2013-2014 Program Application

For Funding Under the Adult Education and Family Literacy Act

Continued project (Year 2) funding available by program type:

- **Adult Basic Education and/or English for Speakers of Other Languages**
- **Corrections Education and Education for Other Institutionalized Individuals**
- **English Language/Civics Education**

Application Timeline

March 20, 2013	Proposal process initiated. ***Submit one application for each program funding sought.***
May 8, 2013	Application due. All applications must be submitted electronically to the USOE. Signature sheets must be mailed to the USOE. **Submissions must be received no later than 5:00 p.m. on May 8, 2013** Marty.kelly@schools.utah.gov or kellie.tyrrell@schools.utah.gov Marty Kelly, Coordinator Adult Education Services Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
May 2013	Application reviewed. 2nd year funding formula applied to funding allocation.
June 2013	Application status provided to all applicants
July 2013	Award notice provided to all applicants.

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PART I: APPLICATION SUPPORT INFORMATION

COVER SHEET

2013-2014
2nd Year AEFLA Funding Application

1. Name and Address of Applicant Organization

Name:

Street Address:

City: State: UTAH

County: Zip Code:

2. Date of Application

3. Project Starting Date

4. Projected Completion Date **June 30, 2012**

5. Federal Identification Number of Applicant
DUNS Number

6. Project Director

Name:

Title:

Telephone: Fax:

E-mail Address:

7. Type of Application
Mark the type of program for which funding is sought. A separate application is required for each type of program for which funding is sought.

- ○ Adult Basic Education/English for Speakers of Other Languages
- ○ Corrections Education and/or Education for Other Institutionalized Individuals
- ○ English Language/Civics Education

8. Federal Funding Requested: $

9. Federal Catalog Number (CFDA): 84.002A

PART 1: APPLICATION SUPPORT INFORMATION

PROGRAM ASSURANCES

INSTRUCTIONS: This section is to be completed by the chief administrative officers of the applicant's organization. Applications lacking the name and signatures of the appropriate officials will be considered incomplete and removed from competition.

The applicant hereby certifies to the State Superintendent of Public Instruction that:

A. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the applicant will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.

B. The grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act.

C. The grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services, including those with low income; housed in correctional facilities; needling basic literacy or English acquisition; seeking a high school diploma/GED; single parents; or employment, etc.

D. The grantee assures that no person on the basis of age, provided the person is 16 years of age or older, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Adult Education and Family Literacy Act financial assistance.

E. The grantee assures that no qualified handicapped person provided the person is 16 years of age or older shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from state adult education financial assistance.

F. The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, national origin, sex, and disability.

G The grantee will operate in compliance with all federal rules, regulations, and state guidelines, maintaining effective control over, and accountability for all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Office of Education – Adult Education Services. Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized adult education purposes as defined by AEFLA.

H. The grantee will annually submit a program compliance audit conducted by an independent source validating data collected during the fiscal year July 1 through June 30.

I. The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the purpose, administration, organization, budget, or operation of an approved project.

J The filing of this application has been authorized by the governing body of the applicant. A signed copy of this grant and supporting documentation will be maintained for a period of seven years, three years on site and four years available.

K. The grantee will give the grantor agency or the U. S. Comptroller General, through any authorized representative, access to all records or documents related to the grant, including the submission of reports as may be required.

L. The grantee will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

M. The grantee assures that funds will be used only for financial obligations incurred during the grant period.

N. As a state requirement, the grantee will provide state and/or local matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year. State and/or local matching will be a minimum of twenty-five percent (25%) of the federal funding per year.

O. The grantee will provide for cooperation with community action programs, work experience programs, AmeriCorps, work-study, and other programs relating to the antipoverty effort.

P. The grantee will provide for cooperation/coordination with programs under the Utah Department of Workforce Services, the Utah State Office of Rehabilitation, and the Utah System of Higher Education.

Q. The grantee will provide for coordination with state and local agencies' reading improvement programs designed to provide reading instruction for adults.

R. The grantee will assure that no expenditure of program funds will be made for any activity of service related to sectarian instruction or religious worship.

S. The grantee will prepare reports, containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out AEFLA and legislative purposes and project objectives.

T. The grantee assures that the program will:
(1) Utilize qualified administrative personnel and instructional staff.
(2) Provide guidance and counseling services.
(3) Provide year-round instruction as feasible.
(4) Develop effective recruitment and retention strategies.
(5) Provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
(6) Provide services at a reasonable cost/benefit.

U. The grantee assures that resources will be available, and a process established, to develop a Student Education Occupation Plan (SEOP) for each student that focuses specifically on the student's lowest literacy area.

V. Academic instruction will focus on the student's lowest literacy area. Post-testing measurements will be completed after a minimum of 60 hours of academic instruction. The possibility of second year funding is contingent upon students served with AEFLA funds post-testing rates, level gains meeting or exceeding the state negotiated targets and compliance with state reporting requirements.

W. The grantee assures that the Utah State Board of Education's requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), skills in democratic governance, skills as a consumer, problem solving skills, and career/occupational skills development will be top priorities of the program.

X. As a state requirement, the grantee assures incorporation of the Utah Adult Education Learning Standards into all eligible instructional activities.

Y. As a state requirement, the grantee assures that the state-approved standards for English for Speakers of Other Languages (ESOL) will be used throughout the duration of the grant.

Z. The grantee assures that all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Utah State Office of Education – Adult Education Policy.

AA. The grantee assures that community representatives, including residents, will be involved in program development and will continue to be involved in carrying out this program. One way to do this is through a Literacy and Adult Education Advisory Committee with written minutes of action taken on program agenda items.

BB. The grantee assures that state-required program data (including students' Social Security Numbers and Student Service Identification Numbers-SSID) will be collected and entered into the state-developed management information system (UTopia – Utah's Online Performance Information for Adult Education). Social Security numbers and/or Student Services Identification (SSID) numbers are used for data matches with the Utah Department of Workforce Services, the Utah System of Higher Education, and the USOE data warehouse.

CC. The grantee assures that requests for reimbursement with supporting expenditure back-up documentation and appropriate agency signatures will be submitted at least quarterly to the Utah State Office of Education.

DD. The grantee assures that receipts and expenditures of all funds associated with adult education will be documented and accounted for, and available for review as required by the USOE.

EE. The grantee assures that all fees and tuition collected from adult education students are used to provide additional adult education and literacy services that it would otherwise be unable to provide and that the collection of fees and tuition are documented.

FF. Program income from tuition and fees must be reported to the Utah State Office of Education School Finance and Statistics division separately from K—12 and community education, and;
(1) accounted for in program records by program allocation code, and
(2) used only for costs allowable under AEFLA.

The Chief Administrative Officer, Business Administrator, and Project Director certify that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with all assurances noted above. (Note: Chief Administrative Officer, Business Administrator, and/or Project Director cannot be the same person. There must be a separation of duties.)

Chief Administrative Officer

Name and Title (Type/Print):

Signature of Chief Administrative Officer: Date:

Business Administrator

Name and Title (Type/Print):

Signature of Business Director: Date:

Project Director

Name and Title (Type/Print):

Signature of Project Director Date:

PART 1: APPLICATION SUPPORT INFORMATION

DEBARMENT

INSTRUCTIONS: Please review and sign.

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

THE APPLICANT CERTIFIES THAT IT AND ITS PRINCIPALS:

A. Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.

B. Have not, within a three-year period preceding this application, been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connections with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

C. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph B of this certification.

D. Have not, within a three-year period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause or default.

The applicant certifies that, to the best of his/her knowledge and belief, the debarments statements are true and accurate, and that he/she fully endorses and supports the submission of this application.

Chief Administrative Officer

Name and Title (Type/Print):

Signature of Chief Administrative Officer: Date:

Business Administrator

Name and Title (Type/Print):

Signature of Business Director: Date:

Project Director

Name and Title (Type/Print):

Signature of Project Director Date:

PART 2: BUDGET INFORMATION

PROJECTED MATCH FUNDING

1. Federal grant amount requested. (Must match figure on cover sheet.)

2. Other funding intended to be used in the project. It is a state requirement that applications must include at least a minimum 25 percent match from non-federal funding sources. Note: In-kind program support can be used in fulfilling the 25 percent matching requirement. In-kind support should include a brief statement as to how the dollar value is calculated.

Source/In-kind	Dollar Amount	How will other funding be used to support this project? Description defining In-kind match.
2-A.		
2-B.		
2-C.		
2-D.		
2-E.		
2.F.		
TOTALS		
SUBTOTAL (ITEM 2 ONLY)	$ $ 0	
TOTAL (ITMES 1 AND 2)	$ $ 0	

PART 2: BUDGET INFORMATION

BUDGET SUMMARY EXPLANATION

INSTRUCTIONS: In the spaces provided, detail proposed budget allotments. It is not necessary to use all budget categories. Refer to the appendix for specific descriptions of budget categories.

Total Requested Budget:

Budget Category	Federal Grant Share		Explanation/Detail
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	
A. Salaries (100) **Total Salaries**	$ 0		List, by name, each person paid a salary from this grant on page 12. Show calculations by "category" here.
B. Employee Benefits (200) **Total Benefits** ***Total A+B***	$ 0 $ 0		List, by name, each person receiving benefits from this grant on page 12. Show calculations by "category" here.
C. Purchased Professional and Technical Services (300)			
D: Purchased Property Services (400)			

PART 2: BUDGET INFORMATION

E. Other Purchases (500)			
F. Travel (580)			_____ Travel for Director/Coordinator/Staff to attend two (2) State Adult Education Directors'/Coordinators' meetings as per state travel eligibility requirements. _____ Other travel (e.g., professional development, site visits) – List traveler(s), destination and amount.
G. Supplies, Materials, and Property less than $5,000 (600)			Define each expenditure and proposed cost.
H. Other (800)			
I. Total Direct Costs (Lines A through H)	$ 0	$ 0	

PART 2: BUDGET INFORMATION

J. Indirect Cost			_____% (list the project percentage charged) Schedule M Agreed Upon Rates Use the "How to Figure Indirect Costs" formula if your program is charged indirect costs. If your district/program chooses to charge a rate different from the agreed upon rates please list the rate above and insert a comment below indicating who approved the rate.
K. Property (700) Note: only items with an individual value of $5,000 or greater are defined here.			
L. TOTAL (Lines I through K)	$ 0	$ 0 (this amount must be equal to or less than 5% of total budget)	
M. GRAND TOTAL	$ 0		The Grand Total must match the budget total from the top of the Budget Summary Explanation page.

Based on the above budget figures and the number of students to be served from the Measurable Goals chart, what is the cost per student?

1. Using federal funds from this project only: _____

2. Combined with all other available resources applied to this project: _____

PART 2: BUDGET INFORMATION

DETAIL OF EMPLOYEES PAID SALARY AND BENEFITS FROM THIS PROJECT

A. Salaries (100)—Detail of Individuals

B. Benefits (200)—Detail of Individuals

If your program requires additional rows than what is provided, please contact the USOE Adult Education office at (801) 538-7821.

Name	Title/Primary Duty	FTE* 1.00.-.75 .25-.33, etc.	Weeks contracted to work	A. Total Salary paid by this project	B. Total Benefits paid by this project	CACTUS Number	License Area and Expiration Date
TOTALS THIS PAGE *Must match totals from Budget Summary Explanation A & B		**FTE** 0.00		**A.** $ 0.00	**B.** $ 0.00	**A + B =** $ 0.00	

***NOTE: FTE is the percentage a staff member is paid from this project employed for the length of the program year, be it 36, 48, or 52 weeks.**

Name	Title/Primary Duty	FTE* 1.00.-.75 .25-.33, etc.	Weeks contracted to work	A. Total Salary paid by this project	B. Total Benefits paid by this project	CACTUS Number	License Area and Expiration Date s
TOTALS –THIS PAGE		**FTE** 0.00		**A.** $ 0.00	**B.** 0.00	**A + B =** 0.00	
TOTALS –PAGES 1 & 2 ***Must match totals from Budget Summary Explanation A & B**		**FTE** 0.00		**A.** 0.00	**B.** 0.00	**A + B =** 0.00	

***NOTE: FTE is the percentage a staff member is paid from this project employed for the length of the program year, be it 36, 48, or 52 weeks.**

Name	Title/Primary Duty	FTE* 1.00.-.75 .25-.33, etc.	Weeks contracted to work	A. Total Salary paid by this project	B. Total Benefits paid by this project	CACTUS Number	License Area and Expiration Date
TOTALS -- THIS PAGE		**FTE** 0.00		**A.** $ 0.00	**B.** $ 0.00	**A+B** $ 0.00	
GRAND TOTALS PAGES 1, 2, 3 ***Must match totals from Budget Summary Explanation A & B**		**FTE** 0.00		**A.** $ 0.00	**B.** $ 0.00	**A+B** $ 0.00	

***NOTE: FTE is the percentage a staff member is paid from this project employed for the length of the program year, be it 36, 48, or 52 weeks.**

PART 3: PROJECT NARRATIVE

ABSTRACT

INSTRUCTIONS: Summarize the scope and specific intent of the project. If the project is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider. If "Distance Learning" is to part of the project, please include an outline of the approach you intend to utilize in this narrative section. Distance Learning policies must be followed, see Appendix for Distance Learning Program and Procedures-Startup Requirements. Limit response to one page.

PART 3: PROJECT NARRATIVE

MEASURABLE GOALS

INSTRUCTIONS: With regard to Goals and Indicators for your project, fill in the charts below. (Remember that enrollees on this chart are only those served through **THIS** grant.)

AEFLA Section 231 (e)(1) and 231 (e)(2)

Goals (This can be a duplicated count.)	2011-2012 Actual number of enrollees who completed the goal	2013-2014 Projected number of enrollees with the goal	2013-2014 Projected number of enrollees who will complete the goal	2012-2014 Projected percentage of enrollees who complete the goal
Enrollees who want to further their education by enrolling in post-secondary education and/or training				
Enrollees who want to earn a Utah secondary school diploma and/or GED®				
Enrollees who are seeking entrance in unsubsidized employment				
Enrollees who are seeking to retain their unsubsidized employment				

Indicators (This is not a duplicated count.)	2011-2012 Actual number of enrollees in the level	2013-2014 Projected number of enrollees in the level	2013-2014 Projected number of enrollees who will make a level gain	2013-2014 Projected percentage of number of enrollees who will make a level gain
ABE 1: Beginning ABE Literacy				
ABE 2: Beginning Basic Education				
ABE 3: Low Intermediate Basic Education				
ABE 4: High Intermediate Basic Education				
AHSC 1: Low Adult Secondary				
AHSC 2: High Adult Secondary				
I. TOTAL ABE	0	0	0	
ESOL 1: Beginning ESOL Literacy				
ESOL 2: Low Beginning ESOL				
ESOL 3: High Beginning ESOL				
ESOL 4: Low Intermediate ESOL				
ESOL 5: High Intermediate ESOL				
ESOL 6: Advance ESOL				
II. TOTAL ESOL	0	0	0	
Total of Line I and Line II	0	0	0	

PART 3: PROJECT NARRATIVE

MEASURABLE GOALS NARRATIVE

INSTRUCTIONS: Explain how the proposed project will assist students in making progress toward their goals. Also, for applicants who have not been previous providers under AEFLA, address the number of adult students served within your program over the past year and their respective outcomes.

AEFLA Section 231 (e)(1)

Goal – Enrollees who want to transition to post-secondary education and/or training.	
Strategies to achieve goal.	
Activities used to achieve goal.	

Goal – Enrollees who want to earn a Utah secondary school diploma and/or GED.	
Strategies to achieve goal.	
Activities used to achieve goal.	

PART 3: PROJECT NARRATIVE

MEASURABLE GOALS NARRATIVE

Goal – Enrollees who want to enter unsubsidized employment.	
Strategies to achieve goal.	
Activities used to achieve goal.	

Core Goal – Enrollees who are seeking to retain their unsubsidized employment.	
Strategies to achieve goal.	
Activities used to achieve goal.	

PART 3: PROJECT NARRATIVE

QUALIFICATIONS OF STAFF

INSTRUCTIONS: Indicate the number of ABE/ESOL trained staff who will participate in this project.

AEFLA Section 231(3)(8)

Number

_____ Teacher-certified employees

_____ ESL-endorsed employees

_____ Counselors

_____ Administrators

_____ Volunteers

♦ Describe efforts to recruit and retain qualified staff and volunteers. .

PART 3: PROJECT NARRATIVE

INTENSITY AND DURATION OF SERVICES

INSTRUCTIONS: Indicate your organization's/agency's proposed service pattern, including all out-reach sites.

AEFLA Section 231(3)(10) and 231(3)(4)

Program Year: Begin Date: End Date:

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

Site by name and address: Managed Enrollment ☐ Open Enrollment ☐

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered							
Time offered							

PART 3: PROJECT NARRATIVE

INTENSITY AND DURATION OF SERVICES

INSTRUCTIONS: Describe how your organization's/agency's program is of sufficient intensity and duration for students to achieve substantial learning gains. Include instructional practices such as phonemic awareness, systemic phonics, fluency and reading comprehension which research has proven to be effective in teaching individuals to read. Include the process program utilizes to increase student level gains- Raising the Bar. Limit response to one page.

AEFLA Section 231(e)(4)

PART 3: PROJECT NARRATIVE

COORDINATION/COLLABORATION

INSTRUCTIONS: Describe (limit response to one page):

1) How your organization/agency coordinates with DWS employment centers, job training programs, social service agencies, elementary and secondary schools, other adult education programs, EvenStart, community-based or volunteer programs, post-secondary educational institutions and applied technical colleges, private sector partnerships, and other community resources to augment services.
2) How your organization/agency will expand the coordinated efforts with the above entities.
3) As evidence, attach any memoranda of understanding or letters of agreement.

AEFLA Section 231(e)(9)

APPENDIX

BUDGET CATEGORIES - DEFINED

LINE ITEM A (Salaries – 100)
Full or part-time salaries for project employees must be included in this grant application. This item should not include stipends paid to employees for work outside of their regular contract. Stipends should be included in item C below. If salary funds are identified in the application, please indicate the basis of computing these salaries. Director, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative in nature.

LINE ITEM B (Employee Benefits – 200)
Employee benefits for project employees must be included in this application. Such employee benefits may include state retirement, Social Security, local retirement, group insurance, industrial insurance, unemployment insurance, and any other employee benefits not classified above. Employee benefits related to stipends for teachers or other regular employees who work outside of their regular contract may also be placed in this line item. Director, coordinator, and clerical salaries not directly tied to classroom activities must be considered administrative.

LINE ITEM C (Purchased Professional and Technical Services – 300)
This budget category includes those services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. Providers (consultants) of such services, all travel, meals, lodging, honorarium/fees, materials, and related expenses are to be included in this category. Such consultants might also include staff of the applicant who might serve in this capacity during those times when they are not salaried employees of the grantee, including summers, weekends, holidays, or other non-contractual time. For each consultant provide name, anticipated consultant fees, number of contracted days of work, and purpose of proposed expenditures. This category also includes stipends paid to employees for work outside of their regular contract which may be instructional (i.e., professional development) or administrative depending on activity. Yearly program audits are also included in this item. Note: Some of these expenditures may be administrative in nature.

LINE ITEM D (Purchased Property Services – 400)
Applicants may receive funding support for variety of services rendered by organizations and personnel not on the payroll of the applicant pertaining to operation, maintenance, insurance, and rental property used by the applicant. Typical expenditures in this category include utility service, cleaning services, disposal services, snow plowing, custodial services, lawn care services, equipment repair, vehicle repair, rental of buildings, equipment, or vehicles, etc. Provide specific information about such anticipated costs. Note: These expenditures are administrative in nature.

LINE ITEM E (Other Purchases – 500)
This budget category includes all amounts paid for services rendered by organizations or personnel not on the payroll of the applicant other than Professional and Technical Services (300) or Property Services (400). Such expenditures may include communications, advertising, printing and binding, property insurance, liability insurance, telephones, postage meter, etc. Provide specific information about all projected expenditures. Note: some of these expenditures may be administrative in nature.

LINE ITEM F (Travel – 580)
This budget category includes travel of instructional staff to and from remote teaching sites or staff travel to required USOE director meetings.

LINE ITEM G (Supplies, Materials and Property with Itemized Value less than $5,000 per Item)
Applicant may receive funding support for a variety of items of an expendable nature that are consumed, worn out, or have deteriorated with use. Items that lose their identity through fabrication or incorporation into different or more complex units or substances are also considered supply expenditures. Expenditures in this category might include, but are not limited to, software, paper, writing tools, books, textbooks, manuals, reproduction costs, binders, classroom computer and printers, overhead projectors, audiovisual materials, courseware, assessment instruments, etc. Items to be purchased must be identified and detailed by quantity and cost per item. Note: Some of these expenditures may be administrative in nature.

APPENDIX

LINE ITEM H (Other – 800)
This line item is seldom used, but it is included to use with the purchase of goods and services not otherwise classified above.

LINE ITEM I (Total Direct Costs)
Total of lines A through H.

LINE ITEM J (Indirect Costs)
Any indirect costs charged to this project fall within the allowable five percent (5%) administrative cap. Indirect costs for school districts are to be calculated with the formula provided by the USOE – Adult Education Services. This resource is found on the Adult Education website under Directors/Coordinators→Grants→Resources or by following the link below.
http://schools.utah.gov/adulted/directors/documents/grants/HowToFigureIndirectCosts.pdf

LINE ITEM K (Property – 700)
Applicants may use funding for property acquisitions of $5,000 or greater cost per item, leasing, and rentals if such transactions are clearly identified as essential to the operation of the program. Expenditures in this category include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment $5,000 or greater cost per item. Expenditures are to be used solely for adult education services. These expenditures may be administrative in nature. All items in this category must be clearly explained and detailed in the Budget Summary Explanation.

ADDITIONAL INFORMATION:

- At least 95 percent (95%) of requested funding must be spent on direct services to students, e.g., classroom teaching activities, textbooks, classroom supplies, etc.

- No more than five percent (5%) may be spent on administrative activities, e.g., administrator compensation and benefits, rent, utilities, equipment repair, office supplies, and indirect costs charged by a respective organization, etc.

- In the event that an eligible provider is awarded multiple grants under AEFLA, the five percent (5%) administrative cap must be figured on each individual grant and not on the sum total of AEFLA funding awarded.

Note: In cases where the five percent (5%) administrative cap is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible providers may negotiate with the Utah State Office of Education in order to determine an adequate level of funds to be used for non-instructional purposes.

UNALLOWABLE ITEMS:

- Advertising and Promotion costs
- Alcoholic beverages
- Alumni activities
- Bad debts
- Entertainment
- Capital expenditures
- Commencements, graduation ceremonies, convocations
- Contributions and donations
- Cost of institution furnished automobiles that relates to personal use by employees
- Costs for defense and prosecution of criminal or civil proceedings, claims, appeals and patent infringements
- Donations and contributions
- Entertainment
- Fines and penalties resulting from violations of, or failure of the institution to comply with Federal, State and local or foreign laws and regulations
- Fund raising, solicitations, gifts, or investment costs

- GED administration
- Goods or services for personal use
- Housing and personal living expenses
- Lobbying
- Membership costs
- Relocation costs incurred incident to recruitment of a new employee
- Salaries or expenses for school boards
- Scholarships and student aid costs

In addition, applicants must be aware that:

- AEFLA funds do not provide an opportunity to purchase computer hardware and/or software that will be used only partly to serve AEFLA students.
- Childcare costs for children of AEFLA students are only allowable when other sources of funding have been depleted.
- Food (coffee, juice, donuts, etc.) to entice prospective students, or as an incentive to keep them coming after they are enrolled, is not an allowable expenditure.
- AEFLA funds may only be used to **supplement** and, to the extent practical, increase the level of funds that would, in the absence of AEFLA funds, be made available from non-federal sources for the education of participating students. In no case may AEFLA funds **supplant** funds from non-federal sources.
- AEFLA students may be charged fees, but the level of fees must not act as an enrollment deterrent for those who are disadvantaged. Any fees collected must benefit the AEFLA program; therefore, fees may not be commingled with other funds to purchase non-AEFLA-related items.
- AEFLA is NOT a construction grant and as such may not be used for building remodels, improvements, etc.

The above list is not meant to be all inclusive. Questions regarding possible unallowable expenses should be directed to the Utah Adult Education Services Coordinator. In the event that an application for funding contains these or other unallowable elements, the applicant will be contacted by the Utah State Office of Education with the intent to bring the application into compliance.

APPENDIX

Distance Learning Programs and Procedures

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Introduction

Adult education programs must strive to accommodate the needs of the individual student rather than the student "accommodate the needs of the program." A variety of educational opportunities must be afforded adult learners to meet their needs; and at the same time, allow for programs to maintain integrity and rigor. In as much as adult education learners find it difficult to "arrange" their time to participate in rigorous "site specific" adult education program distance learning may be an educational delivery option.

Purpose

The purpose of distance learning is to provide programs with an alternative educational instruction delivery system to increase program intensity, extend educational offerings for adult learners who, for a variety of reasons, are unable due to geography and/or time to attend or participate in traditional adult education programs an adult education centers.

Additionally, distance learning can be seen as a method of enticing individuals to participate in an adult education program that otherwise may choose not to participate.

Instructional opportunities for the student participating in distance learning must be parallel to curriculum and instruction offered in a classroom-based setting.

The primary instruction of a "traditional" adult education program occurs in the classroom. Distance learning is *not* considered as a supplement to the classroom-based approach to teaching.

When Should a Distance Learning Approach be an Instructional Option

- A student may be considered for distance learning when separated by geography, time or both <u>for the majority</u> of the instructional period.

- Programs with typically less then twelve enrollees attending a "traditional" adult education program on a *consistent* basis are encouraged to consider a distance learning delivery of adult education curriculum.

Or

- Programs with more than twenty-five students attending AHSC 2 classes on a regular basis may consider distance learning as an alternative services approach that might meet the needs of the learner that could/wants to move quicker than the traditional class structure allows.

Program Considerations in Using Distance Learning

- When considering distance learning as a delivery option, programs need to remember that outcomes from this approach may reduce total program outcomes. Outcomes (contact hours, level gains and credits) may be limited due to the students not receiving the same level of program staff monitoring that typically is associated with a learning center approach to instruction.

- Distance learning is not a panacea for all students.

- Distance learning requires the student to be an independent, self-directed, motivated learner who does not require a large amount of teacher direction or interaction.

- A variety of instructional materials meeting the student's needs must be considered in meeting the student's needs including print, audio recordings, videotape, computer software, web-based programs or other online technology.

Programming Approaches

1. Supported Distance Learning

The distance learning student must spend 85% of their instructional time "at a distance".

- The teacher assigns work and establishes a schedule for submission of assignments and feedback.
- The student is required to complete six hours of work weekly with the teacher providing 30 minutes of weekly feedback to the student.
- The student completes and returns all assignments electronically or through the U.S. mail (institutional in the case of corrections education).
- At the completion of an instructional unit the student meets at a central program location to complete appropriate unit culminating exams that must be proctored by an adult educator.

2. Blended Distance Learning

This approach combines distance education with face-to-face instruction. However 85% of the student's participation must be "at a distance".

- Primary instruction takes place at a distance.
- The student is expected to complete an academic assignment packet every two weeks.
- The student is required to participate in face-to-face teacher/student instruction for 30 minutes weekly.
- As the teacher prepares instructional materials, consideration should be given to the fact that one instructional hour spent in a traditional lecture type of class is equal to twelve hours that would be expected of a student to complete the same type of assignment outcomes using this approach.
- Face-to-face interaction between the student and teacher may also be provided, as additional support for the student, in a tutoring lab on a drop-in-as-needed basis. The focus of the additional face-to-face drop-in interaction is to provide time for the student to receive clarification of difficult assignments.

Instructional Presentation Models

In both distance learning approaches, three models of presentation may be considered as a proxy for contact hours of instruction.

1. Teacher Verification Model

- Program establishes a standard for assignment completion equal to the minimum amount of time a student would need to spend to complete a particular unit of instruction given that typical classroom instruction is 40 hours (lecture and assignments) which is equal to a .25 unit of credit.
- Teacher certifies assignments are completed.
- Academic outcomes are based on "content completed not quality of completion".
  Example: GED® Connections – completing 75% of questions takes about 30 hours to complete.
- Mastery of course material is based on successful completion of unit exams and or unit portfolios.

2. Learner Mastery Model

- Student demonstrates unit mastery by testing.
- "Panel of experts" sets a formula to translate instruction into contact hours. Example: If the student earns 70% accuracy on questions per a unit of instruction the "panel of experts" would equate the score to a certain number of contact hours. Thus 70% on a Crossroads Café unit may equal 10 contact hours; whereas 70% on an English for All unit may only equal 6 hours.
- When the student "feels they have mastered the material," mastery is demonstrated through an instructional unit test.
- Students "clepping" from a course of instruction equals 50% of the instructional contact hours that the student would have generated if the student had actually completed the course in a "traditional adult education center" approach to instruction.

3. **Clock Time Model**
   - Curriculum presented online contains a "tutor" tracking time on task.
   - Actual # of minutes = actual minutes/hours of contact hours.
   - The online curriculum must have a pre-set inactivity log-out function built into the program. Whereby, when the student stops working for more than a certain number of minutes the system logs them out. The time tracking feature of the program ensures time data collected reflects student effort.
   - Example: Plato, Skills Tutor, NovaNet or A+

Program Responsibilities

Regardless of the approach (es) that a program chooses to offer it is expected that state policies are followed including:

- Distance learning students are those who cannot by geography and/or time, or by choice choose to not participate in a "traditional adult education center" approach program. Therefore, programs offering distance learning as a viable instructional approach to adult education must afford program orientation and "class meeting times" at times other than the "traditional" program. This may include meeting on Saturdays, at the local library in the evenings, at a local church, a place of business, cell blocks, or lock-down units etc.

- The selection of teachers to provide distance learning is critical to the program's success. Teachers must be flexible, innovative, and creative. Dealing with the distance learner presents challenges different from a traditional classroom; thus it is essential that a distance education teacher work with students in a "learner-centered" approach to teaching. A strong sense of curriculum and being technologically adept is critical to the student and program success.

- Programs must establish day-to-day policies including:
  Program standards – including: "what the program will look like", organizational change, the work schedule of the teaching staff, data collection
  Orientation – content of distance education orientation including study skills and organizational skills
  Outcomes - how, when, where student will complete curriculum mastery assessments
  Communication standards - how teacher and student will communicate: Email, institutional mail, telephone, drop-in to the office in addition to the frequency of the communication
  Daily Operations - hours, virtual office hours, etc.
  Tuition and fees - what is to be charged for material rentals etc.
  Note: all collected fees and/or tuition must be reported to the program's business administrator per Fiscal Compliance Policy for reporting to the Office of Vocation and Adult Education.
  On-going equipment maintenance – establish procedures to ensure that Web-based programs and software are in working order 24/7.

- Distance learning students must be enrollees having completed 12 contact hours that include a full assessment, EFL, and the completion of an SEOP, defining short and/or long term goal(s).

- Distance learning students, must have a full TABE assessment (including Locator Test) administered at an adult education center demonstrating a reading scale score performance level of ABE 3 or higher.

- As part of the initial 12 hours, distance learning students are required to participate in an orientation specific to distance education that includes the completion of study skills and organizational skills modules as well as an orientation to the curriculum and program expectations. Additionally, the process for assigning work, setting course completion timelines and establishing expectations regarding teacher feedback are to be included as part of the orientation meeting. The hours spent participating in the orientation would be considered non-instructional contact hours.

- At a minimum, 85% of the distance learning student's instructional contact hours must be at a distance. If this is not the case then the student is considered a "traditional classroom adult education student" rather than a distance education student. However, if the student is in need of academic classroom "study lab" support as part of the Blended Distance Learning program approach then latitude may be given allowing the program to still "count" the student as a distance education.

- Non-instructional contact hours may also include time spent in telephone, video, teleconference or online communication, between the staff and student. <u>The student's identity must be verifiable</u> through whatever method of interaction the program selects.

- Instructional contact hours for the distance learning student include time spent using technology through the clock-time model or time spent in courses specifically defined by the USOE Distance learning Committee as distance learning curriculum through either the learner mastery model or the teacher verification model.

- Distance learning students may not choose to take a combination of distance education classes and traditional adult education classes simultaneously. Rather, they must choose one or the other. However, the student may choose to enter and exit between the two instructional approaches at the local program's discretion.

- NOTE: A student's instructional contact hours must be entered into UTopia. UTopia will "evaluate the student" at the end of the program year to determine if 85% of the student's instructional time was spent as a distance learner or a "traditional learning center" student. Depending on where the 85% percent of the student's attendance occurred, UTopia will determine for NRS reports how the student outcomes will be reported – distance learning or "traditional learning center" student.

- Program staff must "meet with the distance learning student" at least weekly in person, via phone or email contact. The purpose of the meeting is to answer questions, encourage students, redirect students' program expectations, etc.

- Distance learning students must complete course unit competency tests at the local adult education center or a mutually agreed upon location in the presence of an adult education instructor.

- Distance learning students, like "traditional" adult education students, may participate in a post-test after accruing 60 instructional contact hours or later as deemed necessary in order to determine student and program possible level gains. Regardless whether or not the student participates in a "traditional" adult education or a distance learning program all pre- and post-test assessments must be conducted through face-to-face interaction with a trained test administrator following standardized assessment procedures.

Determining Program Outcomes

All state adult education outcome parameters will be followed in determining the effectiveness of successful distance learning outcomes.

- Level gains for a distance learning student are determined in the same manner as a "traditional" adult education student – through post-testing.

- Academic assessments are to be completed face-to-face.

- Student core goal outcomes will be measured following the standards established by the USOE for core goal outcome follow-ups. Successes will be determined by the completion of follow-up surveys or by data matching if the student provides the program with a social security number for data matching purposes.

Distance learning Implementation Requirements

In order for a program to initiate and continue with a distance learning approach the following program standards must be included in addition to the narrative section of the program's state grant application. Final approval of submitted Implementation Requirements will be made by the adult education state coordinator.

Local Program Standards:
The following components, must described in detail and submitted to the USOE for review and approval as part of the grant application prior to the implementation of a distance learning program.
Note: each distance learning student must receive the same written explanation of the program's distance learning expectations.

- A detailed description of the distance learning program orientation/intake process detailing the following:
  - Participation in distance learning requires the student to complete specific learning modules on study skills and organizational skills.
  - Include a description of the materials and course outline that will be used for the study skills and organizational skills modules.
  - Note: The hours spent participating in the orientation would be considered non-instructional contact hours.

- A copy of the orientation materials that will be disseminated to the distance learning student describing the program standards, expectations and rules associated with participation in distance learning. The following must be included:
  - Timeframe for unit/course completion

- How assignments will be given (a unit at a time, a packet at a time, etc.)
- How assignments will be submitted – electronically, in person
- How and when assignment feedback will be delivered to the student
- Expectations for when the distance education teacher will respond to student inquiries
- Frequency of teacher/student contact (i.e. one or two times weekly) to keep the student engaged and motivated to continue moving forward
- Parameters as to when the distance education program will cease/terminate due to lack of student activity
- Description of how the student will be able to access a telephone "help line" (where students may call and leave a message that a teacher responds to on a daily basis)

- A description of the curricula that will be used in providing distance learning.

- The instructional presentation model and the formula used to develop proxy contact hours for each type of curriculum utilized.

- If the program chooses a clock time model, the program must be identified and approved by the state.

- If a program chooses to use a combination of models (teacher verification model, learner mastery model) then the proxy contact hours developed for completing activities for each type of curriculum used (teacher verification model) or the proxy hours developed for the completion of the "units of materials" that comprise the curriculum when using the learner mastery model must be identified and specifically defined.