowships.--Fellowships awarded under this subsection shall be used, under the auspices of the Institute, to engage in research, education, training, technical assistance, or other activities to advance the field of adult education or literacy, including the training of volunteer literacy providers at the national, State, or local level.

(3) Interns and volunteers.--The Institute, in consultation with the Board, may award paid and unpaid internships to individuals seeking to assist the Institute in carrying out its mission. Notwithstanding section 1342 of title 31, United States Code, the Institute may accept and use voluntary and uncompensated services as the Institute determines necessary.

(e) National Institute for Literacy Advisory Board.--

(1) Establishment.--

(A) <<NOTE: President.>> In general.--There shall be a National Institute for Literacy Advisory Board (in this section referred to

[[Page 112 STAT.1076]]

as the ``Board"), which shall consist of 10 individuals appointed by the President with the advice and consent of the Senate.

(B) Composition.--The Board shall be comprised of individuals who are not otherwise officers or employees of the Federal Government and who are representative of entities such as--

(i) literacy organizations and providers of literacy services, including nonprofit providers, providers of English literacy programs and services, social service organizations, and

eligible providers receiving assistance under this subtitle;

- (ii) businesses that have demonstrated interest in literacy programs;
- (iii) literacy students, including literacy students with disabilities;
- (iv) experts in the area of literacy research;
- (v) State and local governments;
- (vi) State Directors of adult education; and
- (vii) representatives of employees, including representatives of labor organizations.

(2) Duties.--The Board shall--

- (A) make recommendations concerning the appointment of the Director and staff of the Institute;
- (B) provide independent advice on the operation of the Institute; and
- (C) receive reports from the Interagency Group and the Director.

(3) Federal advisory committee act.--Except as otherwise provided, the Board established by this subsection shall be subject to the provisions of the Federal Advisory Committee Act (5 U.S.C. App.).

(4) Appointments.--

(A) In general.--Each member of the Board shall be appointed for a term of 3 years, except that the initial terms for members may be 1, 2, or 3 years in order to establish a rotation in which one-third of the members are selected each year. Any such member may be appointed for not more than 2 consecutive terms.

(B) Vacancies.--Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member's term until a successor has taken office.

(5) Quorum.--A majority of the members of the Board shall constitute a quorum but a lesser number may hold hearings. Any recommendation of the Board may be passed only by a majority of the Board's members present.

(6) Election of officers.--The Chairperson and Vice Chairperson of the Board shall be elected by the members of the Board. The term of office of the Chairperson and Vice Chairperson shall be 2 years.

(7) Meetings.--The Board shall meet at the call of the Chairperson or a majority of the members of the Board.

(f) Gifts, Bequests, and Devises.--

[[Page 112 STAT.1077]]

(1) In general.--The Institute may accept, administer, and use gifts or donations of services, money, or property, whether real or personal, tangible or intangible.

(2) Rules.--The Board shall establish written rules setting forth the criteria to be used by the Institute in determining whether the acceptance of contributions of services, money, or property whether real or personal, tangible or intangible, would reflect unfavorably upon the ability of the Institute or any employee to carry out the responsibilities of the Institute or employee, or official duties, in a fair and objective manner, or would compromise the integrity or the appearance of the integrity of the Institute's programs or any official involved in those programs.

(g) Mails.--The Board and the Institute may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

(h) Staff.--The Interagency Group, after considering recommendations made by the Board, shall appoint and fix the pay of a Director.

(i) Applicability of Certain Civil Service Laws.--The Director and staff of the Institute may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of that title relating to classification and General Schedule pay rates, except that an individual so appointed may not receive pay in excess of the annual rate of basic pay payable for level IV of the Executive Schedule.

(j) Experts and Consultants.--The Institute may procure temporary and intermittent services under section 3109(b) of title 5, United States Code.

(k) Report.--The Institute shall submit a report biennially to the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate. Each report submitted under this subsection shall include--

(1) a comprehensive and detailed description of the Institute's operations, activities, financial condition, and accomplishments in the field of literacy for the period covered by the report;

(2) a description of how plans for the operation of the Institute for the succeeding 2 fiscal years will facilitate achievement of the goals of the Institute and the goals of the literacy programs within the Department of Education, the Department of Labor, and the Department of Health and Human Services; and

(3) any additional minority, or dissenting views submitted by members of the Board.

(l) Funding.--Any amounts appropriated to the Secretary, the

Secretary of Labor, the Secretary of Health and Human Services, or any other department that participates in the Institute for purposes that the Institute is authorized to perform under this section may be provided to the Institute for such purposes.

[[Page 112 STAT.1078]]

SEC. 243. <<NOTE: 20 USC 9253.>> NATIONAL LEADERSHIP ACTIVITIES.

The Secretary shall establish and carry out a program of national leadership activities to enhance the quality of adult education and literacy programs nationwide. Such activities may include the following:

(1) Technical assistance, including--

(A) assistance provided to eligible providers in developing and using performance measures for the improvement of adult education and literacy activities, including family literacy services;

(B) assistance related to professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, including family literacy services, based on scientific evidence where available; and

(C) assistance in distance learning and promoting and improving the use of technology in the classroom.

(2) Funding national leadership activities that are not described in paragraph (1), either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with postsecondary educational institutions, public or private organizations or agencies, or consortia of such institutions, organizations, or agencies, such as--

(A) developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using phonemic awareness, systematic phonics, fluency, and reading comprehension, based on the work of the National Institute of Child Health and Human Development;

(B) increasing the effectiveness of, and improving the quality of, adult education and literacy activities, including family literacy services;

(C) carrying out research, such as estimating the number of adults functioning at the lowest levels of literacy proficiency;

(D)(i) carrying out demonstration programs;

(ii) developing and replicating model and innovative programs, such as the development of models for basic skill certificates, identification of effective

strategies for working with adults with learning disabilities and with individuals with limited English proficiency who are adults, and workplace literacy programs; and

(iii) disseminating best practices information, including information regarding promising practices resulting from federally funded demonstration programs;

(E) providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through studies and analyses conducted independently through grants and contracts awarded on a competitive basis, which evaluation and assessment shall include descriptions of--

(i) the effect of performance measures and other measures of accountability on the delivery of adult education and literacy activities, including family literacy services;

[[Page 112 STAT.1079]]

(ii) the extent to which the adult education and literacy activities, including family literacy services, increase the literacy skills of adults (and of children, in the case of family literacy services), lead the participants in such activities to involvement in further education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as reductions in recidivism in the case of prison-based adult education and literacy activities;

(iii) the extent to which the provision of support services to adults enrolled in adult education and family literacy programs increase the rate of enrollment in, and successful completion of, such programs; and

(iv) the extent to which eligible agencies have distributed funds under section 231 to meet the needs of adults through community-based organizations;

(F) supporting efforts aimed at capacity building at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle;

(G) collecting data, such as data regarding the improvement of both local and State data systems, through technical assistance and development of model performance data collection systems; and

(H) other activities designed to enhance the quality of adult education and literacy activities nationwide.

Subtitle B--Repeals

SEC. 251. REPEALS.

(a) Repeals.--

(1) Adult education act.--The Adult Education Act (20 U.S.C. 1201 et seq.) is repealed.

(2) National literacy act of 1991.--The National Literacy Act of 1991 (20 U.S.C. 1201 note) is repealed.

(b) Conforming Amendments.--

(1) Refugee education assistance act.--Subsection (b) of section 402 of the Refugee Education Assistance Act of 1980 (8 U.S.C. 1522 note) is repealed.

(2) Elementary and secondary education act of 1965.--

(A) Section 1202 of esea.--Section 1202(c)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(c)(1)) is amended by striking ``Adult Education Act" and inserting ``Adult Education and Family Literacy Act".

(B) Section 1205 of esea.--Section 1205(8)(B) of such Act (20 U.S.C. 6365(8)(B)) is amended by striking ``Adult Education Act" and inserting ``Adult Education and Family Literacy Act".

(C) Section 1206 of esea.--Section 1206(a)(1)(A) of such Act (20 U.S.C. 6366(a)(1)(A)) is amended by striking ``an adult basic education program under the Adult Education Act" and inserting ``adult education and literacy activities under the Adult Education and Family Literacy Act".

[[Page 112 STAT.1080]]

(D) Section 3113 of esea.--Section 3113(1) of such Act (20 U.S.C. 6813(1)) is amended by striking ``section 312 of the Adult Education Act" and inserting ``section 203 of the Adult Education and Family Literacy Act".

(E) Section 9161 of esea.--Section 9161(2) of such Act (20 U.S.C. 7881(2)) is amended by striking ``section 312(2) of the Adult Education Act" and inserting ``section 203 of the Adult Education and Family Literacy Act".

(3) Older americans act of 1965.--Section 203(b)(8) of the Older Americans Act of 1965 (42 U.S.C. 3013(b)(8)) is amended by striking ``Adult Education Act" and inserting ``Adult Education and Family Literacy Act".

## **D. STATE CODE – ADULT EDUCATION AND ISAEP**

### **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

#### **Local school boards shall also implement the following:**

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
  - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  - b. Career exploration opportunities in the middle school grades; and
  - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.

10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

(1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. 618, 790; 1996, cc. 163, 522; 1997, cc. 466, 828, 829; 1998, cc. 103, 602, 627, 800, 816, 902; 1999, cc. 377, 444, 445, 452, 461, 488, 552, 595, 994; 2000, cc. 504, 547, 653, 662, 677, 684, 710, 750, 867; 2001, c. 483; 2002, c. 837; 2003, cc. 690, 697, 714, 861; 2004, cc. 404, 848, 939, 955; 2005, cc. 331, 450; 2007, c. 234.)

**§ 22.1-223. Definitions.**

As used in this article:

"Adult basic education" means education for adults that enables them to express themselves orally and in writing, read, access information and resources, make decisions, act independently and interact with others, and continue lifelong learning to cope with and compete successfully in a global economy.

"Adult education program" means an instructional program below the college credit level provided by public schools for persons over the age of compulsory school attendance specified in § 22.1-254 who are not enrolled in the regular public school program, including adult basic education, credit programs, cultural adult education, external diploma programs, general adult education, and general educational development programs.

"Credit program" means a program of academic courses that are available to adults to enable them to complete the regular requirements for a high school diploma.

"Cultural adult education" means English for speakers of other languages (ESOL), the preparation of foreign-born adults for participation in American life or for becoming American citizens, and other educational services for foreign-born adults.

"External diploma program" means a program in which adults who did not complete high school may earn a high school diploma by demonstrating with 100 percent mastery the 65 competencies established and validated by the American Council on Education.

"General adult education" means academic, cultural, and avocational instruction that may be obtained through programs other than high school credit programs, a general educational development (GED) program, or an external diploma program (EDP).

"General educational development program" means a program of preparation and instruction for adults who did not complete high school, for students who have been granted permission by the superintendent of the school division in which they are or were last enrolled to take the test for the general educational development certificate, and for those who have been ordered by a court to participate in the program.

(Code 1950, § 22-360; 1978, c. 522; 1980, c. 559; 1999, c. 564; 2006, c. 335.)

## **§ 22.1-224. Duties of State Board.**

The Board of Education shall:

1. Require the development of adult education programs in every school division;
2. Encourage coordination in the development and provision of adult education programs between school boards and other state, federal, and local public and private agencies;
3. Promulgate appropriate standards and guidelines for adult education programs;
4. Accept and administer grants, gifts, services, and funds from available sources for use in adult education programs; and
5. Assist school divisions with all diligence in meeting the educational needs of adults participating in adult education programs to master the requirements for and earn a general educational development (GED) certificate or high school diploma.

(Code 1950, § 22-361; 1978, c. 522; 1980, c. 559; 1999, c. 564.)

## **§ 22.1-226. Allocation of state funds; evaluation and report.**

A. State funds provided for adult education programs shall be allocated to school divisions for actual costs on a fixed-cost-per-student or cost-per-class basis.

B. School divisions shall evaluate adult education programs offered by the school division annually, beginning on July 1, 2000, by synthesizing data collected for other state and federal reports, and shall report the findings of the evaluation, including the effectiveness and success of programs in assisting adults in obtaining the general educational development (GED) certificate and the high school diploma. The Board of Education shall collect the results and report the findings to the Governor and the General Assembly.

(Code 1950, § 22-363; 1978, c. 522; 1980, c. 559; 1999, c. 564.)

## **§ 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.**

A. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational, or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent, or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational, or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational, or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian, or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § **22.1-254.01**. The requirements of this section shall not apply to (a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing a general educational development (GED) certificate but is not enrolled in an individual student alternative education plan pursuant to subsection D, and (b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or a GED certificate, or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and
2. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

C. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school; or
2. On recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides, any pupil who, in the judgment of such court, cannot benefit from education at such school.

D. Local school boards may allow the requirements of subsection A of this section to be met under the following conditions:

For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

- a. Career guidance counseling;
- b. Mandatory enrollment and attendance in a general educational development preparatory program or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such GED preparatory program or approved alternative education program to such principal or his designee;
- c. Counseling on the economic impact of failing to complete high school; and
- d. Procedures for reenrollment to comply with the requirements of subsection A of this section.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

Students enrolled with an individual student alternative education plan shall be counted in the average daily membership of the school division.

E. A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1-276.01 et seq.) of Chapter 14 of this title and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) suspended pursuant to § 22.1-277.05; or (iv) expelled from school attendance pursuant to § 22.1-277.06 or § 22.1-277.07 or subsection B of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or § 22.1-277.2:1.

F. Whenever a court orders any pupil into an alternative education program, including a program of general educational development, offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil attends the public schools it supervises or resides within its school division.

The juvenile and domestic relations district court of the county or city in which a pupil resides or in which charges are pending against a pupil, or any court in which charges are pending against a pupil, may require the pupil who has been charged with (i) a crime that resulted in or could have resulted in injury to others, (ii) a violation of Article 1 (§ 18.2-77 et seq.) of Chapter 5 of Title 18.2, or (iii) any

offense related to possession or distribution of any Schedule I, II, or III controlled substances to attend an alternative education program, including, but not limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

This subsection shall not be construed to limit the authority of school boards to expel, suspend, or exclude students, as provided in §§ 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, and 22.1-277.2. As used in this subsection, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

G. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.

H. The provisions of this article shall not apply to:

1. Children suffering from contagious or infectious diseases while suffering from such diseases;
2. Children whose immunizations against communicable diseases have not been completed as provided in § 22.1-271.2;
3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live;
4. Children between the ages of 10 and 17, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and
5. Children excused pursuant to subsections B and C of this section.

Further, any child who will not have reached his sixth birthday on or before September 30 of each school year whose parent or guardian notifies the appropriate school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically, or emotionally prepared to attend school, may delay the child's attendance for one year.

The distances specified in subdivisions 3 and 4 of this subsection shall be measured or determined from the child's residence to the entrance to the school grounds or to the school bus stop nearest the entrance to the residence of such children by the nearest practical routes which are usable for walking or riding. Disease shall be established by the certificate of a reputable practicing physician in accordance with regulations adopted by the Board of Education.

(Code 1950, § 22-275.1; 1952, c. 279; 1959, Ex. Sess., c. 72; 1968, c. 178; 1974, c. 199; 1976, cc. 681, 713; 1978, c. 518; 1980, c. 559; 1984, c. 436; 1989, c. 515; 1990, c. 797; 1991, c. 295; 1993, c. 903; 1996, cc. 163, 916, 964; 1997, c. 828; 1999, cc. 488, 552; 2000, c. 184; 2001, cc. 688, 820; 2003, c. 119; 2004, c. 251; 2006, c. 335.)

**§ 22.1-254.2. Testing for general educational development; eligibility; guidelines.**

A. The Board of Education shall establish a program of testing for general educational development (GED) through which persons may earn a high school equivalency certificate or a diploma as provided in subsection F of § 22.1-253.13:4. The following persons may participate in the testing program:

1. Persons who are at least 18 years of age and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in § 22.1-254;
2. Persons 16 years of age or older who have been instructed by their parents in their home pursuant to § 22.1-254.1 and who have completed such home school instruction;
3. Persons who have been excused from school attendance pursuant to subsections B and C of § 22.1-254;
4. Persons for whom an individual student alternative education plan has been granted pursuant to subsection D of § 22.1-254;
5. Persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D of § 22.1-254;
6. Persons 16 years of age or older who have been expelled from school pursuant to §§ 22.1-277.06 through 22.1-277.08; and
7. Persons required by court order to participate in the testing program.

Under no circumstances shall persons under the age of 16 be eligible for the testing program.

B. From such funds as may be appropriated for this purpose, local school boards shall implement programs of preparation and testing for general educational development consistent with guidelines to be developed by the Board of Education. Such guidelines shall include a provision that allows preparatory and testing programs to be offered jointly by two or more school boards.

(1989, c. 225; 1997, c. 458; 1999, cc. 488, 552; 2003, c. 688; 2004, cc. 251, 939, 955; 2006, c. 335.)

## Regulations Governing General Educational Development (GED) Certificates Effective March 15, 2005

### 8 VAC 20-360-10. Eligibility.

Certificates may be issued to individuals who meet the following requirements:

1. Age. An applicant must be at least 18 years of age and not enrolled in a public or private high school. Under special circumstances, which are consistent with the Code of Virginia, §§ 22.1-254 and 22.1-254.2, the age limit may be lowered to 16 years of age.
2. Minimum scores requirements. The following minimum score requirements must be met depending upon when the candidate took the General Educational Development (GED) Tests:
  - a. For test batteries completed on or after January 1, 2002, individuals must achieve the minimum passing score requirements set by the GED Testing Service of the American Council on Education or such higher score requirements that may be established by the Virginia Board of Education.
  - b. For test batteries completed between January 1, 1997, and December 31, 2001, individuals must achieve at least an average battery score of 45, a total standard score of 225, and no individual test score below 40;
  - c. For test batteries completed between July 1, 1979, and December 31, 1996, individuals must achieve at least an average battery score of 45, a total standard score of 225, and no individual test score below 35; or
  - d. For test batteries completed prior to July 1, 1979, individuals must achieve at least an average battery score of 45 (rounded up), a total standard score of 223, and no individual test standard score below 35.
3. In-state testing. Only those entities designated by the Department of Education as Official Virginia GED Testing Centers shall determine whether an individual is eligible to take GED Tests in accordance with policies of the GED Testing Service of the American Council on Education and the Code of Virginia, § 22.1-254.2. GED Tests shall be administered only at Official Virginia GED Testing Centers or addendum test sites that have been approved by the Virginia GED Administrator and the GED Testing Service.
4. Credit for scores on GED Tests administered out-of-state. Official test scores may be accepted from an approved state agency, an official jurisdiction responsible for overseeing GED testing, or an official GED testing center outside of Virginia.

### 8 VAC 20-360-20. Retesting.

Individual may take the full battery of tests up to three times during a calendar year to qualify for a General Educational Development Certificate. Test scores may be combined in accordance with GED Testing Service policy.

Statutory Authority: Section 22.1-223 et seq. of the Code of Virginia.

Historical Note: Derived from VR 270-01-0035

## **Regulations Governing Adult High School Programs Effective August 15, 2005**

### **8VAC20-30-10. Responsibility.**

Local school officials are responsible for evaluating and awarding credit for educational achievement, other than that earned in the high school program.

Statutory Authority

§ [22.1-224](#) of the Code of Virginia.

Historical Notes

Derived from VR270-01-0001 § 1, eff. June 27, 1985; amended, Virginia Register Volume 21, Issue 22, eff. August 15, 2005.

### **8 VAC20-30-20. Minimum requirements for adult high school programs.**

Adult high school programs are not part of the 9 through 12 high school program and shall meet the following minimum requirements:

1. Age. An adult student shall be at least 18 years of age. Under circumstances which local school authorities consider justifiable, students of school age may enroll in courses offered by the adult high school. Only in exceptional circumstances should school officials permit a school-aged individual enrolled in grades 9 through 12 to earn credits toward high school graduation in adult classes. All educational alternatives must have been considered prior to placing an enrolled student in an adult class. Such students would be able to earn a diploma, as provided in 8VAC20-131-50, but would not be eligible to earn an adult high school diploma.
2. Credit.
  - a. Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit toward a high school diploma.
  - b. When, in the judgment of the principal or the superintendent, an adult not regularly enrolled in the grades 9 through 12 high school program is able to demonstrate by examination or other objective evidence, satisfactory completion of the work, he may receive credit in accordance with policies adopted by the local school board. It is the responsibility of the school issuing the credit to document the types of examinations employed or other objective evidence used, the testing or assessment procedures, and the extent of progress in each case.

c. Credits earned in adult high school programs shall be transferable as prescribed in the Regulations Establishing Standards for Accrediting Public Schools in Virginia within the sponsoring school division and shall be transferable to public secondary schools outside of the sponsoring school division.

### 3. Diplomas.

a. A diploma, as provided in 8VAC20-131-50, shall be awarded to an adult student who completes all requirements of the diploma regulated by the Board of Education, with the exception of health and physical education requirements, in effect at the time he will graduate.

b. An adult high school diploma shall be awarded to an adult student who completes the course credit requirements in effect for any Board of Education diploma, with the exception of health and physical education course requirements, at the time he first entered the ninth grade. The requirement for specific assessments may be waived if the assessments are no longer administered to students in Virginia public schools.

c. An adult high school diploma shall be awarded to an adult student who demonstrates through applied performance assessment full mastery of the National External Diploma Program Generalized Competencies Correlated with CASAS Competencies, 1996, as promulgated by the American Council on Education and validated and endorsed by the United States Department of Education.

d. A General Achievement Diploma, as provided in 8VAC20-680, shall be awarded to an adult student who completes all requirements of the diploma.

#### Statutory Authority

§[22.1-224](#) of the Code of Virginia.

#### Historical Notes

Derived from VR270-01-0001 §2, eff. June 27, 1985.

Amended, Virginia Register Volume 21, Issue 22, eff. August 15, 2005.

#### Effect of Amendment

The Aug. 15, 2005 amendment rewrote the section. See the Virginia Register for the former text.

## **Emergency Regulations Governing the General Achievement Diploma**

(As required by House Bill 1464 as passed by the General Assembly)

*A copy of the Superintendent's Memo pertaining to this issue is below, followed by an attachment.*

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO. 123  
August 1, 2003

### INFORMATIONAL

TO: Division Superintendents  
FROM: Jo Lynne DeMary

SUBJECT: Superintendent of Public Instruction  
Requirements for the General Achievement Diploma

At its June 23 meeting the Board of Education approved the Emergency Regulations Governing the General Achievement Diploma as required by House Bill 1464 passed by the 2003 General Assembly.

The attached requirements for the General Achievement Diploma comply with the 2003 General Assembly amendments to the Code of Virginia and with the Board of Education's regulations on awarding a high school diploma. The General Achievement Diploma 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. It is not meant to be a first option for high school students. Diploma candidates "may be individuals who are of the 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 General Achievement Diploma include prescribed standard units of credit and a passing score on the

General Educational Development (GED) examination. Standard credits required for the General Achievement Diploma may be earned in a variety of educational 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 Department of Education will develop a guidance document to assist school divisions in implementing these regulations.

If you have questions about the General Achievement Diploma, please contact Maureen B. Hajar ([mhijar@mail.vak12ed.edu](mailto:mhijar@mail.vak12ed.edu)) at (804) 225-2894.

JLD/MH

Attachment

<http://www.pen.k12.va.us/VDOE/suptsmemos/2003/inf123a.pdf>

*A copy of the Attachment is below.*

#### Requirements for the General Achievement Diploma

1. The General Achievement Diploma is intended to provide a diploma option for high school dropouts and individuals who exit high school without a diploma. It should not be a first option for high school students.
2. 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 §22.1-254 shall be eligible to earn the General Achievement Diploma. Diploma candidates may be individuals who are of the 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.
3. The required number of standard units of credit may be earned by enrolling in
  - a. a public school if the individual meets the age requirements,
  - b. a community college or other institution of higher education,
  - c. an adult high school program, or
  - d. correspondence, distance learning, and online courses.
4. Diploma candidates shall participate in GED preparation.

5. Credit and assessment requirements for graduation with a General Achievement Diploma:

Discipline Area	Standard Units of Credit Required	Assessment Required
English	4	
Mathematics <sup>2</sup>	3	
Science <sup>3</sup>	2	
History and Social Sciences <sup>4</sup>	2	
Electives <sup>5</sup>	9	
TOTAL	20	Achieve a passing score on the GED examination
<sup>1</sup> A person of school age is one who has not reached twenty years of age on or before August 1 of the school year (§ 22.1-1.) or any individual through twenty-one years of age who is eligible for mandated services in a program of special education designed to educate and train children with disabilities (§ 22.1-213).		
<sup>2</sup> Courses completed to satisfy this requirement shall include content in mathematics courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.		
<sup>3</sup> Courses completed to satisfy this requirement shall include content in science courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.		
<sup>4</sup> Courses completed to satisfy this requirement shall include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.		
<sup>5</sup> Courses shall include at least two sequential electives in an area of concentration or specialization, which may include career and technical education and training.		

---

## E. LINKS TO USEFUL WEB SITES

---

### FEDERAL OFFICES AND NATIONAL ORGANIZATIONS

Adult Education Content Standards Warehouse

[www.adultedcontentstandards.ed.gov/](http://www.adultedcontentstandards.ed.gov/)

American Council on Education, GED Testing Service

[www.acenet.edu/AM/Template.cfm?Section=GED\\_TS](http://www.acenet.edu/AM/Template.cfm?Section=GED_TS)

National Center for Educational Statistics

<http://nces.ed.gov/>

National Center for Family Literacy

[www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm](http://www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm)

National Center on Secondary Education and Transition

[www.ncset.org/](http://www.ncset.org/)

National External Diploma Program

[www.casas.org/home/index.cfm?fuseaction=nedp.welcome](http://www.casas.org/home/index.cfm?fuseaction=nedp.welcome)

National Institute for Literacy

[www.nifl.gov](http://www.nifl.gov)

National Reporting System

[www.nrsweb.org/](http://www.nrsweb.org/)

ProLiteracy America

[www.literacyvolunteers.org/proliteracy\\_america/](http://www.literacyvolunteers.org/proliteracy_america/)

United States Department of Education

[www.ed.gov/index.jhtml](http://www.ed.gov/index.jhtml)

United States Department of Education, Office of Elementary and Secondary Education  
[www.ed.gov/about/offices/list/oese/index.html?src=oc](http://www.ed.gov/about/offices/list/oese/index.html?src=oc)

United States Department of Education, Office of Vocational and Adult Education, Division  
of Adult Education and Literacy  
[www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html](http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html)

United States Department of Labor, Employment and Training Administration  
[www.doleta.gov/](http://www.doleta.gov/)

## STATE OFFICES AND ORGANIZATIONS

eLearn Virginia  
[www.elearnva.com/](http://www.elearnva.com/)

Governor of Virginia  
[www.governor.virginia.gov/](http://www.governor.virginia.gov/)

Governor's Senior Advisor for Workforce  
[www.workforce.virginia.gov/](http://www.workforce.virginia.gov/)

Literacy Institute at Virginia Commonwealth University  
[www.literacyinstitute.org](http://www.literacyinstitute.org)

Virginia Adult Learning Resource Center  
[www.valrc.org](http://www.valrc.org)

Virginia Board of Education  
[www.doe.virginia.gov/boe/](http://www.doe.virginia.gov/boe/)

Virginia Community College System  
[www.vccs.edu](http://www.vccs.edu)

Virginia Department of Education  
[www.doe.virginia.gov](http://www.doe.virginia.gov)

Virginia Department of Education, Office of Adult Education and Literacy  
[www.doe.virginia.gov/instruction/adulted/index.shtml](http://www.doe.virginia.gov/instruction/adulted/index.shtml)

Virginia Department of Education, Single Sign-on for Web Systems  
<https://plpe.doe.virginia.gov/ssws/login.page.do>

Virginia General Assembly Legislative Information System  
<http://leg1.state.va.us/lis.htm>

Virginia Literacy Foundation  
[www.virginialiteracy.org](http://www.virginialiteracy.org)

Virginia Race to GED  
<http://www.vaged.vcu.edu/>

Virginia Secretary of Education  
[www.education.virginia.gov/](http://www.education.virginia.gov/)

Virginia Workforce Council  
[www.vwc.virginia.gov/](http://www.vwc.virginia.gov/)

Virginia Workforce Network  
[www.vwn.virginia.gov/](http://www.vwn.virginia.gov/)

## F. GRANT PLANNING SCHEDULE

In the table below, important events and deadlines that guide program management are listed. Some events are tied to specific dates, while others are not. For those events that do not indicate specific dates, OAEL will communicate such dates to programs from year to year.

The table is not an exhaustive list of events, and all target time frames are subject to change based on developments in federal, state, or VDOE regulations.

<b>Event</b>	<b>Staff Responsible</b>	<b>Target Time Frame</b>
Grant Applications – RFPs Issued	OAEL Staff	Early Spring
Grant Applications – Submission Deadlines	Program Manager/CBLO Director	Late Spring
Start of the Fiscal Year		July 1
Grant Awards Issued	OAEL Staff/Program Manager and Staff	On or around July 1
Final NRS Data Reporting Due	Program Manager/Data Technician	August 1
ISAEP Surveys Due	Program Manager and/or ISAEP Coordinator	August 1
GAE Surveys Due	Program Manager and/or GAE Coordinator	August 1
Program Income and One-Stop Support Reports Due	Program Manager	Fall
Annual Program Manager Meeting	Program Manager or Administrative Designee	Fall – Usually October or November
Reimbursement – Quarter 1	Program Manager or Administrative Designee	October
Reimbursement – Quarter 5 for Select Federal Programs*	Program Manager or Administrative Designee	October
Reimbursement – Quarter 2	Program Manager or Administrative Designee	January

Reimbursement – Quarter 6 for Select Federal Programs*	Program Manager or Administrative Designee	January
Budget Amendment – Final	Program Manager or Administrative Designee	April
Reimbursement – Quarter 3	Program Manager or Administrative Designee	April
Grant Management Closeout	Program Manager or Administrative Designee	June
Reimbursement – Quarter 4	Program Manager or Administrative Designee	June 1 for state programs, July for federal
End of Fiscal Year – State-Funded Programs		May 31
End of Fiscal Year – Federally Funded Programs		June 30

\* Programs receiving federal ABE funds are encouraged to budget funding for 12-month periods, but they are allowed 18 months to expend all funds. Consequently, ABE grantees will have six reimbursement periods during which they may request reimbursement against the ABE funds. All other OAEL-administered grants are 12-month grants with four reimbursement periods.