

# 2017-2018

## Readers' Resource Packet

For Funding Under the Adult Education and Family Literacy Act

**Utah State Board of Education  
(USBE)**

**WIOA AEFLA Grant Application  
Guidelines and Instructions  
for Completion and Scoring**

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## APPLICATION SUBMISSION INSTRUCTIONS

1. Complete and submit by February 17, 2017 the “Intent to Apply” form found on the Adult Education website <http://schools.utah.gov/adulted/Directors---Coordinators/Grants.aspx>.
2. Respond to every area of the application. Applications received with blank response areas will be considered incomplete and will be removed from the competition/reading process.
3. All proposals submitted become the property of the USBE and become part of the public domain.
4. Do not add a cover sheet to the application or put it in any type of folder. Simply place one staple or large clip in the upper left-hand corner of the original and the four copies.
5. Do not change the sequence or format of the application. Such changes make it more difficult for the readers and may not be helpful to your application.
6. All applications will be judged solely on the information presented within the application form.
7. For questions that may arise during the application process, please call one of the following State Board of Education personnel:
  - i. Marty Kelly                      801-538-7824
  - ii. Stephanie Patton              801-538-7989
  - iii. Danielle Pedersen            801-538-7925
8. Submit the electronic fillable form to Natasha Ballif at [Natasha.ballif@schools.utah.gov](mailto:Natasha.ballif@schools.utah.gov)
9. SEND ONE ORIGINAL (**SIGNED IN BLUE INK**) AND FOUR (4) ADDITIONAL COPIES OF YOUR APPLICATION TO:

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

**THE APPLICATION MUST BE SUBMITTED AND ARRIVE NO LATER THAN 5:00 P.M. ON MARCH 10, 2017.**

Note: This application MUST be completed on a PC.

## GENERAL INFORMATION

The application for federal financial assistance provides a framework within which the provider can submit information concerning a project to carry out specific congressional purposes and to provide the basis on which grant awards and payments are to be made to providers. Such assistance is being made available from the Adult Education and Family Literacy Act (AEFLA) of 2014 (Title II of the Workforce Innovation Opportunity Act).

*NOTE: The following application is a State proposal. Unless otherwise indicated as Federal requirements, all requirements are state requirements. Federal requirements come from the Adult Education and Family Literacy Act (AEFLA), Education Department General Administrative Regulations (EDGAR), and the Office of Manpower and Budget (OMB) circulars. Where there is a specific reference it will be marked with (F) or the section number from one of these three references.*

## PROGRAM PURPOSE

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create partnerships among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services, in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. Assist adults who are parents or family members to obtain the education skills that are necessary to become full partners in the educational development of their children, and lead to sustainable improvements in the economic opportunities for their family.
3. Assist adults in attaining a secondary school diploma, and the transitioning to post-secondary education and training including through career pathways; and
4. Assist immigrants and other individuals who are English Language Learners in improving their reading, writing, speaking and comprehension skills in English, mathematic skills, and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The state's goals are to:

- Increase accessibility to adult education services in areas of the state most in need of these services.
- Create a seamless transition to post-secondary education and training systems and careers.
- Build an educated and competitive Utah workforce.
- Foster strong, self-sufficient, literate families in an effort to reduce the current student achievement gap.
- Utilize a collaborative and efficient approach in the use of community resources to meet the needs of adults in our communities.

## DEFINITIONS

**Administrative Services:** The term ‘administrative services’ means administrator compensation and benefits, rent, utilities, equipment repair, office supplies, professional development, non-classroom related travel expenses, and indirect costs charged by a respective organization. No more than 5% of requested funding may be spent on administrative services. See *Special Rule* for funding in the budget section.

**Adult Education:** the term “adult education” means academic instruction and education services below the post-secondary level that increase an individual’s ability to read, write and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma or its recognized equivalent; transition to post-secondary education and training, and obtain employment.

Adult education services are available for individuals:

- a. Who have attained 16 years of age;
- b. Who are not enrolled or required to be enrolled in secondary school under state law;
- c. Who:
  - i. Are basic skills deficient;
  - ii. Does not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - iii. Are English Language Learners.

**Basic Skill Deficient:** The term “basic skill deficient” means an individual:

- a. Whose English, reading, writing or computing skills are at or below the 8<sup>th</sup> grade level on a generally accepted standardized test; or
- b. Is unable to compute or solve problems, read or write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

**Career Pathway:** The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that:

- a. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- b. Prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including apprenticeships;
- c. Includes counseling to support an individual in achieving the individual’s education and career goals;
- d. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- e. Organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- f. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one (1) recognized post-secondary credential; and
- g. Helps an individual enter or advance within a specific occupation or occupational cluster.

**Career Planning:** The term “career planning” means the provision of client-centered approach in the delivery of services, designed to:

- a. Prepare and coordinate comprehensive employment plans such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- b. To provide job, education, and career counseling as appropriate during program participation and after job placement.

**Collaboration:** The term “collaboration” means two or more providers/agencies working together to provide adult education services and/or additional services in their respective area with each organization/agency acting as its own fiscal agent.

**Community-Based Organization (CBO):** The term “community-based organization” means a private, nonprofit organization (which may include faith-based organizations), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

**Consortium/Coalition:** The term “consortium or coalition” of the agencies, organizations, institutions, libraries, or authorities listed in “Eligible Providers” (page 11) means working together to provide adult education services in their respective areas with only one program listed as the fiscal agent for the consortium/coalition.

**Direct Services to Students:** The term “direct services to students” means services such as classroom teaching activities, textbooks, teaching supplies including computers and software, classroom supplies, etc. Direct services to students must account for 95% of requested funds.

**Distance Learning:** The term “distance learning” is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video or DVD
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Teachers support distance learners through face-to-face meetings and communication via mail, telephone, e-mail, and/or online technologies and software. A local distance learning plan must be submitted through the USBE Adult Education coordinator. USBE Adult Education Services policy must be followed when establishing a Distance Learning program.

**English Language Acquisition Program:** The term “English Language Acquisition Program” is a program of instruction:

- a. Designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- b. That leads to:
  - a. Attainment of a secondary school diploma or its recognized equivalent; and
  - b. Transition to post-secondary education and training; or
  - c. Employment.

**English Language Learner (ELL):** The term “English Language Learner” is an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

- a. Whose native language is a language other than English; or
- b. Who lives in a family or community environment where a language other than English is the dominant language.

**Entrepreneurial Training (Department of Labor):** Program for WIOA qualified youth ages 16-24. Entrepreneurial skills training provides the basics of starting and operating a small business. Training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to: take initiative; creatively seek out and identify business opportunities; develop budgets and forecast resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively and market oneself and one’s ideas.

Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following: entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation. Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education

by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.

Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

**Family Literacy Services:** The term “Family Literacy Services” means specific services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable improvements in the economic prospects for a family and that better enables parents or family members to support their children’s learning needs, and integrates all of the following activities:

- a. Parent or family adult education and literacy activities that lead to readiness for post-secondary education or training, career advancement, and economic self-sufficiency;
- b. Interactive literacy activities between parents or family members and their children;
- c. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children;
- d. An age-appropriate education to prepare children for success in school and life experiences

**Incumbent Worker Training (Department of Labor):** Training designed to meet the special requirements of an employer (including a group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment. Conducted with a commitment by the employer to retain or avert the layoffs of the incumbent workers.

**Individual with a Barrier to Employment:** The term “individual with a barrier to employment” means the individual is a member of one or more of the following populations:

- a. Displaced homemakers
- b. Low-income individuals
- c. Indians, Alaska Natives, and Native Hawaiians
- d. Individuals with disabilities, including youth who are individuals with disabilities
- e. Older individuals
- f. Ex-offenders
- g. Homeless individuals, or homeless children and youths
- h. Youth who are in or have aged out of the foster care system
- i. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- j. Eligible migrant and seasonal farmworkers
- k. Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act
- l. Single parents (including single pregnant women)
- m. Long-term unemployed individuals
- n. Such other groups as the Governor involved determines to have barriers to employment.

**Individuals with Disabilities:** The term “individuals with disabilities” means persons who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, or working).

**Institution of higher education:** The term “institution of higher education” means any such institution as defined by Section 101(A)(B) of Section 120(a)(1) of the Federal Higher Education Act of 1965.

**Integrated Education and Training:** The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

**Integrated English Literacy and Civics Education:** The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

**Intensity, Quality, and Duration of Services:** The term “intensity and duration of services” means the proposed educational services are of sufficient intensity and duration for students to achieve substantial learning/measurable skill gains. The design of the education program, the use of hybrid distance learning, and other factors must be considered in describing how the program meets this requirement in the law. Utah requirement for this grant: a minimum of six hours of instruction weekly per class using AFELA funds.

**Job Readiness Training (Department of Labor):** Training that incorporates foundational work readiness skills that do not result from occupational skills training. Information on job skills necessary to obtain the vacant jobs listed. Short-term prevocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training.

**Literacy:** The term “literacy” means an individual’s ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**Local Education Agency (LEA):** The term “local education agency” means a public board of education or other public authority legally constituted within the state for either administrative control, or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as is recognized in the state as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such terms means such other board or authority.

**Occupational skills training, including training for nontraditional employment (Department of Labor):** Organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be outcome oriented and focused on an occupational goal specific in the employment plan; be of sufficient duration to impart the skills needed to meet the occupational goal; and lead to the attainment of a recognized credential.

**Offender:** the term “offender” means an adult or juvenile:

- a. Who has been subject to any stage of the criminal justice process, and for whom services under that Act may be beneficial; or
- b. Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

**Older Individual:** The term “older individual” means an individual age 55 or older.



**Out-of-School Youth:** The term “out-of-school youth” means an individual who is:

- a. Not attending any school as defined under State law;
- b. Not younger than age 16 or older than age 24; and
- c. One or more of the following:
  - a. A school dropout
  - b. A youth who is within the age of compulsory school attendance but has not attended school for a least the most recent complete school year calendar quarter
  - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is:
    - i. Basic skills deficient; or
    - ii. An English Language Learner
  - d. An individual who is subject to the juvenile or adult justice system;
  - e. A homeless individual;
  - f. An individual who is pregnant or parenting;
  - g. A youth who is an individual with a disability;
  - h. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

**Post-Secondary Educational Institution:** The term means:

- a. An institution of higher education that provides no less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- b. A tribally controlled college or university; or
- c. A non-profit education institution offering certificate or apprenticeship programs at the post-secondary level.

**Program Income:** The term “program income” is defined as the gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Funds so earned may be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to AEFLA. Programs charging fees must use the program income generated by federal adult education funds for allowable costs to the federal adult education program, expanding available resources for adult education, workplace literacy, English language acquisition, and adult secondary education. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Providers are prohibited from counting tuition and fees collected from students toward meeting matching and cost-sharing. Fees collected must be used by the AEFLA program during the year they are collected and may not be used as general funds of the provider organization.

**Recognized Post-Secondary Credential:** The term “recognized post-secondary credential” means a credential consisting of an industry-recognized certificate or certification, a certification of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

**Required Partners:** The term “required partners” includes Temporary Assistance for Needy Families (TANF), administered by Health and Human Services (HHS), College and Technical Education (Perkins) programs at the post-secondary level, Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Job program, Senior Community Service Employment Program, Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild. Local boards and chief elected officials may name additional partners to provide services through American Job Centers as partner programs, including libraries, the Ticket-to-Work program, Supplemental Nutrition Assistance programs, State or local programs, and others.

**School Dropout:** The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

**Secondary School:** The term “secondary school” is defined in section 9101 of the Elementary and Secondary Education Act of 1965.

**State Educational Agency (SEA):** The term “State Educational Agency” means the State Board of Education or other agency or officer primarily responsible for the state supervision of public elementary and secondary schools.

**Supplement not Supplant:** The term “supplement not supplant” means Adult Education funds made available for adult education activities shall supplement and not supplant other state or local public funds expended for adult education and literacy activities (WIA section 241(a)).

**Supportive Services:** The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under the Act.

**Transitional Jobs (Dept of Labor):** Employment that provides a time-limited work experience that is wage-paid and subsidized, and is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.

**Unemployed Individual:** The term “unemployed individual” means an individual who is without a job and who wants and is available for work.

**Workplace Adult Education and Literacy Activities:** The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at the workplace or an off-site that is designed to improve the productivity of the workforce.

**Workplace Preparation Activities:** The term “workplace preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education or training, or employment.

## PRIORITIES

1. Programs will be evaluated by economic service areas and how the plan meets regional needs.
2. Each provider must assure coordination among providers to avoid duplication of services, programs, and/or activities made available to adults under other local, federal, or state adult education programs. Each provider must demonstrate that funds will be used effectively and efficiently.
3. Partner with other eligible providers to form a consortium.
4. Project a minimum ongoing daily average enrollment of at least 25 students.
5. Present documentation of collaboration with Core Partners the Utah Department of Workforce Services and the Office of Rehabilitation as well with required partners higher education institutions, applied technology colleges, and other public and private agencies and organizations that provide job placement and retention activities through presentation of current service agreements or letters of partnership defining the roles and responsibilities of each partner.
6. Present documentation of a defined bridge career pathway providing transition services of students to post-secondary and training programs.
7. Can realistically provide sufficient instruction per projected enrollee, ensuring the possibility of successful Measureable Skill Gain. State defined “sufficient instruction” mean a minimum of six instructional hours per week per class.
8. Include plans for Family Literacy, and/or Workplace Literacy initiatives.

## FUNDING LIMITS

There is no prescribed funding limit for individual grants within each type of project; however be aware that requests for funds will undoubtedly exceed the amount of funds available.

## PAYMENT OF GRANT FUNDS

All awarded AEFLA funding will be allocated on a reimbursement basis. These reimbursements will be made following the submission of a formal reimbursement request from the grantee. Reimbursement **MUST** be requested on at least a quarterly basis. Documentation supporting expenditures must accompany each reimbursement request. All awarded funds must be expended and accounted for by June 30 of the fiscal year the funds are awarded.

A Utah State Board of Education reimbursement request form must be used. This form can be found at: <http://schools.utah.gov/adulted/Directors---Coordinators/Grants.aspx>. A new form must be downloaded from this site for each reimbursement request.

Documentation supporting reimbursement requests must be maintained by the program for a period of seven years; three years on site and four years available following the completion of the grant time period.

## ELIGIBLE PROVIDERS

Eligible providers for funding provided through the Workforce Innovation Opportunity Act Adult Education and Family Literacy Act (AEFLA) include the following agencies that have demonstrated effectiveness in providing adult education and literacy activities:

- Local education agencies;
- Community-based organizations or faith based organization;
- Volunteer literacy organizations;
- Institutions of higher education;
- Public or private nonprofit agencies;
- Libraries;
- Public housing authorities;
- A nonprofit institution not described above that has the ability to provide adult education and literacy activities to eligible individuals;

- A consortium of or coalition of the agencies, organizations, institutions, libraries, or authorities as listed above;
- Partnerships between an employer and an entity listed above.

## FUNDING ALLOCATIONS

This grant application is for a multiyear grant, beginning on July 1, 2017, and ending on June 30, 2019. If funding is available for the second year, the award will be contingent upon State defined satisfactory program performance. In the event there is a change in federal law, a reduction in the state's federal allocation for FY 2018, or a change in state priorities, the continuation of AEFLA programs for a second year is not guaranteed.

## REQUIREMENTS

All AEFLA grant recipients will be required to use the State approved: 1) Adult Education College and Career Readiness standards in tandem with the 2) Utah State Board of Education Core K-12 Standards of Instruction and for English language providers and services, 3) English Language Proficiency (ELP) standards for Adult Education with Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematics, and Science Practices.

All AEFLA grant recipients, as a state requirement, will be required to provide a minimum of 6 hours per week of classroom instruction per class offered to all students in an effort to increase student literacy levels and meet state negotiated targets.

To meet federal and state accountability requirements, eligible providers must agree to implement the following student assessment and data reporting practices:

- Use the Utah data collection system, UTopia (Utah Online Program Information for Adult Education), to collect and report on programmatic and student data, specifically the program's progress in performance levels for Indicators of Performance; and
- Use of the approved standardized assessments; TABE, BEST Literacy *and* BEST Plus or CASAS. Standardized testing procedures are to be followed;
- Attend training pertaining to assessment, data, and data improvement;
- Must provide proof of assessment certification as requested;
- Adult Education staff are expected to participate in adult education specifically focused professional development opportunities;
- All classes paid for by AEFLA funding must be identified as such in UTopia.

It is the grantee's responsibility to ensure that staff are fully trained in the implementation of the Utah Assessment Policy, all assessment instruments, and of the National Reporting System (NRS) policies, procedures, and requirements.

Data is to be entered into UTopia at least bi-weekly. Data quality begins at the initial data collection throughout the student's enrollment until separation from a program.

All AEFLA grant components must be addressed by provider organizations. Incomplete grant applications will not be considered for award.

## **PART 2: BUDGET INFORMATION**

### **PROJECTED MATCH FUNDING**

In this section, providers are to indicate all funding sources (non-federal) that will also be used in the proposed project.

Other funding intended to be used in the project: It is a state requirement that applications must include at least a minimum 25% match from non-federal funding sources. In-kind program support can be used in fulfilling the 25% matching requirement. In-kind support should include a brief statement as to how the dollar value is calculated. Documentation showing the In-kind contribution or service has been “fairly evaluated” in support of the value must be attached. Program income cannot be used in match calculations.

### **BUDGET SUMMARY EXPLANATION (0-20 Points)**

A detailed budget and budget explanation, for one year, should appear in this section. A budget summary explanation is included in the Appendix A of this resource packet. It is not necessary to use all budget categories. In the spaces provided, indicate exactly how the dollar amount was arrived at in each of the two categories (1) Federal Grant Share Student Services (at least 95%; and (2) Federal Grant Share Administrative Services (no more than 5%)

1. Budget Summary and Explanation must match the scope of the project outlined in the abstract section of the application.
2. Budget Summary and Explanation must indicate how budget amounts were developed, including all salaries, materials, etc. that will be used/purchased to support the project.
3. Costs of the project should be reasonable in relation to the number of persons to be served and to the anticipated outcomes and benefits.
4. Administrative costs should not exceed five percent (5%) of the federal amount requested. Administrative costs include all costs not directly related to student services (i.e., the director’s salary, administrative personnel salaries, director’s or administrative personnel’s benefits, rent, utilities, office equipment and office supplies, equipment repair, indirect costs charged by a respective organization, cost of the independent audit, professional development etc.).

**DEMONSTRATED EFFECTIVENESS TO APPLY**

Providers should include data that shows how they have been effective in serving their identified population in the past; as well as how AEFLA additional monies will improve the services available to their identified population. Future competitions will require full implementation of this competition requirement.

Describe the agency's past effectiveness in improving the literacy skills of adults and families, especially with respect to those adults with the lowest levels of literacy. For agencies that previously have had an AEFLA grant award, how well were performance measures met or exceeded? A minimum of two years of data must be cited demonstrating effectiveness in improving literacy skills with the lowest levels of literacy – reading, writing, mathematics and English language acquisition. In addition, information must be provided regarding outcomes related to employment, attainment of a secondary diploma or recognized equivalent and transition to postsecondary education and training. For agencies not previously funded provide 1.) two years of data on past effectiveness in serving basic skills deficient eligible individuals, 2.) include evidence of success in achieving outcomes including domains reading, writing, mathematics, English language acquisition, employment, attainment of secondary diploma or recognized equivalent and transition to post-secondary or training.

*NOTE: For this competition NO provider has data to demonstrate effectiveness in meeting WIOA standards. As such, funded providers' 17-18 outcomes will be evaluated at the end of the program year. A yet to be determined percentage of funding for year two of the grant will be awarded based on demonstrated effectiveness.*

**Consideration 1: ABSTRACT (0-10 Points)**

The abstract is an “executive summary” of the proposed project. The abstract should reflect why the grant is needed, the goals and objectives, the general purpose of the project and the expected outcomes. Be concise in meeting the regional economic needs. Components:

- 1.) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the title.
- 2.) Describe the scope and specific intent of the project and how the project will be responsive to the economic service area's needs identified in the State Plan.
- 3.) Describe how the agency will provide services to meet the state's adjusted level of targets.
- 4.) Describe how the agency will fulfill their responsibilities as a One-Stop partner.
- 5.) If the project is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider.

**Consideration 2: SERVING THOSE MOST IN NEED (0-10 Points)**

Providers must serve individuals in the community most in need of adult education and literacy services.

1. The project should target those adults who are most in need of literacy services (including English for Speakers of Other Languages), individuals with low income, and/or individuals who have minimal literacy skills. The populations defined in the “Individuals with Barriers to Employment” in Grant Overview, Definitions on page 7.
2. The project should identify how they are meeting the educational needs of individuals with disabilities including individuals with learning disabilities.

Describe how the agency will be responsive to serving individuals in the community who are identified as most in need of adult education and literacy services including 1) those who have low levels of literacy skills; or ii.) including those who are English Language Learners; and 2) describe how the agency will provide services to individuals with disabilities, including individuals with learning disabilities.

### **Consideration 3: DEMONSTRATED EFFECTIVENESS (0-20 Points)**

#### **MEASURABLE GOALS**

In this section the provider must describe the degree to which the project will establish measurable goals for participant outcomes.

One of the principles of effectiveness is that project activities must be based on an established set of performance measures/strategies. There should be a direct correlation between the project, the state College and Career Readiness standards, and student academic achievement standards.

How will the project assist students in making progress toward those standards? The project must meet an established set of performance measures aimed at ensuring the availability of high-quality academic opportunities; and feasible, scientifically-based state and local student academic achievement standards.

Goals, objectives, and outcomes to be achieved by the proposed project should be clearly specified, measurable, and related to the cohorts of students served to assist them in meeting with both academic and career/employment outcomes. The cohorts and goals are defined as:

- Enrollees in post-secondary and/or training programs
- Enrollees who want to earn a Utah secondary school diploma or High School Equivalency credentials
- Enrollees who are seeking to enter post-secondary education or training activities leading to a recognized post-secondary credential, marketable certificate or employment through access to a bridge plan/career pathway.
- Enrollees who are entering employment and the coordination of efforts with the local One-Stop and local employers ensuring that adult education services meet the needs of job seekers and employers.

### **Consideration 4: LOCAL PLAN AND ONE STOP ALIGNMENT (0-15 Points)**

Utah is a single service state meaning that the State Workforce Development Board serves as the Local Board. Describe how the agency demonstrates alignment between proposed activities and services and the strategies and goals of the Local Plan (WIOA State Plan) as well as the activity and services of the One-Stop partners. Agencies should be able to describe what they are doing to partner with core partners, required partners and employers within their local economic service area in serving common or potential common clients.

### **Consideration 5 A: INTENSITY, QUALITY, AND DURATION (0-15 Points)**

The provider should provide evidence that the proposed project is of sufficient intensity and duration for students to achieve substantial Measurable Skill Gains.

- 1.) Describe how the agency's program is of sufficient intensity and quality of services based on the most rigorous research available to students to achieve substantial learning gains.
- 2.) Describe the instructional practices that will be utilized to assure student's instructional level gains including the essential component of reading instruction.
- 3.) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes that maximizes opportunities 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 a minimum of six (6) hours of instruction per class per week.
- 4.) 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.

### **Consideration 5 B: INTENSITY, QUALITY, AND DURATION (0-15)**

#### **SITES AND SERVICES**

Define the agency's proposed service pattern, including all out-reach sites. To meet the state requirement all classes should meet the state requirement to provide a minimum of 6 hours of instruction per class per week.

## GRANT OVERVIEW

**Consideration 6: EFFECTIVE EDUCATION PRACTICES (0-30 Points)**

The application should provide evidence that the agency's activities including practices in reading, writing, mathematics and English language acquisition instruction are based on a solid foundation of research and best practices derived from the most rigorous and appropriate research available, including scientifically valid research and effective educational practices. Provide a succinct description of the design of the program you are proposing, why it is appropriate to meet the stated objectives, and how it will build on the organization's existing programs. Include information on the following topics:

- Curriculum: Describe how the program's curriculum incorporates the following components:
  1. A balance of academic and *real-life* career contexts;
  2. A variety of special learning needs, including minimal literacy skills (ABE 0-4.9 and ELL 0-3) and learning disabilities;
  3. Skills and knowledge learners need to transition successfully to post-secondary education and training, or employment; and
- Illustrate how writing, reading and mathematics instruction is built on a strong foundation of *evidenced or research-based practices and effective educational practices* designed for adult learners;
- Specify the curriculum resources you plan to use.
- Programs for corrections and other institutionalized persons: If you plan to serve offenders in a correctional institution or provide education for other institutionalized individuals, list the activities you will provide:
  1. Adult education and literacy activities;
  2. Special education;
  3. Secondary school credit
  4. Integrated education and training
  5. Career pathways;
  6. Concurrent enrollment with one of six partner services;
  7. Peer tutoring;
  8. Transition to re-entry initiatives and other prerelease services with the goal of reducing recidivism.

*Special Provision* – Priority shall be given to programs serving individuals likely to leave the correctional institution within five (5) years of program participation. (Section 225 (c)).

**Consideration 7: USE OF TECHNOLOGY AND DELIVERY (0-30 Points)**

1. Describe how the agency's activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance. 2. Describe how the agency's activities effectively teach students the skills associated with the use of technology enabling the learner to find, evaluate, organize, create and communicate information.

**Consideration 8: INTEGRATED EDUCATION AND TRAINING (0-30 Points)**

Describe the agency's activities to provide adult education activities in an integrated education and training (IET) service pattern so students acquire the skills necessary to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency and to exercise their rights and responsibilities of citizenship. Note: all three components of IET must be defined and discussed. Please refer to Appendix B for full a definition, components and delivery guidance.

**Consideration 9 A: STAFFING (0-10 Points)**

Agencies are to indicate the number of ABE/ELL trained staff who are being paid for from this project. Attach resumes of **all** project staff that will be assigned to this project. Agencies must describe specific efforts to recruit and retain adult education qualified staff and volunteers (Note: the description must be more than "follow agency policy").

The agency should address issues of recruitment and retention of highly qualified staff, including appropriately qualified volunteers (if the project is using volunteers), through proper certification or licensure, experience and endorsements for subjects and ages taught.



**Consideration 9 B: STAFFING (0-10 Points)**

An agency's activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this project.

List, by name, each individual paid a salary and/or benefits from this grant. List the individual's total salary and total benefits paid for by this project, the individual's primary duty, license area and expiration date, all endorsements, and what their FTE status is for this project. The amounts in the total salary and total benefits columns paid for by this project must match the amounts reported on the Budget Summary and Explanation page.

Note 1: It is a state requirement that the 1) program director must, at a minimum, have a Bachelor's degree; 2) all teachers/instructors must have at a minimum a Bachelor's degree; 3) teachers/instructors teaching credit bearing courses must have a current Utah teaching license; 4) staff teaching ELL classes must have either: A) current Utah teaching license with an ELL endorsement, or B) a TESOL certification.

Note 2: FTE is the percentage of time a staff member is paid from this project employed for the length of the program year; 36, 48, or 52 weeks. An example of an Individual Detail sheet is found in Appendix B.

**Consideration 10: COORDINATION IN DEVELOPING CAREER PATHWAYS (0-20 Points)**  
**COORDINATION/COLLABORATION**

Applications must: 1) Describe how the agency coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, and business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of career pathways. 2) Describe how the agency will expand the coordinated efforts with the above entities.

**Consideration 11: Flexible Services (0-10 Points)**

Describe how the agency's activities provide flexible schedules and coordination with support services (DWS, Office of Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program. Support services may include child care, transportation, mental health services and career planning necessary to enable students, including students with disabilities or other special needs, to attend and complete programs

Flexible services include:

1. Flexible schedules (day, evening, and/or weekend and locations within the community) – The project schedule should meet the needs of the students targeted in the project (e.g. meeting students' work schedules, bus schedules, etc.).
2. Support services should be offered and sponsored by collaborative partners, i.e., childcare and transportation. The project should coordinate with community services to provide childcare and transportation for individuals in the project.
3. Distance Learning is for students who cannot or will not participate in a "traditional adult education center" approach program. Therefore, projects 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, place of business, cell blocks, lock-down units, etc.

**Consideration 13: ENGLISH LANGUAGE ACQUISITION NEED (0-10 Points)**

NOTE: This section must be completed if the agency is planning on providing English language acquisition and civics education services. Define the local area in which the agency is located. Describe the demonstrated need for ADDITIONAL English language acquisition programs and civics education programs in the economic service area.

**Consideration 14: PROFESSIONAL DEVELOPMENT (0-15 Points)**

As a provider the agency must describe the over-arching plan for the delivery of high quality adult education professional development (PD), including through electronic means. The plan must describe how the PD projects will identify adult learner needs and address those needs through local in-house offerings, self-study, and state and national workshops and trainings.

**WIOA 243: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (0-30 Points)**

Agencies applying for IEL/CE are required to describe how the agency will prepare English Language Learners (ELL) for and place in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the Department of Workforce Services in combination with Integrated Education and Training activities. Specific components of IEL/CE are discussed in depth in Appendix C.

**Optional 1: WORKPLACE ADULT EDUCATION AND LITERACY (0-10 Points)**

Workplace Adult Education Literacy is an optional service that an agency may choose to apply for. Workplace Adult Education Literacy activities are offered by an eligible agency in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce. Services are to be of sufficient intensity to provide for improvement of literacy skills based on job needs by improving an employee's basic skills for a specific employer. As a state requirement the provider of workplace adult education literacy services must coordinate activities with the Department of Workforce Services (DWS).

Requirement 1: Program Services – the applying agency must describe how this project would be offered if there were no supplemental funding provided (no AEFLA funds). Incorporate into your response answers to the following questions:

1. What services are being offered?
2. Where (pending funding) the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. From what source(s) are funds available to support the ongoing project services?
6. What are the contributions from the employer in terms of funds or in-kind support to this project?

Requirement 2: Use of AEFLA Funds. The agency must describe how funds received from this grant will be used to carry out this project.

**Optional 2: FAMILY LITERACY (0-10 Points)**

If an agency is choosing to offer services through the implementation of a Family Literacy project, there are specific components that must be in place. Cooperative arrangements must be included and can include programs such as Head Start, or other family literacy programs. AEFLA funding for Family Literacy projects is appropriate for adults. Literacy activities for children under age 16 are to be provided by a cooperative source. Services provided as Family Literacy services must be of sufficient intensity in terms of hours (state requirement of a minimum of 6 hours of instruction per class per week) and of sufficient duration to make sustainable changes in the family and must integrate all four of the following requirements:

**Requirement 1: Parent or Family Adult Education and Literacy Activities** that lead to readiness for post-secondary education or training, career advancement, and economic self-sufficiency. Describe how adult education will be delivered. These services can be offered by your program or through a collaborative arrangement.

**Requirement 2: Interactive Literacy Activities** between parents or family members and their children. Describe how this project will provide interactive literacy between parents and their children, either by your agency or through a collaborative arrangement. Describe how program effectiveness will be evaluated and what research based curriculum is to be used.

**Requirement 3: Training for Parents or Family Members** regarding how to be the primary teacher for their children and full partners in the education of their children. Describe how parenting education will be delivered and what research based curriculum will be used. These services can be offered by your program or through a collaborative arrangement.

**Requirement 4: Age-Appropriate Education** preparing children for success in school and life experiences. Describe how child education will be delivered, where the instruction will be offered, and what research based curriculum will be used.

**PART 5: ORGANIZATIONS - REQUIREMENTS****Organizations, Volunteer Literacy Organizations, and Public or Private Nonprofit Agencies (State Requirement)**

Any of the above agencies approved for AEFLA funding must be prepared to submit the following before final approval for funding.

Inability to submit any or all of the required items will result in “default” of awarded funds.

- \_\_\_\_\_Articles of Incorporation
- \_\_\_\_\_Description of the organization and its purposes, including the period of time the organization has existed
- \_\_\_\_\_Proof of bonding to perform proposed duties and to handle funds
- \_\_\_\_\_Report of sources and amount of all other revenue
- \_\_\_\_\_Most recent audited financial statement

**SCORING CRITERIA** - Each section of the AEFLA grant application will be evaluated and scored on the basis of completeness, clarity, and merit. **NOTE:** Incomplete applications will result in disqualification.

ITEM	Required/ Optional	Possible Points
Signed Cover Sheet	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Signed Program Assurance	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Signed Debarment Certification	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Projected Funding Non-Federal Match, 25 percent	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Demonstrated Effectiveness to Apply	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Non-Profit Organizations Attachments	Required	NA
PROJECT NARRATIVE COMPONENTS	Required/ Optional	Possible Points
State Workforce Development Board ++	Required (4/7)	5*
Budget Summary Explanation	Required	20
++ Consideration 1 Abstract	Required	10
++ Consideration 2 Serving Most in Need	Required	10
++ Consideration 3 Demonstrated Effectiveness – Measureable Goals	Required	20
++ Consideration 4 Local Plan and One-Stop Alignment	Required	15
Consideration 5 A Intensity, Quality, and Duration	Required	15
Consideration 5 B Intensity, Quality, and Duration	Required	15
Consideration 6 Effective Education Practices	Required	30
Consideration 7 Use of Technology and Delivery	Required	30
++ Consideration 8 Integrated Education and Training (IET)	Required	30
Consideration 9 A Staffing	Required	10
Consideration 9 B Staffing	Required	10
Consideration 10 Coordination	Required	20
Consideration 11 Flexible Services	Required	10
++ Consideration 13 English Language Acquisition Need	Required	10
Consideration 14 Professional Development	Required	15
++ WIOA 243 Integrated English Literacy and Civics Education (IEL/CE)	Optional	(30)
Optional 1 Workplace Adult Education and Literacy	Optional	(10)
Optional 2 Family Literacy	Optional	(10)
<b>Total Possible Required/Required &amp; Optional</b>	<b>280/330*</b>	
<b>*SWDB points will be added to the final score by the State</b>		<b>285/330</b>

## Rating Anchors for Grant Readers

<b>Maximum Points</b>	<b>Poor</b> Barely addressed or not at all	<b>Weak</b> Poorly developed with major weaknesses	<b>Adequate</b> Some weaknesses	<b>Superior</b> Strongly developed with minor weakness	<b>Outstanding</b> Fully Developed
<b>30</b>	0-6	7-12	13-18	19-24	25-30
<b>25</b>	0-5	6-10	11-15	16-20	21-25
<b>20</b>	0-4	5-8	9-12	13-16	17-20
<b>15</b>	0-3	4-6	7-9	10-12	13-15
<b>10</b>	0-2	3-4	5-6	7-8	9-10
<b>5 ++</b>	0	1-3	4	5	6-7

++ State Workforce Development Board – Executive Committee scoring –

Each of the seven items reviewed and scored must receive a 4-7 to receive an overall ranking of 5 points.

**CONFLICT OF INTEREST AGREEMENT****Conflict of Interest Agreement**

A Conflict of Interest Agreement is to be signed by each reader before the reading of proposals. It will be discussed during the readers' orientation session. Conflict of Interest includes any actual or appearance of conflict of interest. If the reader discovers a conflict of interest at any time, he/she is to report it immediately to the Competition Manager.

**CONFLICT OF INTEREST THAT WOULD DISQUALIFY THE READER:**

He/she has a financial interest in the grant application. Example: The reader is competing for the grant.

The reader's spouse, child, or partner has a financial interest in a grant application. Example: The reader's wife is listed as a consultant for one of the applications.

The reader's place of employment has a financial interest. Example: The reader's employer is one of the providers or has an arrangement for a subcontract under the grant with a provider.

The reader knows the grant provider and has formed a personal opinion, positive or negative, about the provider.

The reader accepts a loan or a gift from the grant provider.

## **AEFLA Grant Competition 2017-2018**

### **Reader Conflict of Interest Agreement Signature Page**

#### **CONFLICT OF INTEREST THAT WOULD DISQUALIFY THE READER:**

- He/she has a financial interest in the grant application. Example: The reader is competing for the grant.
- The reader's spouse, child, or partner has a financial interest in a grant application. Example: The reader's wife is listed as a consultant for one of the applications.
- The reader's place of employment has a financial interest. Example: The reader's employer is one of the providers or has an arrangement for a subcontract under the grant with a provider.
- The reader knows the grant provider and has formed a personal opinion, positive or negative, about the provider.
- The reader accepts a loan or a gift from the grant provider.

By signing this agreement, the reader certifies that to the best of their knowledge they are not involved in nor have knowledge of any of the project grants they are assigned to read.

\_\_\_\_\_  
Name of the Reader (Print Please):

\_\_\_\_\_  
Signature:

\_\_\_\_\_  
Date Signed:

SCORING SHEETS

SCORING SHEETS

**BUDGET SUMMARY (0-20 POINTS)**

Number of Points Awarded

Strengths:

Weaknesses:

**DEMONSTRATED EFFECTIVENESS TO APPLY**

**REQUIRED**

Strengths:

Weaknesses:

**ABSTRACT (0-10 POINTS)**

++

Number of Points Awarded

Strengths:

Weaknesses:



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■ **SERVING MOST IN NEED (0-10 POINTS)**

++

Number of Points Awarded

Strengths:

Weaknesses:

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■ **DEMONSTRATED EFFECTIVENESS –GOALS (0-20 POINTS)**

++

Number of Points Awarded

Strengths:

Weaknesses:

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■ **LOCAL PLAN/ONE-STOP ALIGNMENT (0-15 POINTS)**

++

Number of Points Awarded

Strengths:

Weaknesses:

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■ **INTENSITY, QUALITY, DURATION (0-15 POINTS)**

Number of Points

Strengths:

Weaknesses:

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■ **INTENSITY, QUALITY, DURATION – SITES (0-15 POINTS)**

Number of Points Awarded

Strengths:

Weaknesses:

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■ **EFFECTIVE EDUCATIONAL PRACTICES (0-30 POINTS)**

Number of Points Awarded

Strengths:

Weaknesses:

SCORING SHEETS

**■ USE OF TECHNOLOGY AND DELIVERY (0-30 POINTS)**

Number of Points Awarded

Strengths:

Weaknesses:

**■ INTEGRATED EDUCATION AND TRAINING (IET) (0-30 POINTS)**

++

Number of Points Awarded

Strengths:

Weaknesses:

**■ STAFFING (A) (0-10 POINTS)**

Number of Points Awarded

Strengths:

Weaknesses:

SCORING SHEETS

**STAFFING (B) (0-10 POINTS)**

Strengths:

Number of Points Awarded

Weaknesses:

**COORDINATION (0-20 POINTS)**

Strengths:

Number of Points Awarded

Weaknesses:

**FLEXIBLE SERVICES (0-10 POINTS)**

Strengths:

Number of Points Awarded

Weaknesses:

SCORING SHEETS

■ **ENGLISH LANGUAGE ACQUISITION NEED (0-10 POINTS)** ++ Number of Points Awarded

Strengths:

Weaknesses:

■ **LEARNERS NEEDS PROFESSIONAL DEVELOPMENT (0-15 POINTS)** Number of Points Awarded

Strengths:

Weaknesses:

■ **INTEGRATED ENGLISH LITERACY/CIVICS ED (0-30 POINTS)** ++ Number of Points Awarded   
**(OPTIONAL -This section is required if the provider is applying specifically for an IEL/CE grant)**

Strengths:

Weaknesses:

**SCORING SHEETS**

**■ WORKPLACE ADULT EDUCATION AND LITERACY (0-10 POINTS)  
(OPTIONAL)**

Number of Points Awarded

Strengths:

Weaknesses:

**■ FAMILY LITERACY (0-10 POINTS)  
(OPTIONAL)**

Number of Points Awarded

Strengths:

Weaknesses:

## Example of Budget Detail and Summary Sheet

Total Amount Requested: **\$118,496.00**

Budget Category	Federal Grant Share		Explanation/Detail
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	
A. Salaries (100)	\$91,378.00	\$3720.00	<u>List, by name, each person paid a salary from this grant on page X. Show calculations by "category" here.</u> 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>Total Salaries</b>	<b>\$95,098.00</b>		
B. Employee Benefits (200)	\$10737.00	\$437.00	<u>List, by name, each person receiving benefits from this grant on page X. Show calculations by "category" here.</u> 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 \$3,720=\$437.00
<b>Total Benefits</b> <i>Total Salaries and Benefits</i>	<b>\$11,174.00</b> \$106,272.00		
C. Purchased Professional and Technical Services (300)		\$500.00	Independent program audit \$500.00
D. Purchased Property Services (400)		\$1000.00	Lease of classroom space - \$500, Utilities - \$200 Phone - \$200, Custodial Resources - \$100.
E. Other Purchases (500)			
F1. Travel (580)			
F2. Training (580)			
G. Supplies, Materials, and Property less than \$5,000 (600)	\$10,474.00	\$96.00	\$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)			
<b>I. Total Direct Costs (Lines A through H)</b>	<b>\$112,589.00</b>	<b>\$5,753.00</b>	
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 <a href="http://schools.utah.gov/adulted/directors/documents/grants/HowToFigureIndirectCosts.pdf">http://schools.utah.gov/adulted/directors/documents/grants/HowToFigureIndirectCosts.pdf</a>
K. Property (700)			**Property items listed here must cost \$5,000 or more per item.
<b>L. TOTAL (Lines I through K)</b>	\$112,589.00	\$5,907.00 (this amount must be under 5% of total budget)	
<b>M. GRAND TOTAL</b>	\$118,496.00		This total must match the <b>Total Amount Requested</b> from the top of the Budget Summary Explanation.

**DETAIL OF EMPLOYEES PAID SALARY AND BENEFITS FROM THIS PROJECT**

**A. Salaries (100)**—Detail of Individuals

**B. Benefits (200)**—Detail of Individuals

Name	Title	ELL	FTE* 1.00 - .75 .25 - .33, etc.	A. Total Salary paid by this project	B. Total Benefits paid by this project	ABE	FTE* 1.00 - .75 .25 - .33, etc.	A. Total Salary paid by this project	B. Total Benefits paid by this project	CACTUS Number	License Area and Expiration Date TESOL and Issue Date
1	Minnie Mouse	Teacher	X .50	\$5,000	\$2,500	X	.50	\$5,000	\$2,500	111111	Secondary Ed 6/2018 TESOL 5/2017
2	Daisy Duck	Aide				X	.50	\$2,500	\$0		
3	Donald Duck	Teacher	X .50	\$5,000	\$2,500					111112	Secondary Ed 3/2018
4	Mickey Mouse	Director				X	.10	\$3,300	\$1,500	111113	Administrator 6/2017
5											
6											
7											
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20											
<b>TOTALS - THIS PAGE</b>			<b>FTE</b>	<b>\$10,000</b>	<b>\$5,000</b>		<b>FTE</b>	<b>\$10,800</b>	<b>\$4,000</b>		
*Must match totals from Budget Summary Explanation A & B			1.00	A	B		1.10	A	B	A+B= \$29,800	

\*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.



**DETAIL OF EMPLOYEES PAID SALARY AND BENEFITS FROM THIS PROJECT**

**A. Salaries (100)**—Detail of Individuals

**B. Benefits (200)**—Detail of Individuals

Name	Title	AHSC	FTE* 1.00 - .75 .25 - .33, etc.	A. Total Salary paid by this project	B. Total Benefits paid by this project	CACTUS Number	License Area and Expiration Date
1 Dewey Duck	Teacher	X	.50	\$5,000	\$2,500	111115	Secondary Ed 6/2018
2 Huey Duck	Teacher	X	.50	\$5,000	\$2,500	111116	Secondary Ed 4/2017
3 Louie Duck	Teacher	X	.50	\$5,000	\$2,500	111117	Secondary Ed 8/2017
4							
5							
6							
7							
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20							
<b>TOTALS - THIS PAGE</b>			<b>FTE</b>	<b>\$15,000</b>	<b>\$7,500</b>		
*Must match totals from Budget Summary Explanation A & B			<b>1.50</b>	<b>A</b>	<b>B</b>	<b>A+B= \$22,500</b>	

\*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.

## 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 line item C. 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. See sample budget, Appendix B.

### 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. See sample budget, Appendix B.

### 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 provider 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)

Providers may receive funding support for a variety of services rendered by organizations and personnel not on the payroll of the provider pertaining to operation, maintenance, insurance, and rental property used by the provider. 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 provider 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 F1 (Travel – 580)

This budget category includes travel of instructional staff to and from remote teaching sites (direct services) or staff travel to required USBE director meetings, professional development trainings, etc.

### LINE ITEM F2 (Training – 580)

This budget category includes travel and registration expenses associated with staff (adult education specific) professional development.

**LINE ITEM G (Supplies, Materials and Property with Itemized Value less than \$5,000 per Item)**

Provider 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.

**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 USBE – 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)**

Providers 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 Board of Education in order to determine an adequate level of funds to be used for non-instructional purposes.

**INVENTORY:**

Items that do not contribute to a program's fixed assets, as evaluated by the local agency's fixed assets policy, may be coded as supply items, or may be coded as non-capital equipment. Items that contribute to the agency's fixed assets must be coded as equipment. All computers must be tracked with inventory. Include all supplies, books and periodicals, and electronic media materials here.

**UNALLOWABLE ITEMS:**

- Advertising and Promotion costs
- Alcoholic beverages
- Alumni activities
- Bad debts
- Entertainment
- Capital expenditures
- Commencements, graduation ceremonies, convocations expenditures
- 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
- Fines and penalties resulting from violations of, or failure of the institution to comply with Federal, State and local or foreign laws and regulations
- Fundraising, solicitations, gifts, or investment costs
- GED testing fees for test-takers
- 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, providers must be aware that:

- AEFLA funds cannot 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 get or 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. All fees collected must benefit the AEFLA program; to provide additional adult education and literacy services that the program would otherwise be unable to provide (AEFLA section 202). Fees cannot be commingled with other funds to purchase non-AEFLA-related items or provide non-AEFLA services.
- 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 provider will be contacted by the Utah State Board of Education with the intent to bring the application into compliance.