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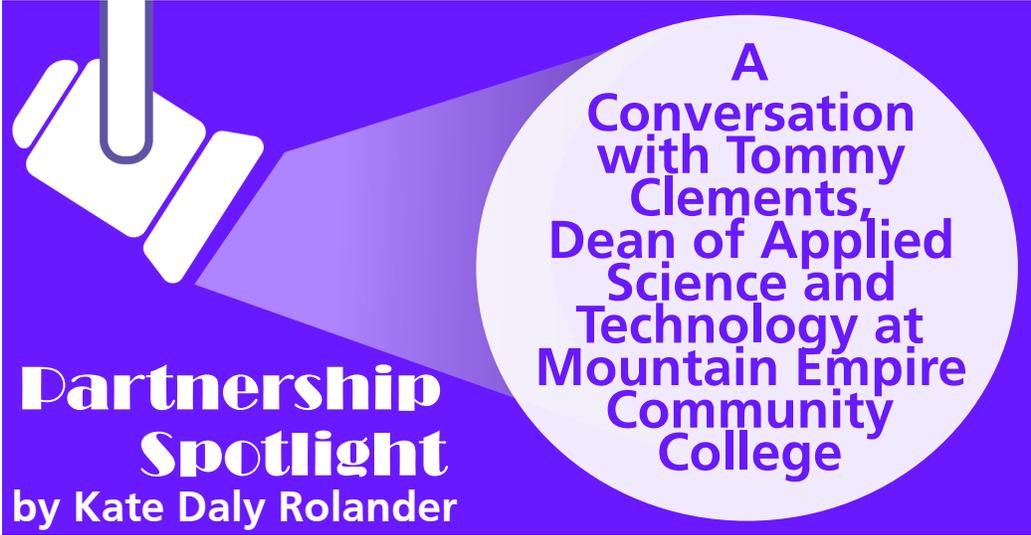
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A Conversation with Tommy Clements, Dean of Applied Science and Technology at Mountain Empire Community College

Partnership Spotlight
by Kate Daly Rolander

Tommy Clements, who currently serves as the Dean of Applied Science and Technology at Mountain Empire Community College, has been a steadfast and valued partner of adult education over the last decade. A little over nine years ago, he partnered with two local adult education programs—Regional Adult and Career Education (RACE, Region 1) and the Southwest Regional Adult Education Program (Region 2)—to use the PluggedInVA model to build a weatherization program. Tommy was an expert in construction, but they didn't have a curriculum. Using the National Center for Construction Education and Research (NCCER) credentialing programs, he and adult education providers participated in a contextualization workshop with the Virginia Adult Learning Resource Center to work together to integrate the occupational and academic skills into a single, cohesive program. Since then, he says, he tries to contextualize all of his instruction, with the understanding that "you can't teach in a silo and expect it to be helpful.... If it's personally significant to what you're trying to learn, the other pieces make more sense."

Since his first PluggedInVA experience, he has continued to partner with adult education, local Workforce Development Boards, the Department of Labor, Temporary Assistance for Needy Families (TANF) programs, and local employers to develop training programs that respond to industry needs.

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Submissions and letters are welcome. Contact
Hillary Major, **PROGRESS** editor. (804)
828-7535
(800) 237-0178
hmajor@vcu.edu
We reserve the right to decline publication.

*Director, Operations & Accountability,
Office of Career, Technical, & Adult Education*
George R. Willcox

VALRC Interim Manager
Joanne Huebner

*Editorial Team—
Karen Ballengee
Katie Bratisax
Hillary Major*

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These collaborations have resulted in integrated education and training (IET) opportunities in weatherization, construction, electrical trades, information technology, Emergency Medical Services (EMS) and C.N.A. training, and pharmacy technician training. Rebecca Scott, the regional program manager of RACE, commented on her experiences with Tommy, reflecting that “workforce development is not an easy assignment in rural economies that are struggling. Fortunately, Dean Clements and MECC are authentic partners in our work in the region. They demonstrate their support by sharing locations, joining us in innovation, and rolling up their sleeves to make the hard work of transformation successful. ... MECC is always the first partner that we go to when we are looking for a regional solution for our learners.”

**“Having a business partner
is the biggest piece of
making IET projects work.”**

Tommy emphasized that for IET and other career pathways programs, having a business partner is the biggest piece of making these projects work: “Without a client who has a need, there’s not much to do.” He says that he’s learned that if he goes to an economic development meeting and there are no business representatives there, it won’t work: “If you don’t have them, you won’t be successful.” One construction company, in particular, was a very willing partner with their PluggedInVA programs, because they were pleased with the results, but it became difficult to do the same program again and again. He said it’s easy to exhaust a training program’s potential and lose interest from participants and from the industry. He has found that there is a limited appetite from participants for entry-level positions and there exist misperceptions about what initial wages will be. Even with clear explanations of potential career pathways and increased earnings after an initial period, he sometimes finds it hard to sell training and certifications that do not immediately yield significant financial gains. One way, he says, to make training programs more attractive is to secure the active participation of businesses, for example, in the form of paid interviews or guaranteed interviews upon completion.

He stresses that it is important to stay connected to other workforce development partners, to be at the table in case an opportunity comes up where there's a need: "The more you're aware of, the more opportunities you can take when you find them." He emphasizes, too, that it is important to build programs to fit the needs of industries and workers rather than to build programs to fit specific funding opportunities. An important lesson Tommy has learned is that there are a lot of economic development entities that compete with one another, and that hurts all of us: "If we don't get together and make some kind of regional movement in the same direction, then we're hurting ourselves." He says that it is the attitude of the college administration "that we do our best to partner with every service provider and every business in our area so we can move forward together."

In our phone conversation, he shared that he has benefitted from good partnerships ever since he came to MECC, so he's not familiar with what it's like not to have them. He says that one of the greatest benefits of strong partnerships is being able to deliver the most resources to the people who need them. All of these different workforce development entities have available resources, but often people in need are unaware of most of them. By pooling resources, it's easier to get them to the people who need them and make the most impact. He advocates that we need to come together and "understand the value of everybody's contributions." 

Kate Daly Rolander is Workforce Instructional Specialist at the Virginia Adult Learning Resource Center.

Tech Tips Blog to Highlight Distance Education & Blended Learning

The EdTech Center @ World Education hosts the [Tech Tips blog](#), which focuses on technology in adult education. This April and May, the blog will be highlighting distance and blended education with a series of three modules (posts) based on chapters from the [IDEAL Distance Education and Blended Learning Handbook](#). These modules are open to anyone who wants to help leverage educational technology to strengthen program development, staff team building, student instruction and support, and outcomes:

- **Module 1, A Strong Foundation: Setting the Stage and Administrative Issues** will review models for distance learning, how distance learning meets learners' needs, and important information for administrators including hiring, planning, and data reporting.
- **Module 2, Opening Your Doors: Recruitment, Screening, and Orientation** will help educators consider which learners are promising candidates for their programs and how to find them. The module describes ways to check whether adults have the skills and resources necessary for distance learning and how to onboard students so they are set up for success.
- **Module 3, In the Class: Instruction and Assessment** will explain how to use types of assessment to know how your students are doing and what they have achieved as well as options for staying in communication with learners.

Be on the lookout for more news as the modules go live this spring, and be sure to also check out the other resources on the Tech Tips blog!

Trade Adjustment Assistance Navigators Offer New Opportunities in Partnerships with Adult Education

by *Kate Daly Rolander*

Since 2013, when the Virginia Employment Commission (VEC) began exploring ways to reskill the large number of workers whose jobs had been outsourced in the Radford area, Trade Adjustment Assistance (TAA) State Coordinator Anna Rice-Wright has endorsed the PluggedInVA model as the preferred model for integrated education and training for TAA-impacted workers. At that time, Anna approached the Virginia

education continue to grow across the state, and new developments in Virginia's TAA program ensure an increasingly expansive role in the development of learner-driven PluggedInVA programs.

What is TAA?

TAA, run in Virginia through the VEC, provides workers adversely affected by outsourcing with opportunities to obtain the skills, credentials, resources, and supports necessary to

earned in their trade-affected employment.

Who are the TAA Navigators?

In response to increasing demand, the VEC developed the TAA Navigator role and has hired six navigators around the state. The navigators plan and coordinate the delivery of customized Trade Rapid Response (RR) services and benefits under the federal TAA program to eligible employees impacted by layoffs due to foreign competition, and they work closely with employers to build partnerships. Another important navigator responsibility is to build strong relationships with adult education programs statewide to ensure that adult education has a strong voice at all Business Services Team meetings. Navigators are also responsible for coordinating with local adult education program managers to create and develop PluggedInVA training opportunities for trade-affected workers at all skill levels. The navigators use their knowledge from collaborative partner meetings and local employer contacts to provide guidance to ensure that cohorts are developed to align with industry-driven opportunities.

TAA State Coordinator Anna Rice-Wright has endorsed the PluggedIn VA model as the preferred model for integrated education and training for TAA-impacted workers.

Adult Learning Resource Center to expand the PluggedInVA model to the fourth- and fifth-grade skill levels at which most of the TAA-eligible workers were testing. Previously, the model had been appropriate only for those who tested with at least an eighth- or ninth-grade reading level. Through strong partnerships between the VEC and the adult education program at New River Community College, then led by Jenny Bolte, 65 trade-impacted workers trained and studied in PluggedInVA cohorts in the first year. Partnerships between TAA and adult

find new employment. Any member of a worker group certified as eligible by the U.S. Department of Labor's Office of TAA may be able to receive a range of benefits and services, including training, employment and case management services, job search allowances, relocation allowances, and income support in the form of Trade Readjustment Allowances (TRA). Reemployment TAA (RTAA) and Alternative TAA (ATAA) are two additional programs that provide wage supplements for re-employed workers fifty and older whose reemployment has resulted in lower wages than those

What makes a TAA PluggedInVA different than others?

TAA-driven PluggedInVA programs are distinct from those funded by adult education or the community college system in a few important ways. First, TAA funding allows for increased instructional intensity by compensating clients for up to 30 hours of education and training services each week. The funding covers TAA-eligible learners' tuition, books, and supplies, ensuring they receive the amount of education and training they need to be successful in future employment.

The second and perhaps more impactful distinction between TAA-funded and other PluggedInVA programs is the learner-driven nature of the program structure. In traditionally developed PluggedInVA programs, jobs

and training opportunities are identified first, and then potential students are screened for eligibility and aptitude. With TAA, the learners come as a cohort, most with 20 to 25 years of work experience and an average age over 45 years. Because the cohorts come to a PluggedInVA program intact, the program design demands a multi-level, differentiated approach to effectively accommodate different academic skill levels, occupational training experiences, comfort with educational environments, and aptitudes for identified industries and training opportunities. With the appropriate supports, exceptional gains have been achieved within compressed timeframes, allowing many of the TAA-impacted workers to quickly strengthen academic skills, earn their secondary

credentials, and complete occupational training that leads them to promising careers in new industries.

See the [IET Blueprint](#) for more information, resources, and contacts regarding opportunities with TAA and PluggedInVA. You'll find contact information and geographic assignments for the six TAA navigators as well as templates for contracts and memoranda of understanding. For questions about TAA, see the [Virginia Employment Commission Website](#). 

Kate Daly Rolander is Workforce Instructional Specialist at the Virginia Adult Learning Resource Center.

For more information, visit ietblueprint.com.

XPRIZE Communities Competition Begins April 1

by Hillary Major



The “deployment phase” of the XPRIZE Communities Competition launched on April 1. For the next five months, adult learners will be able to download for free four field-tested, prize-winning mobile learning apps. As part of Team World Ed, Virginia educators have access to a variety of resources to support our participation in the competition. Most of these are collected on [World Ed’s XPRIZE website](#).

The Virginia Department of Education (VDOE) and Virginia Adult Learning Resource Center will also be hosting an XPRIZE champion group that will meet virtually (via conference calls and discussion board) through the deployment phase (April 1–August 30) to share ideas and support everyone’s efforts. If you’re an XPRIZE champion in your program, please email OAEL@doe.virginia.gov with “XPRIZE” in the subject line to be part of the group and stay in the know. “In Virginia, we want to use this challenge to learn more about mobile learning with our students, and to see how our students can help us reach out to adults in their communities as learning ambassadors,” says VDOE Adult Education Coordinator Heidi Silver-Pacuilla.

Here are some excerpts from [Team World Ed’s valuable FAQ list](#), which can be found on their XPRIZE site along with [outreach flyers](#), [technical specifications](#), webinar information, and more:

What is the Adult Literacy XPRIZE Communities Competition?

The [Adult Literacy XPRIZE Communities Competition](#) is a national challenge to expand access to education for adult learners through the use of technology. It is designed to “tackle the problem of adult low-literacy by putting free learning tools in the hands of those who need them the most, so learning can happen anytime, anywhere.” Competitors will compete to win a share of \$1M in cash prizes by distributing free, proven-effective mobile learning apps that adults—both native speakers of English and English language learners—can use anytime, anywhere to improve their literacy skills.

There are four apps that are eligible to be used free of charge in this competition. They are designed for native English-speaking and English language learner younger and older adults at beginning–intermediate levels.

What are these apps and where can I get them?

You can access them at these sites, but only on Android phones:

App	Location
Learning Upgrade	https://abc.xprize.org/lu336
Amrita Learning	https://abc.xprize.org/ac3366
Cell-Ed	https://abc.xprize.org/ce3366
Codex: Lost Words of Atlantis	https://abc.xprize.org/pw3366

The two letters before the Team WorldEd code in the URLs identify the app (LU = Learning Upgrade; AC = Amrita Learning; CE = Cell-Ed; PW = Codex).

You can also access the apps at Google Play Store; search for them, and enter the Team WorldEd code, 3366, when logging in. The XPRIZE competition apps work only on phones and tablets running Android OS.

What about iPhone users?

iPhone and iPad users can download Learning Upgrade and Cell-Ed for free from the App Store. We encourage this (although App Store downloads do not contribute to the competition user count). iPhone users of Learning Upgrade will get the same content as on an Android, which is all of their lessons, including English, math, and GED/HiSET. Only Android users will have access after the competition for an extra year after August 31, 2019.

What is the timeline?

The Adult Literacy XPRIZE Communities Competition runs April–August 2019. The three winning teams will be announced in September. Everyone who downloads the app(s) on Android phones can use them free of charge through August 2020.

What's the easiest way to help adults access the apps?

Based on our experience, we recommend:

- First, you should review the four apps yourself and decide which one(s) you will use and promote. Each app is quite different and uses different amounts of data.
- Give students one app at first unless they are used to downloading and using apps and really want more than one. They can always get more apps once they get the hang of it.

- Text the URL to students to help them access the app. Don't expect people to be able to find Google Chrome and type in the URL. Some will be able to do that, but many others will not. (and/or) Help adults download the app from the Google Play Store.
- Allow time in class to use the app and get peer or teacher support, if needed. Check in with learners about their experience. Ask: Where and when are you using the app? What are you learning?
- Point out the app logo so learners can find it on their phone.
- Download wallet reminder cards from our website (coming soon) and hand them out to students to remind them of the app logo and how to download it from the Play Store if they become logged out or use a different phone.

Meet the Apps Webinars

Educators may also want to learn more about the apps by signing up for April 12's Meet the Apps & Get Tips for Using Them webinar (2 p.m. ET). This is Part 2 in a series and will focus on the Learning Upgrade and Amrita Learning apps.

Part 1, which is archived online, focused on the Cell-Ed and Codex: Lost Words of Atlantis apps. Codex developer Dr. Tony Cuevas shared screen shots from the app, which

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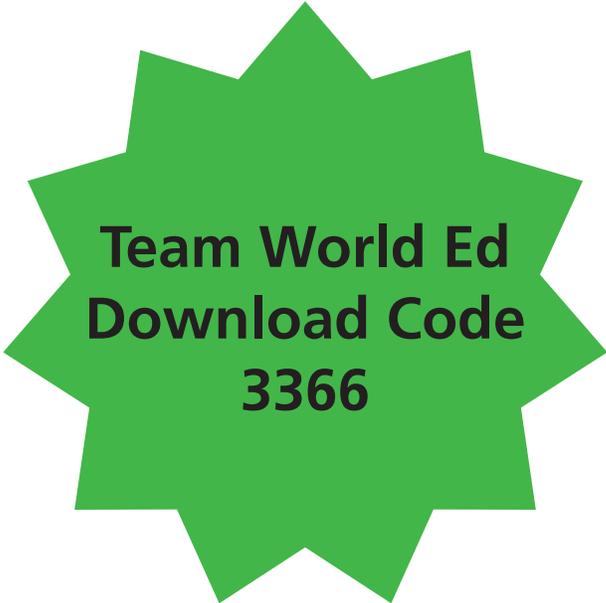
incorporates gamification and a compelling storyline to increase motivation along with instructional design that focuses on multiple practice opportunities within a solid adult literacy curriculum. In a three-week pilot study, participants who played the first level of Codex for twenty minutes twice a week improved in a range of literacy skills, including letter-sound identification and whole word reading fluency. One learner commented, "I like the game. It is interesting and teaches me how to use a device as well as to read. I don't back off certain things now like I did when I started. It makes the sounds easy for me to hear and to understand."

Sign up for April 12's [Meet the Apps & Get Tips for Using Them](#) webinar.

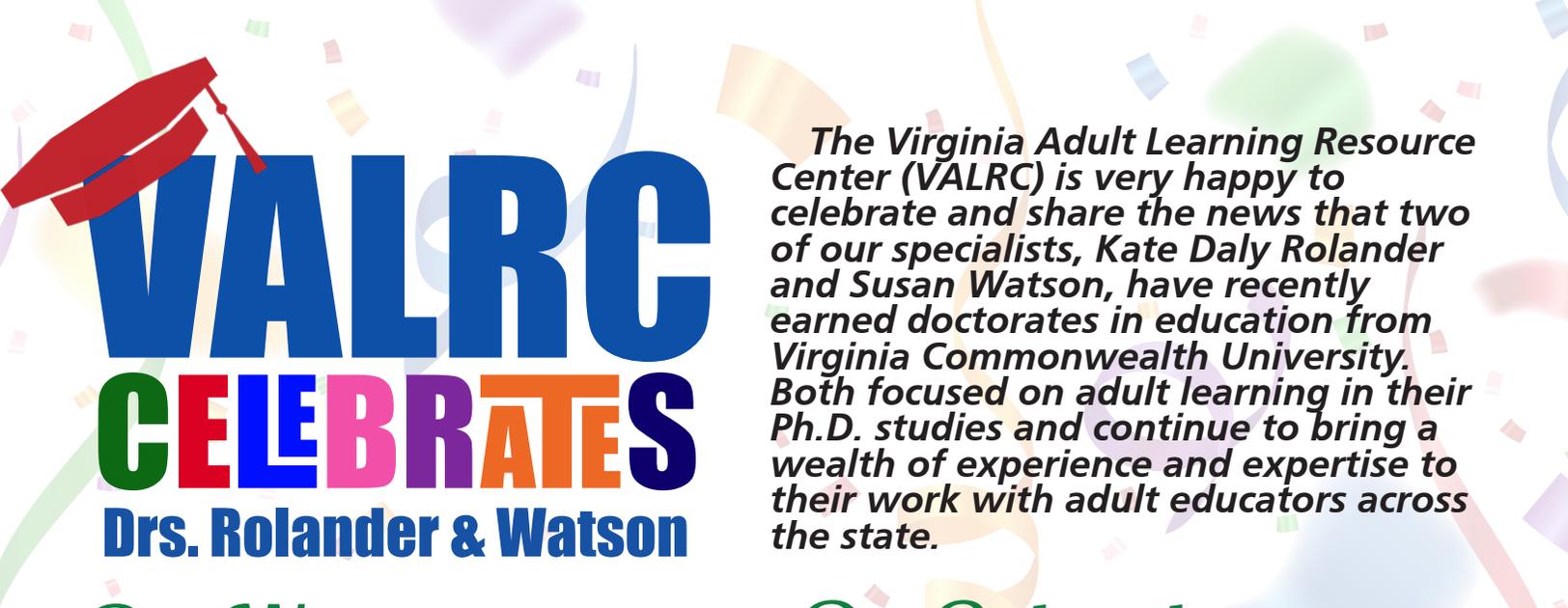
Dr. Jessica Rothenberg-Aalami, CEO and founder of Cell-Ed, shared how Cell-Ed was designed to minimize the impact of the digital divide by using texting to help create "a classroom in the palm of your hand" that features micro-lessons along with interactive live and automated coaching. World Ed's Kathleen O'Connell shared her experience implementing Cell-Ed with a multilevel group of language learners, many of them hotel workers. All students had phones and some experience using apps like Quizlet. She found it easy to introduce the Cell-Ed app; she planned ahead to have extra phone chargers and headsets available, and students had little difficulty in navigating the app. In her classes, learners were given 20-30 minutes of class time per week to use the app and outside practice was encouraged; she found about 95% studied on Cell-Ed regularly. Notable outcomes included two students who spent more than 60 hours on Cell-Ed and made big gains on their TABE reading scores and a student who came in with only one year of informal education, testing at Cell-Ed's "pre-ESL" level, who went on to complete Level 1 and "now sees himself as a reader." Kathleen spoke of the benefit of cohort support among learners, who had time in class "to talk

about what they were learning as a group [and] inspire people." Watch the full Part 1 webinar or sign up for April's Part 2 session on the [World Ed XPRIZE website](#), and make plans to support mobile literacy learning in your community! 

Hillary Major is Instructional Standards and Communicatinos Specialist at the Virginia Adult Learning Resource Center.



**Team World Ed
Download Code
3366**



WALRC CELEBRATES Drs. Rolander & Watson

The Virginia Adult Learning Resource Center (VALRC) is very happy to celebrate and share the news that two of our specialists, Kate Daly Rolander and Susan Watson, have recently earned doctorates in education from Virginia Commonwealth University. Both focused on adult learning in their Ph.D. studies and continue to bring a wealth of experience and expertise to their work with adult educators across the state.

Dr. Watson

Dr. Watson's dissertation, *Exploring Literacies in the Assemblage of English for Speakers of Other Languages Classrooms*, looks at experiences of language and literacy learning in adulthood. Her research interest is second language teaching and learning, especially for adults with limited reading and writing skills in their first language. She also holds an M.Ed. in adult literacy from VCU, a TESL graduate certificate from George Mason University, and a Virginia ESOL certification. She has taught adults in a variety of settings, including in the military and health care industries, and spent three years as an EFL instructor in Japan. Since coming to Virginia in 2007, she has taught ESOL for Prince William County Schools Adult Education Program and Northern Virginia Community College Workforce Development Division; she also teaches a course on the foundations of American education as adjunct faculty at VCU. As VALRC's ESOL Specialist, Dr. Watson coordinates, designs, and delivers ESOL teacher professional development that aligns with state and federal initiatives as well as local interests and needs.



Dr. Rolander

Dr. Rolander's dissertation is entitled *An Exploration of Identity Negotiation in Adult English Learners' Communities of Practice*. Her research interests and publications center on the ways adult learners interact and behave in their many communities and how those interactions shape identity, motivation, and learning. She holds a bachelor's degree in Spanish from the University of Arizona in Tucson and a master's degree in Teaching English to Speakers of Other Languages (TESOL) from Northern Arizona University. She has taught English language acquisition at community colleges in Richmond and Phoenix, in the Ukraine, and with Richmond area refugee resettlement programs. As Workforce Education Specialist at VALRC, she supports Virginia's development and implementation of career pathways programs, supports instructors and staff in tailoring instruction for workforce readiness, and coordinates PluggedInVA programs. ✓

Region 21

INNOVATIONS

A Conversation with Danielle Perry, Region 21's IET Coordinator

by *Kate Daly Rolander*

Adult education programs around the state of Virginia are developing and implementing innovative integrated education and training (IET) programs with a range of partners across an even larger range of industries. In this issue of **PROGRESS**, we focus on what adult education in Region 21, the Peninsula Regional Education Program (PREP) headed by Rachel Ambrose, is doing to build strong partnerships and career pathways for their learners.

I spoke with Danielle Perry, Region 21's IET Coordinator. They have a number of programs underway, so we'll begin with a list of their projects, then delve deeper into the specifics of two of those projects, and end with lessons learned and ideas for going forward. As Danielle said to me on our phone call, "we're building the plane as we're flying it."

Current Projects

- The adult education program was recently written into a Temporary Assistance for Needy Families (TANF) grant to provide high-need populations with literacy services on-site at a new workforce development center in Newport News.
- Through an innovation grant from the Virginia Department of Education's Office of Career, Technical, and Adult Education, PREP is funding ongoing intensive, two-week "Workforce Bootcamps" on a monthly rotation at the Veterans Affairs (VA) Hospital as part of their "compensated work therapy" program. (See the [VA website](#) for more information on that program.)
- A second innovation project is braided into a Wells Fargo grant-funded opportunity with Thomas Nelson Community College (TNCC) to deliver adult education services during family nights in downtown Newport News.
- Adult education instructors are working with Thomas Nelson Community College's ChefsGO program to provide adult education services, especially math support, to students in the classroom. (See the [Thomas Nelson Community College website](#) for more information on the ChefsGO workforce credential.)
- Adult education teachers are also supporting academic skills and strengthening workforce preparation in collaboration with TNCC training instructors through two Credit for Prior Learning-funded programs in HVAC and C.N.A.

IET Spotlights

We'll dive into the VA Hospital and the TNCC HVAC and C.N.A. programs to highlight some of the challenges and opportunities involved with building partnerships. These relationships have required flexible scheduling and consistent communication and collaboration, as well as innovative programming for learners in occupational training programs where they may otherwise lack much-needed support.

The VA Hospital in Hampton provides compensated work therapy, or



workforce training for homeless veterans, and they have contracted with PREP to provide six days of intensive instruction over a two-week period to develop and strengthen digital and soft skills and build resumés for government and

civilian jobs. The program began on October 30, 2018, and initially ran as a six-week class; however, scheduling the program in concert with veterans' other rehabilitation appointments proved too difficult to maintain over the long-term. A two-week compromise was reached that included six intensive, full days of instruction.

The program includes the participation of a career counselor who focuses on soft skills through videos, small group activities, and one-on-one work developing resumés and interviewing skills. Adult education instructors focus heavily on reading and math skills as well as digital skills through four Northstar digital literacy certifications. Participation in the program is mandatory, and Danielle shared that many of the veterans in the program are ex-offenders and are going through therapy. The program is ongoing, meaning that once one cohort of veterans completes the two-week bootcamp, another cohort begins the following month, providing opportunities for adult education staff to continuously reflect on and improve their offerings.

The second spotlight program is with TNCC through a two-year Credit for Prior Learning grant. Currently, the Peninsula Regional Education Program is providing contextualized academic skill strengthening, soft skills instruction, and networking for two, two-track programs. Track 1 serves as a bridge to IET, while Track 2 follows a more complete IET model.

- Track 1 Heating, Ventilation, and Air Conditioning (HVAC) and Certified Nursing Assistant (C.N.A.) classes include a week of adult education prior to the start of the occupational training. The adult education program provides soft skills training, Career Readiness Certificate (CRC) preparation, digital literacy skills preparation and testing, guest speaker visits, contextualized activities, and occupational credential exam support. Throughout the track, adult education instructors collaborate with the trades instructors to find ways to best support students.
- Track 2 HVAC and C.N.A. classes are GED®-level classes where the adult education teachers provide GED® test preparation, CRC and digital literacy preparation and testing, and contextualized activities; a career counselor provides soft skills instruction; guest speakers introduce students to different aspects of the target industries; and they organize a reverse career fair. These classes run four days a week.

Region 21 instructors continuously look ahead to see where students in the occupational training courses normally have challenges and plan to support students where they need it most. One day per week, they focus on study skills and soft skills, and they also focus on cohort building, including encouraging learners to text classmates who aren't there.

From PREP's many experiences, Danielle says they have learned some valuable lessons. She says, "You have to look ahead...where do you want to end up? What steps do you need

Program Managers' Corner: FY 2019 Financial Management FAQs

by Virginia Department of Education Staff

Purchases made with federal and state funds must be allowable, reasonable, and necessary to the activities of the adult education program. This article contains frequently asked questions from the field and answers with key considerations as you complete spending for the current fiscal year and begin constructing budgets for the upcoming fiscal year. For further clarification, contact the Adult Education Coordinator or the Grants Manager for your specific grant at OAEL@doe.virginia.gov.

?

What is the process to amend a budget within and between OMEGA object codes? (OMEGA, or the Online Management of Education Grant Awards, is the web-based financial grant management system operated by the Virginia Department of Education. See the most recent [object code classifications](#).)

A

Approval is required for all budget amendments. The process to amend a budget within an object code is to send an email to both the Adult Education Coordinator and the Grants Manager for the specific federal or state grant in question stating a justification for the budget amendment in order to receive a written approval. The process to amend funds between object codes is to request a budget transfer through the OMEGA system. For paper reimbursements, contact the Grants Manager for the specific federal or state grant for approval. You may contact the state office to discuss budget transfers in advance of submitting the request.

?

When can professional development (PD) be charged to Instructional funds and when can PD be charged to Administrative funds?

A

All professional development must be charged to Administrative funds except for activities associated with professional learning communities (PLCs). PLCs should be focused on understanding, problem solving, and planning for local instruction and service delivery, and should be charged to Instructional funds. When staff time or travel is used in support of attendance at local, state, or national meetings and conferences, expenses should be listed as PD and charged to Administrative funds. Please refer to [Director's Memo 003-17](#).

?

Can programs choose to charge staff time for PLCs to Administrative funds?

A

Yes, this would be allowable.

?

Should the cost of classroom space be submitted for reimbursement under object code 3000 or object code 4000?

A

Payment for classroom space should be reimbursed according to the agreement held between the two parties. If the fiscal agent is a community college and the college is billing itself for an internal cost, it would be billed under object code 4000. If the space is rented from an outside entity, the cost would be billed under object code 3000.

?

Should Administrative or Instructional funds be used to pay for classroom rental space?

A

Expenses for rental spaces used for student services should be charged to Instructional funds.



Q Where do we find per diem rates?

A Use the calculator at [this link](#) for lodging and per diem rates; type in your state and city or zip code to find local rates.

Q What is the minimum number of miles from an employee's base point to an event site that determines whether a person can be reimbursed for lodging and per diem?

A Lodging and per diem may be reimbursed when an individual is traveling overnight on official business outside his or her official station. The location of the hotel or other facility that will provide lodging for the event or conference must be 25 or more miles from the employee's designated base point (i.e., outside the employee's official station).

NOTE: If an employee does not stay overnight, per diem cannot be requested even if the event is outside his or her official station. See [CAPP Topic 20335 – Cardinal: State Travel Regulations](#).

Q When attending a conference or a one-day event within an employee's official station (not in travel status), can registration (if applicable) and costs for meals and travel be reimbursed?

A Registration is an allowable expense because the employee is on official business. A receipt for registration fees must be provided. Generally, meal expenses must involve an overnight stay to qualify for reimbursement. However, individuals who are not in travel status (outside official station) are eligible for meal reimbursement if they participate in a business meal. This meal reimbursement must meet the following criteria: 1) the meal occurs while the individual is on official business and involves substantive and bona fide business discussion, 2) prior approval has been received from the Adult Education Coordinator, and 3) reimbursement is for the actual expense up to the amount shown for the applicable meal in the M&IE Rate Table, excluding the incidental allowance, and includes the original, itemized receipt. An adult education program can request prior approval to submit a reimbursement request for a business meal if an agenda can be submitted to the Adult Education Coordinator that clearly states that it is a working meal. If the agenda says "Lunch on Your Own" or follows the conclusion of the meeting or conference, then a reimbursement would not be allowable.

Travel can be reimbursed only for the miles exceeding the number of commuter miles traveled daily.

Q Are adult education programs allowed to send representatives to conferences outside of the state?

A This is allowable if prior approval is received from the Adult Education Coordinator.

Q Are Internet service and hotspots allowable?

A Yes, Internet service and mobile hotspots are allowable costs that can be billed as telecommunication costs under OMEGA object code 5000.

Q Can hygiene supplies such as hand sanitizer and disinfectant wipes be purchased for classroom use?

A Yes, these classroom supplies are allowable in situations with shared equipment (such as laptops or headphones), but they cannot be purchased as general office supplies.

Continued on p.14>>>

A Conversation with Danielle Perry

>>>Continued from p.7

to get there?" They plan with that goal in mind. In IET, employer partnerships are an important part of the end goal, and Danielle explains that the region has been researching job openings and job descriptions, sending out many emails to employers, and making follow-up phone calls for those who don't respond. She reflects that it is important to find good partners who like what you're doing.

Danielle finished up our conversation by summarizing that, as part of a career pathway, adult education programs can help guide learners into training, an important service even if training options are not there at that moment. We can support retention as adults move toward their long-term career goals by helping them find the right questions to ask, providing guidance and career coaching, and creating a safe space to learn and change their lives.

To learn more about what PREP is doing in IET, visit their [regional website](#). 

Kate Daly Rolander is Workforce Instructional Specialist at the Virginia Adult Learning Resource Center.

? Is there an annual deadline to purchase technology?

A There is not a state-imposed deadline, but many fiscal agents have a process for technology purchases which imposes internal deadlines, so be sure to check with your fiscal agent. Also, consider the timeline for ordering, receiving, and paying for the purchase in terms of reimbursement request deadlines.

? Can federal funds be used to pay for assessments leading to certification and/or certificates?

A The purchase of credential assessments is not allowable with federal dollars, state or local dollars used as match, or program income. The purchase of credential assessments and certificates is allowable with PluggedInVA and Race to GED® funds. See [Director's Memo 006-18](#) on the non-allowable use of federal funds for credential assessments (Training Category narrative).

Always refer to the federal [Uniform Guidance UG 2 CFR Sec 200 Subpart E](#) or the state office to check allowable and unallowable costs for your program. 

? What is the last day in this fiscal year to submit a reimbursement request for state and federal funds?

A The last day to submit a reimbursement request for state funds in both OMEGA and on paper is May 15, 2019, and the last day to submit a reimbursement request for federal funds is July 17, 2019. Reimbursement requests must be submitted by a level three approver by these dates.

This article was prepared by the staff of the Virginia Department of Education's Office of Career, Technical, and Adult Education.

2019

PROGRESS CALENDAR



1 Adult Literacy XPRIZE Communities Competition "Deployment Phase" Begins
<https://edtech.worlded.org/team-worlded-xprize>

8 AE&L Conference Registration Opens
www.aelconference.com

10 Workforce GPS: Developing Apprenticeship Opportunities in Prisons Webinar
tinyurl.com/workforcegpsApr19

12 AE&L Conference Workshop Proposals Due
www.aelconference.com

16 Education Week Real-world Literacy Online Summit
tinyurl.com/EdWeekApril19

22 Open Math-Open Resources LINCS Online Course Begins
tinyurl.com/mathOERcourse

29 Strategy Instruction (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019



20 Self-regulated Learning (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019



10 Differentiated Instruction (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019



8 Effective Lesson Planning (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019

10-12 Adult Education & Literacy (AE&L) Conference Roanoke, VA
www.aelconference.com

24-26 GED® Annual Conference Chicago, IL
tinyurl.com/GEDchicago

28-31 Correctional Education Association (CEA) Conference Detroit, MI
www.ceanational.org

29 Deeper Learning Through Questioning (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019

AE&L adult education & literacy

2019 Conference

Access • Equity • Opportunity

SAVE THE DATE

July 10-12, 2019



19 Formative Assessment (Writing & Math) TEAL Online Courses Begin
tinyurl.com/tealSpring2019

28-30 Literacy Education & Second Language Learning for Adults (LESLLA) Conference Pittsburgh, PA
www.leslla.org

31 Adult Literacy XPRIZE Communities Competition "Deployment Phase" Ends
<https://edtech.worlded.org/team-worlded-xprize>

