State Program Plan

- **English for Speakers of Other Languages (ESOL)**
- **Adult Basic Education (ABE)**
- **Adult High School Completion (AHSC)**

Plan Timeline

March 19, 2014 State Plan Form available to all state Adult Education Directors/Coordinators

May 14, 2014 State Plan due. **Submit plan electronically**. Submit signed signature sheet by mail to:

Marty Kelly
Coordinator, Adult Education Utah State Office of Education 250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

State Program Plans must be received electronically no later than 5:00 p.m. on May 14, 2014

June 1, 2014 State Plans reviewed, approved or returned for revisions.

Adult Education Contact Information

Marty Kelly (801) 538-7824
marty.kelly@schools.utah.gov

Jeff Galli (801) 538-7989
jeff.galli@schools.utah.gov

Mark Mataya (801) 538-7925
mark.mataya@schools.utah.gov

Kellie Tyrrell (801) 538-7821
kellie.tyrrell@schools.utah.gov

Utah State Office of Education
Adult Education State Legislative Funding
2014-2015

District Name:

Program Name:

Street Address:

City: State UT Zip

Project Starting Date:

Project Completion Date:

Descriptive Name of Program:

STATE ADULT EDUCATION
Program focus, mark all that apply

- ESOL
- ABE
- AHSC/GED® Prep

STATE CORRECTIONS ADULT EDUCATION
(Prison programs only) Program focus, mark all that apply

- ESOL
- ABE
- AHSC/GED® Prep

Project Director
Name:

Title:

Telephone: Fax: E-mail:

Type of Plan:

New Submission date _____ Reviewed by/date _____

Revision Submission date _____ Reviewed by/date _____

Revision Submission date _____ Reviewed by/date _____

Revision Submission date _____ Reviewed by/date _____

Revision Submission date _____ Reviewed by/date _____

ASSURANCES

THE SCHOOL DISTRICT HEREBY ASSURES AND CERTIFIES TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

A. A Local Education Agency (LEA) receiving adult education state/legislative funds will follow such fiscal control and fund-accounting procedures as may be necessary to assure proper disbursement and accounting.

B. If it becomes necessary for the LEA to act on legislative or Utah State Board of Education mandated reductions in funding, adult education funds may be only reduced proportional to all other district program reductions.

C. The LEA is aware of legislative ability to reduce funding for education and as such the Utah State Board of Education may recall funds as needed.

D. The LEA will operate in compliance with appropriate rules, regulations, state policies and guidelines. The LEA will maintain effective control over and be held accountable for all awarded funds, property, and other assets. The LEA shall adequately safeguard all property and shall ensure that it is used solely for authorized adult education purposes or, if that is not feasible will transfer title to the Utah State Office of Education – Adult Education Services.

E. The filing of this plan has been authorized by the governing body of the LEA, who act as the authorized representatives of the LEA in connection with the plan.

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

G. Adult education funds are to be used solely to provide direct instruction and administrative oversight to adult education programs.

H. The LEA will comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, or national origin, and in compliance with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

I. The LEA 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 state/legislative adult education funding.

J. The LEA 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/legislative adult education financial assistance.

K. The LEA assures that it will not conduct a program of instruction unless it determines that the program will (a) utilize qualified administrative personnel and instructional staff; (b) provide adequate facilities that are ADA and 504 accessible; (c) utilize equipment, materials, and guidance and counseling services meeting the adult learners' needs; (d) provide effective recruitment and retention of participants in adult education programs; (e) provide for economical operation in providing an adequate learning environment; and (f) provide year-round instruction as feasible.

L. The LEA assures that public state funds will solely be used to provide adult education instructional services to individuals who provide proof of Utah residency.

M. The LEA will give the USOE, through any authorized representative, access to and the right to examine all records, papers, or documents related to the program plan, including the submission of reports as may be required. A copy of the State Program Plan and supporting documentation must be maintained by the program for a minimum of seven years; three years on site and four years available.

N. The LEA will comply with the requirements of the Family Education Rights and Privacy Act of 1974.

O. The LEA/program assures that funds will only be expended on eligible adult education activities as defined in state statute and Utah State Office of Education board rule and policy. Any request for financial reimbursements must be accompanied by supporting documentation (receipts) of expenses.

P. The LEA/program will provide for cooperation/coordination of this program with other state and local agencies including the Utah Department of Workforce Services, the Utah State Office of Rehabilitation, and the Utah System of Higher Education.

Q. The LEA/program will assure that no expenditure of program funds will be made for any education program, activity, or service related to sectarian instruction or religious worship.

R. The LEA/program will make such reports, including reports of evaluations, in such form and containing such information as the USOE may reasonably require.

S. The LEA/program assures that state funds will be used within the program year awarded and may carry over with USOE permission no more than 10% or $50,000 annually, whichever is less. Funds carried over may be considered in determining the school district's allocation for the next fiscal year. Funds carried over shall be expended within the next fiscal year. If funds are not expended they shall be recaptured by the USOE on February 1 of each program year.

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

U. The LEA/program assures that resources will be available, and a process established, to develop a Student Education Occupation Plan (SEOP) for each student.

V. The LEA/program assures that the Utah State Board of Education's requirements for demonstrated competencies in the Adult High School Completion program and Core Curriculum will be followed for persons seeking an adult education secondary diploma.

W. The LEA/program assures that the state-approved standards for English for Speakers of Other Languages (ESOL) will be used with adult education learners receiving ESOL services.

X. The LEA/program assures incorporation of the Utah Adult Education Learning Standards into all eligible instructional activities.

Y. The LEA/program 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.

Z. The LEA/program assures that state-required program data (including students' Social Security Numbers and Student Services 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, Applied Technology Colleges, and the USOE data warehouse.

AA. The LEA/program assures that community representatives, including residents, will be involved in program development and will continue to be involved in carrying out this program.

BB. The LEA/program 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.

CC. The LEA/program 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.

DD. The LEA/program assures that all fees and tuition collected from adult education students are used to provide additional adult education and literacy instructional services that it would otherwise be unable to provide, and that the collection of fees and tuition is documented.

EE. 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 and state statute.

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 is true and accurate, and that he/she will comply with all assurances noted above.

District Superintendent

Name Printed:

Signature: Date:

Business Administrator

Name Printed:

Signature: Date:

Program Director/Coordinator (Person responsible for day-to-day operations and associated outcomes.)

Name Printed:

Signature: Date:

Note: Original signed signature page must be sent to the USOE Adult Education Coordinator by May 14, 2014.

ACCREDITATION DECLARATION

Instructions: Fill out the following information declaring the accredited school which encompasses the adult education program for the district.

School Name and Contact Information			
Name of School		**School Code # (CACTUS ID)**	
Physical Address		**City/State/Zip**	
Telephone #		**Fax #**	
Principal		**Facility Website**	
Date of Last Self-study Onsite Visit		**Date of Next Self-study Onsite Visit**	
Rating (Include Merit or Exemplary)	**Accredited or Provisional**	**Category (School Type)**	**Accredited by**

Part 1: Projected Additional Funding

Instructions: Identify any and all other funding sources and amounts to be utilized for ESOL, ABE, or AHSC programming.

1. District allocation from state adult education allocation table. $ _____

2. Other funding intended to be used in the program.

Source/In-Kind	Dollar Amount	How will the identified other/additional funding be used to support this project? Describe in-kind contributions.
2-A.		
2-B.		
2-C.		
2-D.		
2-E.		
2-F.		
Subtotal (Item 2 only)	$ $ 0.00	
Total (Items 1 and 2)	$ $ 0.00	

Part 2: Budget Summary/Explanation

Instructions: In the spaces below, indicate budget allotments based on the state funding formula; provide concise explanations. It is not necessary to use all budget categories. Refer to the appendix for specific descriptions of budget categories, indirect cost rates, a sample budget summary explanation sheet, and a sample of the "Detail of Employees Paid Salary and Benefits" spreadsheet. **Calculate the Indirect Cost rate from the total Requested Budget amount before completing the rest of the budget.**

Total Allocation:

Budget Category	Budget Allotment	Explanation/Detail
A. Salaries (100)		**Show calculations by "employment category" here. List, by name, each person paid a salary from this project on page 14. .**
B. Employee Benefits (200) ***Total Salaries and Benefits***	$ 0.00	**Show calculations by "employment category" here List, by name, each person receiving benefits from this project on page 14.**
C. Purchased Professional and Technical Services (300)		
D: Purchased Property Services (400)		

E. Other Purchases (500)		
F. Travel (580)		_____ Travel for Director/Coordinator/Staff to attend two (2) State Adult Education Directors'/Coordinators' meetings as per district travel eligibility requirements. _____ Other travel (e.g., professional development, site visits) – list traveler(s), destination and amount.
G. Supplies, Materials, and Property with value less than $5000 per item.(600)		Define each expenditure and proposed cost.
H. Other (800)		
I. Total Direct Costs (Lines A through H)	$ 0.00	

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)	$ 0.00	This total must match the **Total Requested 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 and Core Indicators chart, what is the cost per student?

1. Using funds from this project only: _____

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

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 <u>this project</u> 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 <u>this project</u> employed for the length of the program year, be it 36, 48, or 52 weeks.**

Part 3: Program Narrative

Instructions: Briefly summarize your annual plan. Clearly state the general intent of the project, including desired outcomes. Describe how these outcomes will be achieved. If "Distance Learning" is to be part of the project, include an outline of the approach intended to be utilized in this narrative section. (See Appendix A for Distance Learning Programs and Procedures—Start-up Requirements.) Limit response to one page.

(This section will become part of the program review process.)

Part 3: Program Narrative--Qualifications of Staff

Instructions: Indicate the number of ABE/ESOL trained staff who will participate in this project. Attach resumes of **all** staff that will be assigned to this project.

Number

_____ Teachers with current Utah license

_____ ESL-endorsed employees

_____ Counselors with current Utah license

_____ Administrators with current Utah license

_____ Volunteers

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

Part 3: Program Narrative—Professional Development Plan

Instructions: Describe your organization's/agency's over-arching plan for instructor and director professional development (PD). Include how the PD projects will identify instructors' and director's adult education needs and address those needs through locally-managed collaborative activities among instructional staff, teacher self-study, and workshops and trainings. 80% of staff assigned to this project will attend the Adult Education Summer Conference or other state provided professional development opportunities as part of the program's professional development obligation. Limit response to one page.

Part 4: Projected Program Goals

Instructions: With regard to Goals and Indicators for your project, fill in the charts below.

Goals (This can be a duplicated count.)	2012-2013 Actual number of **enrollees** who completed the goal	2014-2015 Projected number of enrollees with the goal	2014-2015 Projected number of enrollees who will complete	2014-2015 Projected percentage of enrollees who complete the goal
Enrollees who want to earn a Utah secondary school diploma or GED®.				
Enrollees who want to further their education by enrolling in post-secondary education and/or training.				
Enrollees who seeking entrance in employment.				
Enrollees who are seeking to retain employment.				

Core Indicators (This is not a duplicated count.)	2012-2013 Actual number of enrollees in the level	2014-2015 Projected number of enrollees in the level	2014-2015 Projected number of enrollees who will make a level gain	2014-2015 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 4: Projected Program Goals

Measurable Goals Narrative

Goal – Enrollees who want to earn a Utah secondary school diploma or GED®.	
Strategies to reach goal.	
Activities to reach goal.	

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

Part 4: Projected Program Goals

Measurable Goals Narrative

Goal – Enrollees who are seeking entrance in unsubsidized employment.	
Strategies to reach goal.	
Activities to reach goal.	

Goal – Enrollees who are seeking to retain unsubsidized employment.	
Strategies to reach goal.	
Activities to reach goal.	

Part 4: Projected Program Goals

Goal – Increase program level gains.	
Strategies to reach goal.	
Activities to reach goal.	

Part 5: 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. Applicants must describe how they will demonstrate that their program "is of sufficient intensity and duration for enrollees to achieve substantial learning gains."

Describe all of the factors considered in developing the instructional schedule for open learning labs and scheduled classes that maximize the opportunity for learners to attend and make progress. Explain the reasons for not offering instruction during any periods of time during the year that exceeds two weeks. It is a state requirement that all classes funded by this grant provide for six (6) hours of instruction per class per week. If applicable, explain the reason(s) for offering fewer instructional hours per learner at specific sites.

Explain how the instructional schedule is aligned with the program's standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (length of time of each class session) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program.

Describe how the program will offer flexible schedules, distance learning, and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.

Limit response to one page

Part 5: Intensity and Duration of Services

Instructions: Indicate your organization's/agency's proposed service pattern, including all out-reach sites. State requirement: minimum of 6 hours per week per class offered.

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							

INTENSITY AND DURATION OF SERVICES – CALENDAR OF SERVICE DATES

Instructions: Indicate days program is closed with an X over the date on the calendar.

2014

S	M	T	W	T	F	S
SEPTEMBER						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
OCTOBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
JULY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
NOVEMBER						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
AUGUST					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
DECEMBER						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2015

S	M	T	W	T	F	S
JANUARY						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
MAY					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
FEBRUARY						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
JUNE						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
MARCH						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
APRIL						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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 are to be included in item C below. Calculations must be shown for salaries identified in this application. 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 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 be placed in this line item. Director, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative in nature.

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. For 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. Stipends paid to employees for work outside of their regular contract which may be instructional (professional development) or administrative depending on activity are to be defined here. 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. 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). Expenditures may include communications, advertising, printing and binding, property insurance, liability insurance, telephones, postage meter, etc. Provide specific information about all projected expenditures. Note: These expenditures are administrative in nature.

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

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)
School district indirect costs charged to the grant are 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 must 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.

UNALLOWABLE ITEMS:

- Alcoholic beverages
- Alumni activities
- Bad debts
- Entertainment
- Capital expenditures
- 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
- 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, including paying GED Testing fees for students either before or after testing
- 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 or boards of directors
- Scholarships and student aid costs
- Food, treats, etc.

In addition, applicants must be aware that:

- State funds do not provide an opportunity to purchase computer hardware and/or software that will be used only partly to serve adult education students.
- Childcare costs for children of adult education 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.
- Students may be charged fees of up to $100 per year, but the level of fees must not act as an enrollment deterrent for those who are disadvantaged. All fees collected must benefit the instructional services of an adult education program; therefore, fees may not be commingled with other funds to purchase non-adult education-related items.
- State and AEFLA funding are NOT construction grants 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.

Sample Budget Sheet

Budget Category	Budget Allotment	Explanation/Detail
A. Salaries (100)	**$95,098.00**	List, by name, each person paid a salary from this grant on page X. Show calculations by "category" here. 9 teachers x 4 hrs day x $20.47 per hr x 124 days=$91,378.00 1 director x 1 hr per day x $30 per hr x 124=$3,720.00
B. Employee Benefits (200) *Total Salaries and Benefits*	**$11,174.00** *$106,272.00*	List, by name, each person receiving benefits from this grant on page X. Show calculations by "category" here. 11.75% of teacher and director salaries for Social Security, retirement, insurance, etc. 9 Teachers-11.75% of $91,378.00=$10,737.00 1 Director-11.75% of $,3720=$437.00
C. Purchased Professional and Technical Services (300)	$350.00	Independent program audit $350.00
D: Purchased Property Services (400)	$1000.00	Lease of classroom space, $500; utilities, $200; phone, $200; custodial resources, $100.
E. Other Purchases (500)		
F. Travel (580)	$150.00	$150.00 for travel to 2 Adult Education Director meetings.
G. Supplies and Materials (600) Property with value less than $5000 per item	$10,570.00	$96-office supplies $224 paper and copying for ABE curriculum $356 ABE textbook 10 computer stations @ $989.40 each. Used solely to run A+ software for ABE students
H. Other (800)		
I. Total Direct Costs (Lines A through H)	$118,342.00	
J. Indirect Cost	$154.00	XX%--List district charge rate here. Use the "How to Figure Indirect Costs" formula if your program is charged indirect costs. This resource is found at http://schools.utah.gov/adulted/directors/documents/grants/HowToFigureIndirectCosts.pdf Calculate the Indirect Cost before allotting funds to any category.
K. Property (700)		**Property items listed here must cost $5,000 or more per item.
L. TOTAL (Lines I through K)	$118,496.00	This total must match the **Total Amount Requested** from the top of the Budget Summary Explanation.

SAMPLE

DETAIL OF EMPLOYEES PAID SALARY AND BENEFITS FROM THIS PROJECT

A. Salaries (100)—Detail of Individuals

B. Benefits (200)—Detail of Individuals

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
Minnie Mouse	Teacher	.50	25	$10,153.12	$1,193.00	12345	Secondary ED 6/2015
Daisy Duck	Teacher	.50	25	$10,153.12	$1,193.00	54321	Primary Ed 6/2016
Donald Duck	Teacher	.50	25	$10,153.12	$1,193.00	65431	Secondary ED 6/2017
Mickey Mouse	Teacher	.50	25	$10,153.12	$1,193.00	123	Primary ed 6/2016
Pegleg Pete	Teacher	.50	25	$10,153.12	$1,193.00	12313	Secondary Ed 6/2015
Clara Bell Cow	Teacher	.50	25	$10,153.12	$1,193.00	354563	Secondary Ed 6/2014
Henrietta Hen	Teacher	.50	25	$10,153.12	$1,193.00	3152653	Secondary Ed 6/2015
Little Miss Muffet	Teacher	.50	25	$10,153.12	$1,193.00	1313	Primary Ed 6/2016
Ole King Cole	Teacher	.50	25	$10,153.12	$1,193.00	1315	Primary Ed 6/2015
George McGoof	Director	.10	NA	$3,720.00	$437.00	131253	Administrator 6/2016
TOTAL *Must match totals from Budget Summary Explanation A & B			A. $95,098.08	B. $11,174.00	A +B $106,272.00		

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

Distance Learning Programs and Procedures

Written 08.9.07 Revised 11.16.07
Re-revised 03.03.09 Effective 07.01.09

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 25 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 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. The student's identity must be verifiable 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.