

Mayor's Office: Council Agenda Item Request Form

This form and supporting documents (if applicable) are due the Wednesday before the COW meeting by noon.

Date Received
(office use)

10 March 2017

Date of Request	3/10/2017
Requesting Staff Member	Karen Crompton/Human Services Dept Director
Requested Council Date	3/14/2017
Topic/Discussion Title	Resolution for ESL grant application
Description	ESL grant application that needs Counsel's consent for the resolution before the submission. ESL is a federal grant via Utah State Board of Education. AAS is applying for \$25K for its ELS program. AAS has been the grant recipient in the past.
Requested Action ¹	Council's consent
Presenter(s)	None
Time Needed ²	NA
Time Sensitive ³	Yes
Specific Time(s) ⁴	No
Contact Name & Phone	Paul Leggett, AAS Division Director/ 385-468-3290
Please attach the supporting documentation you plan to provide for the packets to this form. While not ideal, if supporting documents are not yet ready, you can still submit them by 10 am the Friday morning prior to the COW agenda. Items without documentation may be taken off for consideration at that COW meeting.	Resolution

Mayor or Designee approval:



¹ What you will ask the Council to do (e.g., discussion only, appropriate money, adopt policy/ordinance) – in specific terms.

² Assumed to be 10 minutes unless otherwise specified.

³ Urgency that the topic to scheduled on the requested date.

⁴ If important to schedule at a specific time, list a few preferred times.



Contract Notification Form

Contract # (if existing)

NEW

Customer Name

AEFLA (Adult Education & Family Literacy Act) Grant Application

Customer ID

N/A

SLC1000404

Please complete and attach the following information and send to Contracts and Procurement for processing.

Hard Copy of Fully Executed Contract Returned to:

Contact Name Arla Vivona

Courier Address Suite S1-600

Special Instructions:

Notice of Approved Contract

Attention to Arla Vivona

Email avivona@slco.org

Attention to _____

Email _____

Attention to _____

Email _____

Contract Expiration (Must have a PeopleSoft User ID)

Notice of Expiration ☐ 120 days prior ☐ 90 days prior ☐ 60 days prior other _____

Contact Name _____ Contact Email _____

Special Instructions:

Contract Insurance Expiration (Must have a PeopleSoft User ID)

Notice of Expiration ☐ 120 days prior ☐ 90 days prior ☐ 60 days prior other _____

Contact Name _____ Contact Email _____

Special Instructions:

Not-to-Exceed Contracts Only: Notice of Approaching Limit

Notify when _____ % of contract limit spent.

Contact Name _____ Contact Email _____

RESOLUTION NO. _____

DATE: _____

RESOLUTION AUTHORIZING THE APPLICATION FOR FUNDING FROM THE UTAH
STATE OFFICE OF EDUCATION FOR AN ADULT BASIC EDUCATIONAL AND
ENGLISH LANGUAGE PROGRAM FOR 2017-2018 BY THE SALT LAKE COUNTY
DIVISION OF AGING AND ADULT SERVICES.

RECITALS

A. The Utah State Office of Education offers grant funding for literacy programs focused on instruction designed to help individuals of limited English Proficiency achieve competence in the English Language.

B. The Salt Lake County Division of Aging and Adult Services provides an English Literacy program specialized for adults over the age of 60 years who need help improving their English skills, and wishes to apply for grant funding from the Utah State Office of Education.

C. Provision "J" of the grant program assurances requires that the "governing body of the applicant" authorize the application.

D. Salt Lake County Division of Aging and Adult Services have prepared the grant application for execution. Said grant application is attached to this Resolution as Exhibit "A."

NOW, THEREFORE, IT IS HEREBY RESOLVED that application for grant funding from the Utah State Office of Education, as found in Exhibit A, is authorized.

SALT LAKE COUNTY COUNCIL

By: _____
Steve DeBry, Chair

ATTEST:

Sherrie Swensen
Salt Lake County Clerk

Council Member Bradley voting	_____
Council Member Bradshaw voting	_____
Council Member Burdick voting	_____
Council Member DeBry voting	_____
Council Member Granato voting	_____
Council Member Jensen voting	_____
Council Member Newton voting	_____
Council Member Snelgrove voting	_____
Council Member Wilson voting	_____

Digitally signed by David
Johnson
Reason: Approved as to form.
Date: 2017.03.08 10:34:58 -07'00'

EXHIBIT "A"

2017-2018

Program Application

For Funding Under the WIOA Adult Education and Family Literacy Act

Utah State Board of Education (USBE)

Project funding available by program type:

- Adult Education and/or English Language Acquisition Activities and Integrated English Literacy, and/or Civics Education (sec. 203)
- Corrections Education and Education for Other Institutionalized Individuals (sec. 225)
- Integrated English Literacy and Civics Education (sec 243)

Application Timeline

February 1, 2017 Proposal process initiated. Submit one application for each program funding sought.

March 10, 2017 Application due. Send five (5) unbound copies to:

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

Submissions must be received no later than 5:00 p.m. on March 10, 2017

May 3-19, 2017 Application reviewed competitively as to respective merit.

July 2017 Award notice or application status provided to all providers.

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2017-2018**COVER SHEET****1. Name and Address of Provider Organization**

Name: Salt Lake County Aging and Adult Services

Street Address: 2001 South State Street, S1600

City: Salt Lake City

State: UTAH

County: Salt Lake

Zip Code: 84190

2. Date of Application: 03/10/2017**3. Project Starting Date: July 1, 2017****4. Completion Date: June 30, 2018****5. a. Federal Identification Number of Provider: 87-6000316****b. DUNS Number: 073133894****6. Project Director**

Name and Title: Marianne Christensen, Health Promotion Manager

E-mail Address mhchristensen@slco.org

Telephone: (385) 468-3084

Fax: (385) 468-3077

7. Type of Application

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

☒ **Adult Education and/or English Language Acquisition Activities and Integrated English Literacy, and/or Civics Education**

☒ ELL☐ ABE☐ AHSC

☐ **Corrections Education and Education for Other Institutionalized Individuals**

☐ ELL☐ ABE☐ AHSC

☐ **Integrated English Literacy and Civics Education**

8. Federal Funding Requested

\$ 26,014.00

Federal Funding Awarded

\$

(For USBE use only)

9. Federal Catalog Number (CFDA)

84.002A

PROGRAM ASSURANCES

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

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

- A. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the provider will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.
- B. The grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA).
- C. The grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services, including those most at risk including: low income; housed in correctional facilities; needing basic literacy or English acquisition; seeking a high school diploma/GED; single parents; or employment, etc.
- D. The grantee assures that no person on the basis of age, provided the person is 16 years of age or older, an individual with a barrier to employment, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Adult Education and Family Literacy Act.
- E. The grantee assures that no qualified handicapped person provided the person is 16 years of age or older shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from state adult education financial assistance.
- F. The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, gender, color, national origin, sex, and disability.
- G. The grantee will operate in compliance with all federal/state rules, regulations, and state guidelines, maintaining effective control over, and accountability for all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Board of Education (USBE) – Adult Education Services. Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized adult education purposes as defined by AEFLA.
- H. The grantee will annually submit a program compliance audit conducted by an independent source validating control of cash flow and data collected during the fiscal year July 1 through June 30 (state requirements).
- I. The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the purpose, administration, organization, budget, or operation of an approved project.
- J. The filing of this application has been authorized by the governing body of the provider. A signed copy of this grant and supporting documentation will be maintained for a period of seven years, three years on site and four years available.
- K. The grantee will give the grantor agency or the U. S. Comptroller General, through any authorized representative, access to all records or documents related to the grant, including the submission of reports as may be required.
- L. The grantee will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- M. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
- N. As a state requirement, the grantee will provide state and/or local (non-federal) matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year. State and/or local matching will be a minimum of twenty-five percent (25%) of the federal funding per year.

- O. The grantee will provide for cooperation with community action programs, work experience programs, AmeriCorps, work-study, and other programs relating to the antipoverty effort (state requirements).
- P. The grantee will provide for cooperation/coordination with programs under the Utah Department of Workforce Services, the Utah Office of Rehabilitation, the Utah College of Applied Technology, and the Utah System of Higher Education and local employers.
- Q. The grantee will provide for coordination with state and local agencies' reading improvement programs designed to provide reading instruction for adults (state requirements).
- R. The grantee will assure that no expenditure of program funds will be made for any activity of service related to sectarian instruction or religious worship.
- S. The grantee will prepare reports, containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out AEFLA and legislative purposes and project objectives.
- T. The grantee assures that the program will:
 - (1) Utilize qualified administrative personnel and instructional staff.
 - (2) Provide guidance and counseling services.
 - (3) Provide year-round instruction as feasible.
 - (4) Develop effective recruitment and retention strategies.
 - (5) Provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
 - (6) Provide services at a reasonable cost/benefit.
- U. The grantee assures that resources will be available, and a process established, to develop a College and Career Pathway Plan (CCP) for each student that focuses specifically on the student's lowest literacy area as well as stackable career credentials, transition services to post-secondary, career training programs or employment.
- V. Academic instruction will focus on the lowest literacy area. Post-testing measurements will be completed after State defined minimum hours of academic instruction. The possibility of second year funding is partially contingent upon students served with AEFLA funds post-testing rates, level gains meeting or exceeding the state defined targets and compliance with state reporting requirements.
- W. The grantee assures that the Utah State Board of Education's requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), skills in democratic governance, skills as a consumer, problem solving skills, and career/occupational skills development will be top priorities of the program.
- X. As a state requirement, the grantee assures incorporation of the Utah Adult Education College and Career Ready Standards into all eligible instructional activities.
- Y. As a state requirement, the grantee assures that the state-approved standards for English for Speakers of Other Languages (ESL) will be used throughout the duration of the grant.
- Z. The grantee assures that all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Utah State Board of Education – Adult Education Policy.
- AA. The grantee assures that community representatives, including employers, will be involved in program development and will continue to be involved in carrying out this program.
- BB. The grantee assures that state-required program data (including students' Social Security Numbers and Student Service Identification Number-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 College of Applied Technology, the Utah System of Higher Education, and the USBE Data Warehouse.

- CC. The grantee assures that requests for reimbursement with supporting expenditure back-up documentation and appropriate agency signatures will be submitted at least quarterly to the Utah State Board of Education.
- DD. The grantee assures that receipts and expenditures of all funds associated with adult education will be documented, accounted for, and available for review as required by the USBE and Office of Career, Technical, and Adult Education (OCTAE).
- EE. The grantee assures that all fees and tuition collected from adult education students are used within the program year to provide additional adult education and literacy services that it would otherwise be unable to provide and that the collection of fees and tuition are documented.
- FF. Program income from tuition and fees must be reported to the Utah State Board 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) expended within the program year they are received and;
 - (3) used only for costs allowable under AEFLA.

The Chief Administrative Officer, Business Administrator, and Project Director certify that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with all assurances noted above.

Chief Administrative Officer

Name (Type/Print): Mayor Ben McAdams

Title (Type/Print): Salt Lake County Mayor

Signature of Chief Administrative Officer:

Date:

Business Administrator

Name (Type/Print): Jessica Montgomery

Title (Type/Print): Fiscal Manager

Signature of Business Director:

Date: 3.8.17

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

Name (Type/Print): Marianne Christensen

Title (Type/Print): Health Promotion Manager

Signature of Project Director/Coordinator

Date: 3/8/17

Digitally signed by David Johnson

Reason: Approved as to form.

Date: 2017.03.08 10:37:57 -07'00'

Salt Lake County Aging and Adult Serv

PART 1: APPLICATION SUPPORT INFORMATION**DEBARMENT**

INSTRUCTIONS: Please review and sign.

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

THE PROVIDER CERTIFIES THAT IT AND ITS PRINCIPALS:

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
- B. Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connections with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- C. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph B of this certification.
- D. Have not, within a three-year period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause or default.

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

Chief Administrative Officer

Name (Type/Print): Mayor Ben McAdams

Title (Type/Print): Salt Lake County Mayor

Signature of Chief Administrative Officer:

Date:

Business Administrator

Name (Type/Print): Jessica Montgomery

Title (Type/Print): Fiscal Manager

Signature of Business Director:

Date:

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

Name (Type/Print): Marianne Christensen

Title (Type/Print): Health Promotion Manager

Signature of Project Director/Coordinator

Date:

Digitally signed by David Johnson

Reason: Approved as to form.

Date: 2017.03.08 10:38:40 -07'00'

PROJECTED MATCH FUNDING

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

\$ 26,014.00

2. 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.
Note: Matches defined in this grant cannot be used as a match for any other grant the agency is, has, or will apply for in the 17-18 program year.

Source/In-kind	Dollar Amount	How will projected match funding be used to support this project? Provide a description In-kind match.
2-A. Salt Lake County	\$ 10,500.00	Salt Lake County funds will be used for administrative salaries, to buy books, materials and for marketing.
2-B.	\$	
2-C.	\$	
2-D.	\$	
2-E.	\$	
2-F.	\$	
TOTALS		
SUBTOTAL (ITEM 2 ONLY)	\$ 10,500.00	
TOTAL (ITEMS 1 AND 2)	\$ 36,514.00	

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

Total Requested Budget: \$ 26,014.00

Budget Category	Federal Grant Share		Explanation/Detail WIOA AEFLA Section 233(a) (1) (2)
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	
A. Salaries (100)	\$ 22,800		<p>List, by name, each person paid a salary from this grant on page 28. Show calculations by "category" here.</p> <p>Kona Eldredge/Instructor - \$16/hr X 6hr x 50 weeks = \$4800 Deborah Stone/Instructor - \$15/hr x 12 hr x 50 weeks = \$9000 Jamie Adams/Instructor - \$15/hr x 6 hr x 50 weeks = \$4500 Christina Yong/Instructor \$15/hr x 6 hr x 50 weeks = \$4500</p>
Total Salaries	\$ 22,800		
B. Employee Benefits (200)	\$ 1,414		<p>List, by name, each person receiving benefits from this grant on page 28. Show calculations by "category" here.</p> <p>Kona Eldredge \$4800 X .062 = \$298 Deborah Stone \$9000 x .062 = \$558 Jamie Adams \$4500 x .062 = \$279 Christina Yong \$4500 x .062 = \$279</p>
Total Benefits	\$ 1,414		
Total A+B	\$ 24,214		
C. Purchased Professional and Technical Services (300)			
D: Purchased Property Services (400)			

Salt Lake County Aging and Adult Se



PART 3: BUDGET INFORMATION

E. Other Purchases (500)			
F1. Travel (580)		\$ 300	<p>\$ 300 Travel for Director/Coordinator/Staff to attend two (2) State Adult Education Directors'/Coordinators' meetings as per state travel eligibility requirements. Note: Travel to Directors/Coordinators meetings is considered Administrative Services.</p> <p>Other travel (e.g., travel to teaching sites, site visits) – List traveler(s), destination and amount. Note: Travel to teaching sites is considered Direct Student Services, Travel for professional development is considered Administrative Services.</p>
F2. Training/ Professional Development (580)			Specific Training/Define (Travel costs associated with training, etc.)
G. Supplies, Materials, and Property less than \$5,000 (600)	\$ 1,500		<p>Student textbooks \$1000</p> <p>Best Test booklets \$500</p>
H. Other (800)			
I. Total Direct Costs (Lines A through H)	\$ 25,714	\$ 300	

J. Indirect Cost			<p>_____ % (list the project percentage charged) Indirect Cost Rate Chart</p> <p>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</p> <p>Note: If your agency chooses to charge less than the agreed upon indirect cost rate, list cost rate above and insert notation below.</p>
K. Property (700) Note: only items with an individual value of \$5,000 or greater are defined here.			
L. TOTAL (Lines I through K)	\$ 25,714	\$ 300 (this amount must be equal to or less than 5% of total budget)	
M. GRAND TOTAL	\$ 26,014		The Grand Total must match the budget total from the top of the Budget Summary Explanation page.

REQUEST FOR WAIVER TO INCREASE ADMINISTRATIVE COSTS

WIOA AEFLA Section 233(b)

**Adult Education Family Literacy Act
Request for Waiver of Administrative Costs to Exceed 5%
of Federal Adult Education and Family Literacy Act Funds**

The provider organization/agency, _____ requests a waiver to expend _____ % of its Adult Education and Family Literacy Act federal budget for non-instructional costs for program year 2017-18.

We the undersigned, acknowledge that 95% of the federal grant is expected to be used for instructional purposes unless a waiver is approved. One or both of the following categories must apply. We further understand that a waiver for administrative costs in excess of 5% of the federal budget amount will be granted only in exceptional circumstances.

(Check one or both statements, as applicable, providing rationale for the waiver request.)

☐

The administrative activities relate to the achievement of AEFLA state goals to improve program quality and level of service, as explained here:

☐

A 5% limit on administrative expenditures would not provide for sufficient planning, management, evaluation, coordination, 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, data entry and collection, plan alignment, role and responsibilities of One-Stop partner including infrastructure costs of the One-Stop, etc. as explained here:

We provide these assurances/justifications with respect to this waiver request.

Program Director Signature

Business Director Signature

For State Use Only

A waiver for program year 2017-18 ☐ is granted ☐ is not granted

Adult Education State Coordinator

Date

DEMONSTRATED EFFECTIVENESS - Future competitions will require full implementation of this competition requirement.

Describe the agency's demonstrated 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 post-secondary 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.

WIOA AEFLA Section 231(e) (3) and WIOA Section 116(b) (2)(A) (i)

Our program has three classes that are specifically designed for older adult learners from refugee backgrounds. Two classes started in 2014, and another class started in 2015. These classes consist of predominantly students with the lowest levels of literacy. Almost everyone had no schooling in their home countries.

During the 2014-2015 academic year, ELL 1's percent with level gains was at 5% while the state target percent for level gains was 40%. When the students were initially enrolled, most of them could not write their names in either their home languages or in English, or read and write alphabet letters or numbers. The teachers worked collaboratively to investigate pedagogies and create materials that adapt to the students' specific needs because even the USOE's suggested curriculum materials for ESOL 1 were too advanced for older adults from refugee backgrounds who had no previous educational experience. The teachers came up with hands-on activities and worksheets that are strategically designed after taking students' interests and existing skill sets into consideration. We focused on translanguaging pedagogy (Garcia & Li Wei, 2014) and incorporate it in our instruction to recognize older adult students' existing language and cultural practices as valuable funds of knowledge that can facilitate their English learning. In order to more effectively implement this pedagogy and build a relationship with the students, we also learned students' languages.

As a result, during the 2015-2016 academic year, the percent with level gains increased from 5% to 45% within the program. The number exceeded the state target percent for level gains, which was 40%. Considering that the students were in competition with younger demographics in other programs (we are serving older adults who are 60 years old or older), such an accomplishment is fascinating, because the students themselves also had a deficit perception of themselves as poor language learners due to their age and interrupted schooling. Our students and teachers worked together and challenged themselves to disrupt such misconceptions of older adult language learners.

Most of our students are retired and no longer in the labor force. However, some students do desire employment once they become more proficient in both verbal and written forms to better function at work.

References

García, O., & Li Wei (2014). Translanguaging: Language, bilingualism and education. New York: Pal

ABSTRACT – 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.

WIOA AEFLA Section 231(e)(1); Section 222(1)

The ESOL Program provided by Salt Lake County's Active Aging Program will work to meet the needs of a growing demographic: adults who are age 60 and older from immigrant and refugee backgrounds and who require a learning environment that takes into account the unique physical and cognitive needs of older adults. The Active Aging Program's ESOL classes help elderly refugees and immigrants learn English and assist in their efforts to integrate into society while placing them in a peer support group to improve English skills. During program year 2017-2018, the ESOL program will provide seven ESOL classes at different levels. These classes will provide six hours of instruction per week. The curriculum will focus on the language and mathematical related content that is needed for older adults to successfully be able to cope with real-life day-to-day tasks and situations and will be tailored specifically for this older population. The program's goals for the targeted population include: achieving U.S. citizenship; participating in volunteer opportunities in the community; obtaining employment; successfully communicating with service providers, especially health care providers; and communicating with their neighbors and with their English-speaking children and grandchildren.

Salt Lake County has experienced a large increase in the refugee and immigrant population in recent years. Although older immigrants and refugees make up a significant proportion of the population, they are often neglected in terms of education programs since those programs mainly focus on youth and younger adults. Even when these older adults are placed in an English classroom, they are often left behind as their learning pace and learning strategies differ significantly from the majority of students who are younger. Our program has been committed to serving this population since 1997. By implementing pedagogical methods and content relevant to older adults with immigrant and refugee backgrounds, we strive to provide meaningful education for our seniors. Through our program, we believe that they can learn English at their own pace and for their own purposes.

As an adult education and literacy program, we are providing English and civics education to older adult learners. Although most of our students are retired and not in the workforce, our curriculum contains employment related content to inform them about U.S. employment and encourage seniors to seek employment. We are also working with DWS to support our students from refugee backgrounds. We will expand and continue our partnership with them to provide employment services for seniors who are interested in seeking employment.

Serving Individuals Most in Need – 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.) Those who are English Language Learners (see appendix for definition of Individuals with a Barrier to Employment); and 2) describe how the agency will provide services to individuals with disabilities, including individuals with learning disabilities.

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

Our program serves the most vulnerable population in the community. The students are age 60 and older. They are from immigrant or refugee backgrounds. Many of the students had no schooling or interrupted schooling. Furthermore, considering the age of the population, there are many students that are physically and mentally impaired. Many seniors who are from refugee backgrounds suffer from traumatic events that occurred prior to their resettlement. Despite these challenges, our students come to English classes to achieve their goals. Our teachers work with students with disabilities closely to accommodate their specific needs (e.g., designing activities that are inclusive and student centered).

MEASURABLE GOALS

- Explain how the proposed project will assist students in making progress toward their goals.

Providers who have not been previous providers under AEFLA, are also required to address each of the five goals.

WIOA AEFLA Section 231(e)(3) and WIOA Section 116(b)(2)(A)(i)

Goal –Increase in number of Utah secondary school diploma or High School Equivalency credentials achieved.

Note: For agencies that are solely ELL providers: Describe the foundational skills pathway to increase the number of students who will transition to a high school diploma or High School Equivalency program.

Strategies to achieve goal.

Because our students are age 60 and older, most of them are retired and do not seek secondary or higher education. Some of them have already completed high school.

Specific activities that will be used to achieve goal.

Our program provides opportunities for older adults to actively pursue their own learning goals in the community. To this end, we inform, encourage and even transport students to community activities that help to enhance their ability to pursue their individual educational goals. Some examples include transportation to and from health fairs, museums, and special exhibits. Pre- and post-instruction is included when they take part in a community activity.

Goal –Describe the agency's bridge/career pathway to increase in number of participants who engage in post-secondary education or training activities leading to a recognized post-secondary credential, marketable certificate or employment.**Strategies to achieve goal.**

Most of our students are not seeking employment. They are retired, and although they are seeking ways to make their lives more meaningful, this is a time in their lives when they are pursuing hobbies, taking part in community activities, and helping to raise grandchildren.

Specific activities that will be used to achieve goal.

Our program provides opportunities for older adults to actively pursue their own learning goals in the community. We also use context-specific materials and instruction aligned with the Utah Adult Education ESOL Standards to meet the needs of our students. Although most of our students are not seeking employment, we provide lessons on workplace, employment and workforce preparation activities. We partner with the Senior Community Service Employment program in our county to provide job training opportunities for our older adult students.

MEASURABLE GOALS NARRATIVE (continued)

Goal – Enrollment in post-secondary education and/or training program.	
Strategies to achieve goal.	<p>Because our students are age 60 and older, most of them are retired and do not seek secondary or higher education. They are retired and although they are seeking ways to make their lives more meaningful, this is a time in their lives when they are pursuing hobbies, taking part in community activities, and helping to raise grandchildren.</p>
Specific activities that will be used to achieve goal. <ul style="list-style-type: none"> • Describe academic and career related counseling combined with other student support services. • <u>Bridge pathways</u> to ensure student successful transition. • Academic assessments in line with the receiving institution to ensure student readiness for enrollment • Facilitation of the admissions and financial aid process for transition students. • Specific services provided by core partners. 	<p>Our program provides opportunities for older adults to actively pursue their own learning goals in the community. To this end, we inform, encourage and even transport students to community activities that help to enhance their ability to pursue their individual educational goals. Some examples include transportation to and from health fairs, museums, and special exhibits. Pre- and post-instruction is included when they take part in a community activity. We also use context-specific materials and instruction aligned with the Utah Adult Education ESOL Standards to meet the needs of our students. Although most of our students are not seeking employment, we provide lessons on workplace, employment and workforce preparation activities.</p>

MEASURABLE GOALS NARRATIVE (continued)

Goal – Increase in number of students entering employment. Describe how the agency will coordinate with the local One-Stop and local employers ensuring that adult education services meet the needs of job seekers and employers.	
Strategies to achieve goal.	We are currently partnered with Salt Lake County's Senior Employment Program, which is a Senior Community Service Employment provider. The program specialist gave us a presentation during our team meeting and informed us of ways that we can refer students who are interested in finding employment to the program or other community employment programs.
Specific activities that will be used to achieve goal.	The teachers inform the students of possible employment opportunities and ask students to reach out to them if they are interested. Also, we plan to have employment specialists visit our classrooms and team meetings to inform our students and teachers regarding senior employment.

Goal – Describe how the agency's will meet the State adjusted levels of performance as identified in the Combined State Plan, including how the agency will collect the data to report on such performance indicators.	
Strategies to achieve goal.	The program will work closely with DWS and Salt Lake County's Senior Employment Program or equivalent programs in order to increase student interest in employment and inform them regarding senior employment. The program's curriculum will also increase workforce related content.
Specific activities that will be used to achieve goal.	The teachers inform the students of possible employment opportunities and ask students to reach out to them if they are interested. Also, we plan to have employment specialists visit our classrooms and team meetings to inform our students and teachers regarding senior employment. The coordinator and teachers will redesign the current curriculum to increase the number of lessons and activities that are related to the workforce in order to improve the students' workforce literacy.

LOCAL PLAN and ONE-STOP ALIGNMENT –Describe how the agency demonstrates alignment between proposed activities and services and the strategies and goals of the State Plan as well as the activity and services of the one-stop partners.

Note: Utah is a single service state meaning that the State Workforce Development Board service as the Local Board and the State Plan is considered the local plan.

WIOA AEFLA Section 231(e)(4) WIOA Section 108; Appendix B, UT WIOA State Plan

The ESOL program is specifically designed to serve older adults who are from immigrant and refugee backgrounds. We are the only ESOL program in Salt Lake City that focuses solely on this particular group because the support that they need must consider their age and immigrant backgrounds. As an adult education and literacy program, we are providing English and civics education to older adult learners. Our curriculum contains employment related content to inform seniors about U.S. employment and encourage them to seek employment. Because our program is part of Salt Lake County's active aging services and its classes are offered at senior centers, our students have easy access to computer classes, health classes, senior volunteer programs, senior employment services, supplemental nutrition assistance, exercise classes and socialization. It is important to note that some of our students are currently working at the senior centers where their ESOL classes are held.

We are also partnered with DWS and the Salt Lake County Senior Employment Program. This partnership will help our seniors to seek and learn about employment opportunities. Additionally, DWS funded our program to run our Taylorsville class. They recruited students from refugee backgrounds through their Refugee Services Office, and provided us with interpreters and transportation services. Taylorsville City also helps us with transporting students. We also work with the International Rescue Committee. They helped us organize two Columbus classes by recruiting students from refugee backgrounds. They also provided us with interpretation services and sent volunteer teachers. We are partnered with the Refugee and Immigrant Center - Asian Association of Utah as well. They refer older adult students to us who are looking for English classes. We refer individuals who are younger than 60 years old that are looking for intensive citizenship or computer classes to them. Our program is continuously seeking opportunities to work collaboratively with our local and one-stop partners in order to serve our students more effectively and efficiently.

INTENSITY AND QUALITY OF SERVICES

- 1.) Describe how the agency's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- 2.) Describe the instructional practices that will be utilized to assure student's instructional level gain including the essential components of reading instruction.
- 3.) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks. It is a state requirement that all classes funded by this grant provide 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.

WIOA AEFLA Section 231(e) (5)

Classes in this program will be offered Monday through Friday throughout the year. Enrollees have the opportunity to attend classes or tutoring sessions for 6 hours per week for a potential total of 300 + hours per year. Due to illness, chronic health problems, and occasional out-of-country travel, enrollees' hours may not reach 300.

Seven classes will be offered at five locations in Salt Lake County including:

Liberty Senior Center - 251 East, 700 South (2 Classes)

West Jordan Senior Center - 8025 South 2200 West

Mount Olympus Senior Center - 1635 East Murray-Holladay Road

Columbus Senior Center - 2531 South 400 East (2 Classes)

Taylorsville Senior Center - 4743 S Plymouth View Dr.

Some enrollees come to our classes at a pre-literate level and/or with very few years of formal education, if any. As a result, their phonemic awareness is extremely limited. Their initial need is to develop oral language skills along with receptive literacy skills (e.g., reading the materials that impact them immediately such as warning signs, food labels, calendars, time, prices, etc.). In addition, early lessons emphasize memorization of the student's name, address, phone number and the spellings of these personal identification items. For fluency activities, instructors utilize strategies such as language experience activities and picture stories. Phonemic awareness activities include word families and sound/letter coordination. Because our older students often have hearing difficulties as well, we look at the students' ability to understand and be understood above technical accuracy. For example, because a common need for our students is to communicate with health care providers, recognizing the letter combinations in various medications is important. Because many of our students have had little to no formal education, they are often not aware of the strategies they can use to improve comprehension. Due to the cognitive demand of decoding, they often have a difficult time understanding what they are reading. To help improve comprehension, we utilize pre-reading activities such as KWL, predicting, semantic maps, and vocabulary exercises. As comprehension is linked to world knowledge, we also attempt to incorporate field trips to community programs, events, and activities. These have included senior health fairs, Senior Expo, Tracy Aviary, the Utah Opera, etc. With each excursion, we anticipate that the students will expand their awareness and knowledge of not only community resources, but also ways to use and understand written and spoken English.

Our programs offer classes with flexible schedules because there are both morning and afternoon classes. Also, we are providing transportation through the senior centers, so students can easily attend the classes. We also work with seniors that have disabilities, and their retention rate is high because our teachers work closely with them to accommodate their learning by creating inclusive lessons and activities. Since the ESOL program is under the Health Promotion & Education Program, we have resources that can accommodate and support their needs. Furthermore, the County's Aging and Adult Services offers a Caregiver Support Program. This program allows our seniors who are caregivers to attend classes.

Salt Lake County Aging a

Consideration 5B: INTENSITY, QUALITY AND DURATION**INTENSITY AND DURATION OF SERVICES – SITES AND SERVICES**

Define the agency's proposed service pattern, including all out-reach sites.

It is a state requirement that each class funded from this grant provide a minimum of 6 hours of instruction per class per week.

WIOA AEFLA Section 231(e) (5)

Program Year: 2017-2018

Begin Date: 07/01/2017

End Date: 06/30/2018

Site by name and address: Liberty Senior Center 251 E. 700 S. SLC ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered	ESOL Class	ESOL Class	ESOL Class	ESOL Class			
Time offered	9-11 AM	9:30-11:30A	9-11 AM	9:30-11:30A			

Site by name and address: Mt Olympus Senior Center 1635 E. Murray-I ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class		ESOL Class			
Time offered		9:30AM-11:30AM		9:30AM-11:30AM			

Site by name and address: West Jordan Senior Center 8025 S. 2200 W ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class		ESOL Class			
Time offered		12-2PM		12-2PM			

Site by name and address: Columbus Senior Center 2531 S. 400 E. ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class	ESOL Class	ESOL Class	ESOL Class		
Time offered		11:30AM-1:30PM	11:30AM-1:30PM	11:30AM-1:30PM	11:30AM-1:30PM		

Site by name and address: Taylorsville Senior Center 4743 Plymouth Vi ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered	ESOL Class		ESOL Class				
Time offered	5:30-8PM		5:30-8PM				

EFFECTIVE EDUCATIONAL PRACTICES - 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 research available and appropriate, including scientifically valid research and effective educational practices.

WIOA AEFLA Section 231(e)(5)(b)(6)

The Aging and Adult Services ESOL curriculum is founded on the Utah Adult Education Curriculum Framework for ESOL and English Language and Civics Education, provided by the Utah State Office of Education's Adult Education Services division. The standards are divided into 6 ESOL levels, as identified by the National Reporting System (NRS). A citizenship instructional guide is also provided.

The ESOL framework recognizes two critical dimensions for adult education: 1) a focus on skills, and 2) an acknowledgment that adults are developing their skills in order to use them in specific contexts. Instructors for Aging and Adult Services emphasize context and transferable skills in lesson planning and larger curricular and pedagogical plans. We also emphasize on student-centered pedagogy.

The skills for mastery of English language learning are defined in the following strands of the framework: 1. Listening, 2. Speaking, 3. Reading, 4. Writing, 5. Navigating Systems, 6. Inter-Cultural Knowledge and Skills, 7. Developing Strategies and Resources for Learning, and Civics Education, 8. Citizenship. Additionally, we focus on numeracy skills, workplace literacy, and health literacy.

Within the framework, instructors develop their lessons taking their students' needs into consideration. Two of our instructors are currently teaching language courses at a local university and doing research on language education in academia. They also published peer-reviewed academic journals and presented at conferences. As a team, we work collaboratively to inform each other on recent research and educational practices in our quarterly workshops. Additionally, instructors participate in the professional development opportunities that USOE offers.

USE OF TECHNOLOGY AND DELIVERY – 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.

WIOA AEFLA Section 231(c)(7)

Instructors use a variety of technology to assist in the classroom and meet the needs of diverse learners. Each senior center in which the Aging and Adult Services ESOL Program operates includes a computer lab that instructors use to improve English and computer literacy. Centers operate overhead projectors, big-screen televisions, DVD players, and VCRs, which are occasionally used in instruction.

The ESOL Program utilizes two laptops for BEST-Plus speaking assessments. These were provided by Salt Lake County's Active Aging Program, and are available for instructors to check out as needed for assessment across the county. Additionally, mobile technology is regularly used to coordinate testing, class scheduling, and other information between instructors and the coordinator.

Instructors use mobile devices such as laptops and tablets along with projectors in classrooms to assist in instruction, and to adapt instruction on-the-go in order to best meet the needs of students. Also, we utilize mobile devices during instruction to promote digital and multimodal literacy. Computer literacy is also included in our curriculum such as learning computer related terms, computer navigation, internet searching, etc.

INTEGRATED EDUCATION AND TRAINING — 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.

WIOA AEFLA Section 231(e) (8); Section 203 (11); Appendix B

Most of our seniors are not in the workforce; however, workplace literacy lessons are integrated into our curriculum for the following reasons: 1) Most of our seniors have not worked in the United States. Therefore, we included it in our curriculum to inform them on the socio-cultural aspects of the workforce. 2) By teaching workplace literacy, we are encouraging our students to become interested in seeking employment. 3) Workplace literacy also helps the students who are already in the workforce to effectively communicate and carry out their duties in the workplace. 4) Most of our students live with their children. They are interested in understanding their children's work environments and situations. 5) Most of our seniors rely on their children when using public services. Workplace literacy will help them to be self-sufficient when using the services. Our program uses all five skills (reading, writing, speaking, listening, numeracy) to teach students workplace related content. Most importantly, we refer to Utah Adult Education Curriculum Framework's NRS Education Functioning Levels for ESOL when planning lessons. Specifically, we set objectives and design our lessons based on the suggested "functional and workplace skills."

QUALIFICATIONS OF STAFF - Indicate the number of ABE/ELL trained staff who are being paid for from this application. Attach resumes of **all** staff that will be assigned to this project.

WIOA AEFLA Section 231(e) (9)

Number of staff for this grant only:

_____ Teachers with current Utah license (elementary, secondary, special education, or adult education ARL)

3 _____ ESL-endorsed employees (TESOL or K-12 ESL Endorsement)

_____ Counselors with current Utah license

_____ Administrators with current Utah license

2 _____ Volunteers

- ◆ Describe specific efforts to recruit and retain adult education qualified staff and volunteers (Note: the description must be more than “follow agency policy”).

The ESOL program for Salt Lake County Aging and Adult Services utilizes highly qualified teachers. We hired a new teacher last year because the former teacher moved to a different state for reasons related to her spouse's new employment. Other than the new teacher, the other teachers and volunteers have been working for the program for several years now. To recruit highly qualified teachers and volunteers, the program works with the linguistics and education departments at local colleges. Also, in order to retain qualified teachers and volunteers, on top of quarterly team meetings, the coordinator also works with teachers and volunteers individually to support and respond to their needs. We also created an online storage account where we can save our class materials to share with each other. During our team meetings, each teacher presents on activities or pedagogies that they want to share with other teachers. Such support and collaboration efforts help to reduce attrition.

QUALIFICATIONS OF STAFF – 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 grant application.

Note: 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 of 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, A) current Utah teaching license with an ELL endorsement, or B) must have a TESOL certification.

WIOA AEFLA Section 231(e)(9)

The coordinator Kona Eldredge holds an M.Ed in education along with a TESOL certificate. She has also been teaching language courses at the University of Utah for over four years and is currently working on her Ph.D in Education. Debbie Stone holds a Ph.D in Psychology and has been teaching for the program since the beginning of the program in 1998. Christina Yong has an MA in Linguistics with a TESOL certificate. She is currently teaching ESL courses at the University of Utah as well. Jamie Adams is our new teacher. She has a BA in Linguistics and a TESOL certificate. She is also working at the Asian Association of Utah as a computer instructor. Jan Orday is our volunteer. She is a retired school teacher with a K-12 ESL endorsement. Susan Rygg is a retired registered nurse who has a great passion and commitment to serve seniors from refugee backgrounds. Both volunteers have been working for the program for over two to three years now.

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 USBE Adult Education office at (801) 538-7821.

	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	Kona Eldredge	Instructor	✓	1.00	\$ 4,800.00	\$ 298.00						
2	Deborah Stone	Instructor	✓	1.00	\$ 9,000.00	\$ 558.00						
3	Jamie Adams	Instructor	✓	1.00	\$ 4,500.00	\$ 279.00						
4	Christina Yong	Instructor	✓	1.00	\$ 4,500.00	\$ 279.00						
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*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.

Salt Lake County Aging and Adult

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
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TOTALS - THIS PAGE			FTE 0.00	A \$ 0.00	B \$ 0.00		FTE 0.00	A \$ 0.00	B \$ 0.00	A+B=	\$ 0.00
TOTALS - PAGE 1 & 2			FTE 4.00	A \$ 22,800	B \$ 1,410		FTE 0.00	A \$ 0.00	B \$ 0.00	A+B=	\$ 24,214.00

*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	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
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*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	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 TESOL and Issue Date
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TOTALS - PAGE 1 & 2			FTE 0.00	\$ 0.00 A	\$ 0.00 B	\$ 0.00 A+B=	

*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.

COORDINATION/COLLABORATION FOR DEVELOPING CAREER PATHWAYS –

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, 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.

WIOA AEFLA Section 231(e) (10)

As a part of the Active Aging Program, the ESOL Program will carry out coordinative activities with the Liberty, West Jordan, Mount Olympus, Taylorsville, and Columbus Senior Centers. Coordinative activities with these entities will include: identifying and providing volunteers to assist with participant tutoring, technical support, classroom space, on-site computer labs and transportation; and identifying and referring potential students to the program.

This year, we will further develop partnerships with the University of Utah and other local colleges in which students can become learning partners for seniors to augment their classroom time and thus increase their opportunity to use English with native speakers. We have recruited teachers and volunteers through the Department of Linguistics at the University of Utah in order to locate qualified individuals. We also collaborate with Salt Lake County's Retired Senior Volunteer Program to recruit volunteers for our program.

We are also partnered with DWS and the Salt Lake County Senior Employment Program. This partnership will help our seniors to seek and learn about employment opportunities. Additionally, DWS funded our program to run our Taylorsville class. They recruited students from refugee backgrounds through their Refugee Services Office, and provided us with interpreters and transportation services. Taylorsville city also helps us with transporting students. We also work with the International Rescue Committee. They helped us organize two Columbus classes by recruiting students from refugee backgrounds. They also provided us with interpretation services and sent volunteer teachers. We are partnered with the Refugee and Immigrant Center - Asian Association of Utah as well. They refer older adult students to us who are looking for English classes. We refer individuals who are younger than 60 years old that are looking for intensive citizenship or computer classes to them. Our program is continuously seeking opportunities to work collaboratively with our local and one-stop partners in order to serve our students more effectively and efficiently.

FLEXIBLE SERVICES - 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).

WIOA AEFLA Section 231(e) (11)

Classes are planned and initially scheduled to accommodate as many senior ESOL students as possible. The coordinator communicates with senior center directors to identify classroom availability, and the classes are scheduled to meet during high traffic times. These efforts require careful coordination with individual senior centers and, in turn, Salt Lake County bus drivers in each community. The coordinator, instructors, and center directors have altered their university teaching assignments, classroom schedules in centers, and bus drivers' schedules and routes to reach senior ESOL learners across Salt Lake County. Our program offers classes with flexible schedules as there are both morning and afternoon classes. Also, we are providing transportation through senior centers, so students can easily attend other classes if their current class schedule does not work for them. Our Taylorsville class in particular is held in the evening to fit the schedules of seniors who work. Senior centers' transportation services are not offered in the evening. We are working with DWS and Taylorsville City to transport the students. Since Taylorsville City can only transport students within its area, DWS is helping us to transport students from the larger Salt Lake City area. Transporting students from their homes to their classroom usually takes anywhere from two to three hours; however, we believe that providing such a service is valuable and meaningful as it gives these seniors opportunities to learn and stave off isolation.

Seniors who cannot attend classes due to medical conditions are provided supplemental materials for study at home. Tutoring sessions with volunteers are available in some centers for students who cannot attend during regularly scheduled classes, and for students who desire additional instruction. We also work with seniors with disabilities, and their retention rate is high because our teachers work closely with them to accommodate their learning by creating inclusive lessons and activities, and transportation services are provided to them. Since our ESOL program is under the Health Promotion & Education Program, we have resources that can accommodate and support their needs. Furthermore, the County's Aging and Adult Services offers a Caregiver Support Program. This program allows our seniors who are caregivers to attend classes. The coordinator and instructors are required to undergo Salt Lake County's diversity, ethics, and sexual harassment prevention trainings upon being hired. Classrooms and restrooms at each senior center are fully accessible. Instructors are practiced in accommodating the many, daily special needs of Salt Lake County's senior population.

ENGLISH LANGUAGE ACQUISITION NEED - NOTE: This section must be completed only 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 area.

WIOA AEFLA Section 231(e)(13)

Within the Salt Lake area, we are the only program that provides English language learning services solely to older adults from immigrant and refugee backgrounds. We are specifically trained to work with this particular population so that they can be served more effectively. Other programs that work with immigrants and refugees often refer seniors to us for that reason. In our classes, seniors can learn at their own pace through its rigorous curriculum that is tailored to meet their needs and interests. We are able to hold classes at any senior centers within Salt Lake County. We are currently holding seven classes at five different senior centers in Salt Lake County (including Downtown Salt Lake City, South Salt Lake, Holladay, Taylorsville, and West Jordan). There has been more demand from other senior centers for us to host ESOL classes at their locations because many seniors have requested their nearby senior centers provide ESOL classes. However, due to the limited funding that is currently allocated to us, we are unable to establish any new classes or provide additional materials to students. Referring the students to other programs also has its limitations because most of them cannot provide transportation the way that we do. Also, seniors are likely to be located in multi-age classrooms in which they cannot easily keep up with the younger generations' learning pace. For this reason, many seniors have joined our program after experiencing difficulties in other programs.

PROGRAM PROFESSIONAL DEVELOPMENT PLAN TO MEET STUDENTS' LEARNING NEEDS

- As a provider describe the agency's 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 a variety of PD delivery options, including local in-house trainings, self-study and state/national sponsored workshops and training.

WIOA AEFLA Section 233(a)(2)

The foundation for the Salt Lake County ESOL program's professional development begins with the hiring of professional, ESL-certified staff. As a result, except for one teacher who holds a PhD in Psychology, all of our teachers are TESOL/ESL endorsed. Two hold master's degrees: one in Education (language emphasis), and one in Linguistics. Having highly qualified teachers is significant because with a budget allowing for six hours per week for teachers, there is a minimal amount of time for professional development compared to larger schools and programs.

Staff and volunteers meet quarterly for meetings/workshops at the Salt Lake County Active Aging offices, where two staff members use part of the two-hour meeting to present new possible pedagogies and approaches for meeting the needs of students in the classroom. Other teachers are also required to share one activity and provide necessary materials during the meeting. Two of the teachers are currently working and researching in higher education. They have presented at language education-related conferences and published articles. They have guided discussions and activities based on emerging research and best practices during the regularly-scheduled staff meetings.

As a team, we created an online cloud stage to collaboratively work with to share lessons, activities, materials, and useful links. The materials that teachers have created for their classes have been shared and effectively used by other teachers. This process has helped us to work collectively to serve our students in more effective and efficient ways.

All paid staff members are required to attend at least one professional development opportunity offered by the Utah State Office of Education annually. Furthermore, staff is encouraged to attend the COABE conference as allowed by State funding, and previously two teachers were able to attend. Curriculum is developed according to the Utah Adult Education Curriculum Framework for ESOL and English Language/Civics Education, and the coordinator oversees the framework for curricula unique to each senior center, as centers are located in different communities that serve unique and diverse demographics. Finally, volunteers are strongly encouraged to attend professional development opportunities provided by the USOE. All of our volunteers are BEST certified as well.

WIOA 243: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IEL/CE) – Describe how the agency will prepare English Language Learners (ELL) for and place learners in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities.

Note: The IEL/CE program must provide education services to ELL persons including professionals with degrees/credentials in their native countries.

WIOA AEFLA Section 243(c): Appendix C

N/A

OPTIONAL 1: WORKPLACE ADULT EDUCATION AND LITERACY**SPECIAL RULES**

INSTRUCTIONS: An agency applying for AEFLA funding for a Workplace Adult Education and Literacy project must also address the "Special Rules."

WIOA AEFLA Section 203(16)

- ☐ Provider is **not** seeking funding for a Workplace Adult Education Literacy project.
- ☐ Provider **is** seeking funding for a Workplace Adult Education Literacy project and has completed the following.

◆ WORKPLACE ADULT EDUCATION LITERACY

Workplace Adult Education Literacy activities are offered by an eligible provider 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 for a specific employer based on job needs by improving an employee's basic skills. 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. On the next page, 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 to this project in terms of funds or in-kind support to employer(s)?

Requirement 2- Use of AEFLA Funds. Describe how the agency will use funds received from this grant to carry out this project.

OPTIONAL 1: WORKPLACE ADULT EDUCATION AND LITERACY

SPECIAL RULES

WORKPLACE ADULT EDUCATION AND LITERACY NARRATIVE

SPECIAL RULES: An agency applying for AEFLA funding for a Family Literacy project must also address the "Special Rules."
WIOA AEFLA Section 203(9)

- ☐ Provider is not seeking funding for a Family Literacy project.
- ☐ Provider is seeking funding for a Family Literacy project and has completed the following.

◆ FAMILY LITERACY

Family Literacy project cooperative arrangements 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 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 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 will 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- An Age-Appropriate Education preparing children for success in school and life experiences. Describe how services will be delivered, where the instruction will be offered, and what research based curriculum will be used.

FAMILY LITERACY NARRATIVE

ATTACHMENTS FOR Community-Based Organizations, Faith-Based Organizations, Volunteer Literacy Organizations, and Public or Private Nonprofit Agencies

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.

(State Requirement)

- ☐ 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 financial sources and amount of all other revenue
- ☐ Most recent audited financial statement

APPENDIX A: Budget Definitions**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.

LINE ITEM B (Employee Benefits – 200)

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

LINE ITEM C (Purchased Professional and Technical Services – 300)

This budget category includes those services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. Providers (consultants) of such services, all travel, meals, lodging, honorarium/fees, materials, and related expenses are to be included in this category. Such consultants might also include staff of the 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 application 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 or staff travel to required USBE director meetings.

LINE ITEM F2 (Training – 580)

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

APPENDIX A: Budget Definitions (continued)

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/teaching 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, interagency coordination, 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, data entry and collection, plan alignment and role & responsibilities of One-Stop partner including infrastructure costs of the One-Stop, etc. 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.

APPENDIX A: Budget Definitions (continued)

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
- Food, treats, etc.
- Fundraising, solicitations, gifts, or investment costs
- GED[®] testing registration or administration
- Goods or services for personal use
- Housing and personal living expenses
- Lobbying
- Membership costs
- Relocation costs incurred incident to recruitment of a new employee
- Salaries or expenses for school boards or boards of directors
- Scholarships and student aid costs

In addition, providers must be aware that:

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

APPENDIX B: Integrated Education and Training (IET) Components

Definition: *A service approach that provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.*

Components: *Meet the requirement that adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that:*

1. *Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, and workforce training are EACH of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of ELIGIBLE individuals.*
2. *Occur simultaneously (means at the same time over the course/scope of the program); AND*
3. *Whether IET is funded from Title I, Title II or other funding streams the Integrated Education and Training program must have a single set of learning objectives that identifies specific adult education content, specific workforce preparation activities and specific workforce training competences and the program activities are organized to function cooperatively.*

Delivery of Integrated Education and Training under Title II meets the requirement that the integrated education and training program be “for the purpose of educational and career advancement” if

1. The adult education component of the program is aligned with Utah’s CCR standards; and
2. The Integrated Education and Training program is part of a career pathway.
3. IET can be an “onramp program” whereby adult education works with an existing certification program with the role to “ramp or bridge” the program content with the students and not reinvent the certification program.

NOTES:

1. Each of the above components must be of sufficient quality and intensity and use occupationally contextualized materials.
2. Each component must be provided through the overall scope of the adult education program.
3. IET must be designed for both educational and career advancement.
4. IET is part of a career pathway.
5. For students who need or are ready for IET it is necessary to use occupational relevant instructional materials, as appropriate, across the three required components of the IET program. Substituting general employability instructional materials for occupationally relevant instructional materials is not consistent with the statutory requirements of WIOA.

Adult education providers are not required to use AEFLA funds to provide the occupational training component of the IET program. It is logical to seek out other training resources through Title I before using Title II funds.

Not all students are required to participate in an IET whether by need or skill level. It is perfectly fine to integrate the other 8 literacy activities to prepare students to participate in IET.

Adult education AEFLA funds can only be used to pay for occupational training through a post-secondary or training provider if it is part of an IET program. And even then, it is logical to seek out other training resources through Title I before using Title II funds.

Career pathways go beyond classroom innovations to include robust participant support services. By adding to the IET critical workforce development activities from Title I, including support services and career counselling, navigation, placement and retention services, programs can ensure the education and training will have local labor market value and the participants will get the non-academic supports they need to meet with success.

When offering an IET the program must look at the needs of the employers and the workers.

Defining IET

INTEGRATED EDUCATION & TRAINING

"...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 educational and career advancement" (*Final WIOA regulations at 34 CFR §463.35*).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"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: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include
(i) occupational skill training...;
(ii) on-the-job training;
(iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs...;
(ix) job readiness training provided in combination with services...(i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

WIOA Opportunities for Action

Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level

2

Workforce Preparation Activities are 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;
- Skills necessary for successful transition into and completion of post-secondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

APPENDIX C: Integrated English Literacy & Civics Education (IEL/CE) Components

Definition: IEL/CE is defined as “education services provided to English language learners, 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:

- 1.) instruction in literacy and English language acquisition;
- 2.) instruction on the rights and responsibilities of citizenship and civic participation; and
- 3.) may include workforce training.

Each program that receives funding under WIOA AEFLA Section 243 must be designed to:

- 1.) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- 2.) integrate with DWS and its functions to carry out the activities of the program.

IEL/CE requires a program of instruction designed to assist English Language Learners achieve competence in reading, writing, speaking and comprehension of the English Language. Additionally, it requires that the program of instruction lead to attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education, or employment. Instruction must be delivered in combination with integrated education and training activities.

Two options are available to meet the requirements of IEL/CE being provided in combination with IET.

- 1.) Co-enrolling students in IET that is funded from other sources other than WIOA AEFLA Section 243 funds.
- 2.) Using WIOA AEFLA Section 243 funds to support IET activities.

NOTES:

- 1.) Not all students receiving educational services under Section 243 will require employment related services and therefore may have no need to be co-enrolled in occupational training.
- 2.) Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
- 3.) WIOA AEFLA Section 243 does not require all students enrolled in IEL/CE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
- 4.) However, agencies receiving funds under Section 243 must use the funds for IEL/CE in combination with IET activities. Thus, students for whom IET services are appropriate will have access to those services.

IEL/CE Program Components:

Component 1 - Literacy + English Language Acquisition + Civics Education

Provided in combination with

Component 2 - IET (Adult Education and Literacy activity + Workforce Preparation activities + Workforce Training (specific sector)

APPENDIX D: Prisons and Institutions Components

Corrections Education and Other Institutionalized Individuals Program Components:

With the passing of WIOA there are eight academic programs available (WIOA AEFLA Section 225):

- 1.) Adult education and literacy activities;
- 2.) Special education;
- 3.) Secondary school credit;
- 4.) Integrated education and training (IET);
- 5.) Career Pathways;
- 6.) Concurrent enrollment;
- 7.) Peer tutoring; and
- 8.) Transition to re-entry initiatives and other post-release services with goal of reducing recidivism.

Definitions:

Concurrent enrollment: The term “concurrent enrollment” means enrollment of student in two or more of the six core programs administered by WIOA.

Individual with a Barrier to Employment: The term “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.

Peer tutoring: The term “peer tutoring” means instructional model utilizing an institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutoring must be structured and overseen by educators who assist with training and supervise tutors, set educational goals and establish individualized plans of instruction and monitor student progress.

Re-entry and post-release services: The term “re-entry and post-release services” are services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include:

- a. education,
- b. employment services,
- c. substance abuse treatment,
- d. housing support,
- e. mental and physical health care, and
- f. family reunification services.

Re-entry/Post-Release Services: Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals’ transition to re-entry and other post-release services.

Examples include:

- 1) assisting incarcerated individuals to develop plans for post-release education program participation,
- 2) assisting students in identifying and applying for participation in post release programs, and
- 3) performing direct outreach to community-based program providers on behalf of re-entering students.

Funds may not be used for costs for participation in post-release programs or services.

Career pathway services are to be provided that support achievement of the vision and goals articulated in the UT WIOA State plan.

Priority of Services: Priority for services must be given to offenders who are likely to leave the correctional institution within five years of participation in the program.

RESOLUTION NO. _____

DATE: _____

RESOLUTION AUTHORIZING THE APPLICATION FOR FUNDING FROM THE UTAH
STATE OFFICE OF EDUCATION FOR AN ADULT BASIC EDUCATIONAL AND
ENGLISH LANGUAGE PROGRAM FOR 2017-2018 BY THE SALT LAKE COUNTY
DIVISION OF AGING AND ADULT SERVICES.

RECITALS

A. The Utah State Office of Education offers grant funding for literacy programs focused on instruction designed to help individuals of limited English Proficiency achieve competence in the English Language.

B. The Salt Lake County Division of Aging and Adult Services provides an English Literacy program specialized for adults over the age of 60 years who need help improving their English skills, and wishes to apply for grant funding from the Utah State Office of Education.

C. Provision "J" of the grant program assurances requires that the "governing body of the applicant" authorize the application.

D. Salt Lake County Division of Aging and Adult Services have prepared the grant application for execution. Said grant application is attached to this Resolution as Exhibit "A."

NOW, THEREFORE, IT IS HEREBY RESOLVED that application for grant funding from the Utah State Office of Education, as found in Exhibit A, is authorized.

SALT LAKE COUNTY COUNCIL

By: _____
Steve DeBry, Chair

ATTEST:

Sherrie Swensen
Salt Lake County Clerk

Council Member Bradley voting	_____
Council Member Bradshaw voting	_____
Council Member Burdick voting	_____
Council Member DeBry voting	_____
Council Member Granato voting	_____
Council Member Jensen voting	_____
Council Member Newton voting	_____
Council Member Snelgrove voting	_____
Council Member Wilson voting	_____

Digitally signed by David
Johnson
Reason: Approved as to form.
Date: 2017.03.08 10:34:58 -07'00'

EXHIBIT "A"

2017-2018

Program Application

For Funding Under the WIOA Adult Education and Family Literacy Act

Utah State Board of Education (USBE)

Project funding available by program type:

- Adult Education and/or English Language Acquisition Activities and Integrated English Literacy, and/or Civics Education (sec. 203)
- Corrections Education and Education for Other Institutionalized Individuals (sec. 225)
- Integrated English Literacy and Civics Education (sec 243)

Application Timeline

February 1, 2017	Proposal process initiated. Submit one application for each program funding sought.
March 10, 2017	<p>Application due. Send five (5) unbound copies to:</p> <p>Marty Kelly, Coordinator Adult Education Services Utah State Board of Education 205 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200</p> <p>Submissions must be received no later than 5:00 p.m. on March 10, 2017</p>
May 3-19, 2017	Application reviewed competitively as to respective merit.
July 2017	Award notice or application status provided to all providers.

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2017-2018**COVER SHEET****1. Name and Address of Provider Organization**

Name: Salt Lake County Aging and Adult Services

Street Address: 2001 South State Street, S1600

City: Salt Lake City

State: UTAH

County: Salt Lake

Zip Code: 84190

2. Date of Application: 03/10/2017**3. Project Starting Date: July 1, 2017****4. Completion Date: June 30, 2018****5. a. Federal Identification Number of Provider: 87-6000316****b. DUNS Number: 073133894****6. Project Director**

Name and Title: Marianne Christensen, Health Promotion Manager

E-mail Address mhchristensen@slco.org

Telephone: (385) 468-3084

Fax: (385) 468-3077

7. Type of Application

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

☒ **Adult Education and/or English Language Acquisition Activities and Integrated English Literacy, and/or Civics Education**

☒ ELL☐ ABE☐ AHSC

☐ **Corrections Education and Education for Other Institutionalized Individuals**

☐ ELL☐ ABE☐ AHSC

☐ **Integrated English Literacy and Civics Education**

8. Federal Funding Requested

\$ 26,014.00

Federal Funding Awarded

\$

(For USBE use only)

9. Federal Catalog Number (CFDA) 84.002A

PROGRAM ASSURANCES

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

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

- A. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type, and the provider will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.
- B. The grantee assures that funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA).
- C. The grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services, including those most at risk including: low income; housed in correctional facilities; needing basic literacy or English acquisition; seeking a high school diploma/GED; single parents; or employment, etc.
- D. The grantee assures that no person on the basis of age, provided the person is 16 years of age or older, an individual with a barrier to employment, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Adult Education and Family Literacy Act.
- E. The grantee assures that no qualified handicapped person provided the person is 16 years of age or older shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from state adult education financial assistance.
- F. The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, gender, color, national origin, sex, and disability.
- G. The grantee will operate in compliance with all federal/state rules, regulations, and state guidelines, maintaining effective control over, and accountability for all grant funds, property, and other assets or, if that is not feasible, will transfer title to the Utah State Board of Education (USBE) – Adult Education Services. Grantees shall adequately safeguard all property and assets and shall assure that they are used solely for authorized adult education purposes as defined by AEFLA.
- H. The grantee will annually submit a program compliance audit conducted by an independent source validating control of cash flow and data collected during the fiscal year July 1 through June 30 (state requirements).
- I. The grantee will submit an appropriately amended application prior to any material change greater than 10% affecting the purpose, administration, organization, budget, or operation of an approved project.
- J. The filing of this application has been authorized by the governing body of the provider. A signed copy of this grant and supporting documentation will be maintained for a period of seven years, three years on site and four years available.
- K. The grantee will give the grantor agency or the U. S. Comptroller General, through any authorized representative, access to all records or documents related to the grant, including the submission of reports as may be required.
- L. The grantee will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- M. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
- N. As a state requirement, the grantee will provide state and/or local (non-federal) matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year. State and/or local matching will be a minimum of twenty-five percent (25%) of the federal funding per year.

- O. The grantee will provide for cooperation with community action programs, work experience programs, AmeriCorps, work-study, and other programs relating to the antipoverty effort (state requirements).
- P. The grantee will provide for cooperation/coordination with programs under the Utah Department of Workforce Services, the Utah Office of Rehabilitation, the Utah College of Applied Technology, and the Utah System of Higher Education and local employers.
- Q. The grantee will provide for coordination with state and local agencies' reading improvement programs designed to provide reading instruction for adults (state requirements).
- R. The grantee will assure that no expenditure of program funds will be made for any activity of service related to sectarian instruction or religious worship.
- S. The grantee will prepare reports, containing such information as the State Superintendent of Public Instruction may reasonably require, to determine the extent to which funds have been effective in carrying out AEFLA and legislative purposes and project objectives.
- T. The grantee assures that the program will:
- (1) Utilize qualified administrative personnel and instructional staff.
 - (2) Provide guidance and counseling services.
 - (3) Provide year-round instruction as feasible.
 - (4) Develop effective recruitment and retention strategies.
 - (5) Provide adequate ADA and 504 accessible facilities, equipment, and materials, meeting adult learners' needs.
 - (6) Provide services at a reasonable cost/benefit.
- U. The grantee assures that resources will be available, and a process established, to develop a College and Career Pathway Plan (CCP) for each student that focuses specifically on the student's lowest literacy area as well as well as stackable career credentials, transition services to post-secondary, career training programs or employment.
- V. Academic instruction will focus on the lowest literacy area. Post-testing measurements will be completed after State defined minimum hours of academic instruction. The possibility of second year funding is partially contingent upon students served with AEFLA funds post-testing rates, level gains meeting or exceeding the state defined targets and compliance with state reporting requirements.
- W. The grantee assures that the Utah State Board of Education's requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), skills in democratic governance, skills as a consumer, problem solving skills, and career/occupational skills development will be top priorities of the program.
- X. As a state requirement, the grantee assures incorporation of the Utah Adult Education College and Career Ready Standards into all eligible instructional activities.
- Y. As a state requirement, the grantee assures that the state-approved standards for English for Speakers of Other Languages (ESL) will be used throughout the duration of the grant.
- Z. The grantee assures that all program staff assigned to administer state approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Utah State Board of Education – Adult Education Policy.
- AA. The grantee assures that community representatives, including employers, will be involved in program development and will continue to be involved in carrying out this program.
- BB. The grantee assures that state-required program data (including students' Social Security Numbers and Student Service Identification Number-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 College of Applied Technology, the Utah System of Higher Education, and the USBE Data Warehouse.

- CC. The grantee assures that requests for reimbursement with supporting expenditure back-up documentation and appropriate agency signatures will be submitted at least quarterly to the Utah State Board of Education.
- DD. The grantee assures that receipts and expenditures of all funds associated with adult education will be documented, accounted for, and available for review as required by the USBE and Office of Career, Technical, and Adult Education (OCTAE).
- EE. The grantee assures that all fees and tuition collected from adult education students are used within the program year to provide additional adult education and literacy services that it would otherwise be unable to provide and that the collection of fees and tuition are documented.
- FF. Program income from tuition and fees must be reported to the Utah State Board 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) expended within the program year they are received and;
 - (3) used only for costs allowable under AEFLA.

The Chief Administrative Officer, Business Administrator, and Project Director certify that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with all assurances noted above.

Chief Administrative Officer

Name (Type/Print): Mayor Ben McAdams

Title (Type/Print): Salt Lake County Mayor

Signature of Chief Administrative Officer:

Date:

Business Administrator

Name (Type/Print): Jessica Montgomery

Title (Type/Print): Fiscal Manager

Signature of Business Director:

Date: 3.8.17

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

Name (Type/Print): Marianne Christensen

Title (Type/Print): Health Promotion Manager

Signature of Project Director/Coordinator

Date:

Digitally signed by David Johnson

Reason: Approved as to form.

Date: 2017.03.08 10:37:57 -07'00'

Salt Lake County Aging and Adult Serv

PART 1: APPLICATION SUPPORT INFORMATION**DEBARMENT**

INSTRUCTIONS: Please review and sign.

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

THE PROVIDER CERTIFIES THAT IT AND ITS PRINCIPALS:

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
- B. Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connections with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- C. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph B of this certification.
- D. Have not, within a three-year period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause or default.

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

Chief Administrative Officer

Name (Type/Print): Mayor Ben McAdams

Title (Type/Print): Salt Lake County Mayor

Signature of Chief Administrative Officer:

Date:

Business Administrator

Name (Type/Print): Jessica Montgomery

Title (Type/Print): Fiscal Manager

Signature of Business Director:

Date:

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

Name (Type/Print): Marianne Christensen

Title (Type/Print): Health Promotion Manager

Signature of Project Director/Coordinator

Date:

Digitally signed by David Johnson

Reason: Approved as to form.

Date: 2017.03.08 10:38:40 -07'00'

PROJECTED MATCH FUNDING

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

\$ 26,014.00

2. 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.

Note: Matches defined in this grant cannot be used as a match for any other grant the agency is, has, or will apply for in the 17-18 program year.

Source/In-kind	Dollar Amount	How will projected match funding be used to support this project? Provide a description In-kind match.
2-A. Salt Lake County	\$ 10,500.00	Salt Lake County funds will be used for administrative salaries, to buy books, materials and for marketing.
2-B.	\$	
2-C.	\$	
2-D.	\$	
2-E.	\$	
2-F.	\$	
TOTALS		
SUBTOTAL (ITEM 2 ONLY)	\$ 10,500.00	
TOTAL (ITEMS 1 AND 2)	\$ 36,514.00	

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

Total Requested Budget: \$ 26,014.00

Budget Category	Federal Grant Share		Explanation/Detail WIOA AEFLA Section 233(a) (1) (2)
	Direct Student Services (At least 95%)	Administrative Services (No more than 5%)	
A. Salaries (100)	\$ 22,800		<p>List, by name, each person paid a salary from this grant on page 28. Show calculations by "category" here.</p> <p>Kona Eldredge/Instructor - \$16/hr X 6hr x 50 weeks = \$4800 Deborah Stone/Instructor - \$15/hr x 12 hr x 50 weeks = \$9000 Jamie Adams/Instructor - \$15/hr x 6 hr x 50 weeks = \$4500 Christina Yong/Instructor \$15/hr x 6 hr x 50 weeks = \$4500</p>
Total Salaries	\$ 22,800		
B. Employee Benefits (200)	\$ 1,414		<p>List, by name, each person receiving benefits from this grant on page 28. Show calculations by "category" here.</p> <p>Kona Eldredge \$4800 X .062 = \$298 Deborah Stone \$9000 x .062 = \$558 Jamie Adams \$4500 x .062 = \$279 Christina Yong \$4500 x .062 = \$279</p>
Total Benefits	\$ 1,414		
Total A+B	\$ 24,214		
C. Purchased Professional and Technical Services (300)			
D: Purchased Property Services (400)			

Salt Lake County Aging and Adult Se



PART 3: BUDGET INFORMATION

E. Other Purchases (500)			
F1. Travel (580)		\$ 300	<p><u>\$ 300</u> Travel for Director/Coordinator/Staff to attend two (2) State Adult Education Directors'/Coordinators' meetings as per state travel eligibility requirements. Note: Travel to Directors/Coordinators meetings is considered Administrative Services.</p> <p>_____ Other travel (e.g., travel to teaching sites, site visits) – List traveler(s), destination and amount. Note: Travel to teaching sites is considered Direct Student Services, Travel for professional development is considered Administrative Services.</p>
F2. Training/ Professional Development (580)			_____ Specific Training/Define (Travel costs associated with training, etc.)
G. Supplies, Materials, and Property less than \$5,000 (600)	\$ 1,500		<p>Student textbooks \$1000</p> <p>Best Test booklets \$500</p>
H. Other (800)			
I. Total Direct Costs (Lines A through H)	\$ 25,714	\$ 300	



J. Indirect Cost			<p>_____ % (list the project percentage charged) Indirect Cost Rate Chart 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</p> <p>Note: If your agency chooses to charge less than the agreed upon indirect cost rate, list cost rate above and insert notation below.</p>
K. Property (700) Note: only items with an individual value of \$5,000 or greater are defined here.			
L. TOTAL (Lines I through K)	\$ 25,714	\$ 300 (this amount must be equal to or less than 5% of total budget)	
M. GRAND TOTAL	\$ 26,014		The Grand Total must match the budget total from the top of the Budget Summary Explanation page.

REQUEST FOR WAIVER TO INCREASE ADMINISTRATIVE COSTS

WIOA AEFLA Section 233(b)

**Adult Education Family Literacy Act
Request for Waiver of Administrative Costs to Exceed 5%
of Federal Adult Education and Family Literacy Act Funds**

The provider organization/agency, _____ requests a waiver to expend _____ % of its Adult Education and Family Literacy Act federal budget for non-instructional costs for program year 2017-18.

We the undersigned, acknowledge that 95% of the federal grant is expected to be used for instructional purposes unless a waiver is approved. One or both of the following categories must apply. We further understand that a waiver for administrative costs in excess of 5% of the federal budget amount will be granted only in exceptional circumstances.

(Check one or both statements, as applicable, providing rationale for the waiver request.)

☐

The administrative activities relate to the achievement of AEFLA state goals to improve program quality and level of service, as explained here:

☐

A 5% limit on administrative expenditures would not provide for sufficient planning, management, evaluation, coordination, 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, data entry and collection, plan alignment, role and responsibilities of One-Stop partner including infrastructure costs of the One-Stop, etc. as explained here:

We provide these assurances/justifications with respect to this waiver request.

Program Director Signature

Business Director Signature

For State Use Only

A waiver for program year 2017-18 ☐ is granted ☐ is not granted

Adult Education State Coordinator

Date

DEMONSTRATED EFFECTIVENESS - Future competitions will require full implementation of this competition requirement.

Describe the agency's demonstrated 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 post-secondary 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.

WIOA AEFLA Section 231(e) (3) and WIOA Section 116(b) (2)(A) (i)

Our program has three classes that are specifically designed for older adult learners from refugee backgrounds. Two classes started in 2014, and another class started in 2015. These classes consist of predominantly students with the lowest levels of literacy. Almost everyone had no schooling in their home countries.

During the 2014-2015 academic year, ELL 1's percent with level gains was at 5% while the state target percent for level gains was 40%. When the students were initially enrolled, most of them could not write their names in either their home languages or in English, or read and write alphabet letters or numbers. The teachers worked collaboratively to investigate pedagogies and create materials that adapt to the students' specific needs because even the USOE's suggested curriculum materials for ESOL 1 were too advanced for older adults from refugee backgrounds who had no previous educational experience. The teachers came up with hands-on activities and worksheets that are strategically designed after taking students' interests and existing skill sets into consideration. We focused on translanguaging pedagogy (Garcia & Li Wei, 2014) and incorporate it in our instruction to recognize older adult students' existing language and cultural practices as valuable funds of knowledge that can facilitate their English learning. In order to more effectively implement this pedagogy and build a relationship with the students, we also learned students' languages.

As a result, during the 2015-2016 academic year, the percent with level gains increased from 5% to 45% within the program. The number exceeded the state target percent for level gains, which was 40%. Considering that the students were in competition with younger demographics in other programs (we are serving older adults who are 60 years old or older), such an accomplishment is fascinating, because the students themselves also had a deficit perception of themselves as poor language learners due to their age and interrupted schooling. Our students and teachers worked together and challenged themselves to disrupt such misconceptions of older adult language learners.

Most of our students are retired and no longer in the labor force. However, some students do desire employment once they become more proficient in both verbal and written forms to better function at work.

References

García, O., & Li Wei (2014). Translanguaging: Language, bilingualism and education. New York: Pal

ABSTRACT – 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.

WIOA AEFLA Section 231(e)(1); Section 222(1)

The ESOL Program provided by Salt Lake County's Active Aging Program will work to meet the needs of a growing demographic: adults who are age 60 and older from immigrant and refugee backgrounds and who require a learning environment that takes into account the unique physical and cognitive needs of older adults. The Active Aging Program's ESOL classes help elderly refugees and immigrants learn English and assist in their efforts to integrate into society while placing them in a peer support group to improve English skills. During program year 2017-2018, the ESOL program will provide seven ESOL classes at different levels. These classes will provide six hours of instruction per week. The curriculum will focus on the language and mathematical related content that is needed for older adults to successfully be able to cope with real-life day-to-day tasks and situations and will be tailored specifically for this older population. The program's goals for the targeted population include: achieving U.S. citizenship; participating in volunteer opportunities in the community; obtaining employment; successfully communicating with service providers, especially health care providers; and communicating with their neighbors and with their English-speaking children and grandchildren.

Salt Lake County has experienced a large increase in the refugee and immigrant population in recent years. Although older immigrants and refugees make up a significant proportion of the population, they are often neglected in terms of education programs since those programs mainly focus on youth and younger adults. Even when these older adults are placed in an English classroom, they are often left behind as their learning pace and learning strategies differ significantly from the majority of students who are younger. Our program has been committed to serving this population since 1997. By implementing pedagogical methods and content relevant to older adults with immigrant and refugee backgrounds, we strive to provide meaningful education for our seniors. Through our program, we believe that they can learn English at their own pace and for their own purposes.

As an adult education and literacy program, we are providing English and civics education to older adult learners. Although most of our students are retired and not in the workforce, our curriculum contains employment related content to inform them about U.S. employment and encourage seniors to seek employment. We are also working with DWS to support our students from refugee backgrounds. We will expand and continue our partnership with them to provide employment services for seniors who are interested in seeking employment.

Serving Individuals Most in Need – 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.) Those who are English Language Learners (see appendix for definition of Individuals with a Barrier to Employment); and 2) describe how the agency will provide services to individuals with disabilities, including individuals with learning disabilities.

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

Our program serves the most vulnerable population in the community. The students are age 60 and older. They are from immigrant or refugee backgrounds. Many of the students had no schooling or interrupted schooling. Furthermore, considering the age of the population, there are many students that are physically and mentally impaired. Many seniors who are from refugee backgrounds suffer from traumatic events that occurred prior to their resettlement. Despite these challenges, our students come to English classes to achieve their goals. Our teachers work with students with disabilities closely to accommodate their specific needs (e.g., designing activities that are inclusive and student centered).

MEASURABLE GOALS

- Explain how the proposed project will assist students in making progress toward their goals. Providers who have not been previous providers under AEFLA, are also required to address each of the five goals.

WIOA AEFLA Section 231(e) (3) and WIOA Section 116(b) (2) (A) (i)

Goal –Increase in number of Utah secondary school diploma or High School Equivalency credentials achieved. Note: For agencies that are solely ELL providers: Describe the foundational skills pathway to increase the number of students who will transition to a high school diploma or High School Equivalency program.	
Strategies to achieve goal.	Because our students are age 60 and older, most of them are retired and do not seek secondary or higher education. Some of them have already completed high school.
Specific activities that will be used to achieve goal.	Our program provides opportunities for older adults to actively pursue their own learning goals in the community. To this end, we inform, encourage and even transport students to community activities that help to enhance their ability to pursue their individual educational goals. Some examples include transportation to and from health fairs, museums, and special exhibits. Pre- and post-instruction is included when they take part in a community activity.
Goal –Describe the agency's bridge/career pathway to increase in number of participants who engage in post-secondary education or training activities leading to a recognized post-secondary credential, marketable certificate or employment.	
Strategies to achieve goal.	Most of our students are not seeking employment. They are retired, and although they are seeking ways to make their lives more meaningful, this is a time in their lives when they are pursuing hobbies, taking part in community activities, and helping to raise grandchildren.
Specific activities that will be used to achieve goal.	Our program provides opportunities for older adults to actively pursue their own learning goals in the community. We also use context-specific materials and instruction aligned with the Utah Adult Education ESOL Standards to meet the needs of our students. Although most of our students are not seeking employment, we provide lessons on workplace, employment and workforce preparation activities. We partner with the Senior Community Service Employment program in our county to provide job training opportunities for our older adult students.

MEASURABLE GOALS NARRATIVE (continued)

Goal – Enrollment in post-secondary education and/or training program.	
Strategies to achieve goal.	Because our students are age 60 and older, most of them are retired and do not seek secondary or higher education. They are retired and although they are seeking ways to make their lives more meaningful, this is a time in their lives when they are pursuing hobbies, taking part in community activities, and helping to raise grandchildren.
Specific activities that will be used to achieve goal. <ul style="list-style-type: none">• Describe academic and career related counseling combined with other student support services.• <u>Bridge pathways</u> to ensure student successful transition.• Academic assessments in line with the receiving institution to ensure student readiness for enrollment• Facilitation of the admissions and financial aid process for transition students.• Specific services provided by core partners.	Our program provides opportunities for older adults to actively pursue their own learning goals in the community. To this end, we inform, encourage and even transport students to community activities that help to enhance their ability to pursue their individual educational goals. Some examples include transportation to and from health fairs, museums, and special exhibits. Pre- and post-instruction is included when they take part in a community activity. We also use context-specific materials and instruction aligned with the Utah Adult Education ESOL Standards to meet the needs of our students. Although most of our students are not seeking employment, we provide lessons on workplace, employment and workforce preparation activities.

MEASURABLE GOALS NARRATIVE (continued)

Goal – Increase in number of students entering employment. Describe how the agency will coordinate with the local One-Stop and local employers ensuring that adult education services meet the needs of job seekers and employers.	
Strategies to achieve goal.	We are currently partnered with Salt Lake County's Senior Employment Program, which is a Senior Community Service Employment provider. The program specialist gave us a presentation during our team meeting and informed us of ways that we can refer students who are interested in finding employment to the program or other community employment programs.
Specific activities that will be used to achieve goal.	The teachers inform the students of possible employment opportunities and ask students to reach out to them if they are interested. Also, we plan to have employment specialists visit our classrooms and team meetings to inform our students and teachers regarding senior employment.

Goal – Describe how the agency's will meet the State adjusted levels of performance as identified in the Combined State Plan, including how the agency will collect the data to report on such performance indicators.	
Strategies to achieve goal.	The program will work closely with DWS and Salt Lake County's Senior Employment Program or equivalent programs in order to increase student interest in employment and inform them regarding senior employment. The program's curriculum will also increase workforce related content.
Specific activities that will be used to achieve goal.	The teachers inform the students of possible employment opportunities and ask students to reach out to them if they are interested. Also, we plan to have employment specialists visit our classrooms and team meetings to inform our students and teachers regarding senior employment. The coordinator and teachers will redesign the current curriculum to increase the number of lessons and activities that are related to the workforce in order to improve the students' workforce literacy.

LOCAL PLAN and ONE-STOP ALIGNMENT –Describe how the agency demonstrates alignment between proposed activities and services and the strategies and goals of the State Plan as well as the activity and services of the one-stop partners.

Note: Utah is a single service state meaning that the State Workforce Development Board service as the Local Board and the State Plan is considered the local plan.

WIOA AEFLA Section 231(e)(4) WIOA Section 108: Appendix B. UT WIOA State Plan

The ESOL program is specifically designed to serve older adults who are from immigrant and refugee backgrounds. We are the only ESOL program in Salt Lake City that focuses solely on this particular group because the support that they need must consider their age and immigrant backgrounds. As an adult education and literacy program, we are providing English and civics education to older adult learners. Our curriculum contains employment related content to inform seniors about U.S. employment and encourage them to seek employment. Because our program is part of Salt Lake County's active aging services and its classes are offered at senior centers, our students have easy access to computer classes, health classes, senior volunteer programs, senior employment services, supplemental nutrition assistance, exercise classes and socialization. It is important to note that some of our students are currently working at the senior centers where their ESOL classes are held.

We are also partnered with DWS and the Salt Lake County Senior Employment Program. This partnership will help our seniors to seek and learn about employment opportunities. Additionally, DWS funded our program to run our Taylorsville class. They recruited students from refugee backgrounds through their Refugee Services Office, and provided us with interpreters and transportation services. Taylorsville City also helps us with transporting students. We also work with the International Rescue Committee. They helped us organize two Columbus classes by recruiting students from refugee backgrounds. They also provided us with interpretation services and sent volunteer teachers. We are partnered with the Refugee and Immigrant Center - Asian Association of Utah as well. They refer older adult students to us who are looking for English classes. We refer individuals who are younger than 60 years old that are looking for intensive citizenship or computer classes to them. Our program is continuously seeking opportunities to work collaboratively with our local and one-stop partners in order to serve our students more effectively and efficiently.

INTENSITY AND QUALITY OF SERVICES

- 1.) Describe how the agency's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- 2.) Describe the instructional practices that will be utilized to assure student's instructional level gain including the essential components of reading instruction.
- 3.) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks. It is a state requirement that all classes funded by this grant provide 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.

WIOA AEFLA Section 231(e)(5)

Classes in this program will be offered Monday through Friday throughout the year. Enrollees have the opportunity to attend classes or tutoring sessions for 6 hours per week for a potential total of 300 + hours per year. Due to illness, chronic health problems, and occasional out-of-country travel, enrollees' hours may not reach 300.

Seven classes will be offered at five locations in Salt Lake County including:

Liberty Senior Center - 251 East, 700 South (2 Classes)

West Jordan Senior Center - 8025 South 2200 West

Mount Olympus Senior Center - 1635 East Murray-Holladay Road

Columbus Senior Center - 2531 South 400 East (2 Classes)

Taylorsville Senior Center - 4743 S Plymouth View Dr.

Some enrollees come to our classes at a pre-literate level and/or with very few years of formal education, if any. As a result, their phonemic awareness is extremely limited. Their initial need is to develop oral language skills along with receptive literacy skills (e.g., reading the materials that impact them immediately such as warning signs, food labels, calendars, time, prices, etc.). In addition, early lessons emphasize memorization of the student's name, address, phone number and the spellings of these personal identification items. For fluency activities, instructors utilize strategies such as language experience activities and picture stories. Phonemic awareness activities include word families and sound/letter coordination. Because our older students often have hearing difficulties as well, we look at the students' ability to understand and be understood above technical accuracy. For example, because a common need for our students is to communicate with health care providers, recognizing the letter combinations in various medications is important. Because many of our students have had little to no formal education, they are often not aware of the strategies they can use to improve comprehension. Due to the cognitive demand of decoding, they often have a difficult time understanding what they are reading. To help improve comprehension, we utilize pre-reading activities such as KWL, predicting, semantic maps, and vocabulary exercises. As comprehension is linked to world knowledge, we also attempt to incorporate field trips to community programs, events, and activities. These have included senior health fairs, Senior Expo, Tracy Aviary, the Utah Opera, etc. With each excursion, we anticipate that the students will expand their awareness and knowledge of not only community resources, but also ways to use and understand written and spoken English.

Our programs offer classes with flexible schedules because there are both morning and afternoon classes. Also, we are providing transportation through the senior centers, so students can easily attend the classes. We also work with seniors that have disabilities, and their retention rate is high because our teachers work closely with them to accommodate their learning by creating inclusive lessons and activities. Since the ESOL program is under the Health Promotion & Education Program, we have resources that can accommodate and support their needs. Furthermore, the County's Aging and Adult Services offers a Caregiver Support Program. This program allows our seniors who are caregivers to attend classes.

Salt Lake County Aging a

Consideration 5B: INTENSITY, QUALITY AND DURATION**INTENSITY AND DURATION OF SERVICES – SITES AND SERVICES**

Define the agency's proposed service pattern, including all out-reach sites.

It is a state requirement that each class funded from this grant provide a minimum of 6 hours of instruction per class per week.

WIOA AEFLA Section 231(e) (5)

Program Year: 2017-2018

Begin Date: 07/01/2017

End Date: 06/30/2018

Site by name and address: Liberty Senior Center 251 E. 700 S. SLC ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered	ESOL Class	ESOL Class	ESOL Class	ESOL Class			
Time offered	9-11 AM	9:30-11:30A	9-11 AM	9:30-11:30A			

Site by name and address: Mt Olympus Senior Center 1635 E. Murray ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class		ESOL Class			
Time offered		9:30AM-11:15AM		9:30AM-11:15AM			

Site by name and address: West Jordan Senior Center 8025 S. 2200 W ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class		ESOL Class			
Time offered		12-2PM		12-2PM			

Site by name and address: Columbus Senior Center 2531 S. 400 E. ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered		ESOL Class	ESOL Class	ESOL Class	ESOL Class		
Time offered		11:30AM-1:30PM	11:30AM-1:30PM	11:30AM-1:30PM	11:30AM-1:30PM		

Site by name and address: Taylorsville Senior Center 4743 Plymouth Vi ☒ Open enrollment ☐ Managed enrollment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Services offered	ESOL Class		ESOL Class				
Time offered	5:30-8PM		5:30-8PM				

EFFECTIVE EDUCATIONAL PRACTICES - 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 research available and appropriate, including scientifically valid research and effective educational practices.

WIOA AEFLA Section 231(e)(5)(b)(6)

The Aging and Adult Services ESOL curriculum is founded on the Utah Adult Education Curriculum Framework for ESOL and English Language and Civics Education, provided by the Utah State Office of Education's Adult Education Services division. The standards are divided into 6 ESOL levels, as identified by the National Reporting System (NRS). A citizenship instructional guide is also provided.

The ESOL framework recognizes two critical dimensions for adult education: 1) a focus on skills, and 2) an acknowledgment that adults are developing their skills in order to use them in specific contexts. Instructors for Aging and Adult Services emphasize context and transferable skills in lesson planning and larger curricular and pedagogical plans. We also emphasize on student-centered pedagogy.

The skills for mastery of English language learning are defined in the following strands of the framework: 1. Listening, 2. Speaking, 3. Reading, 4. Writing, 5. Navigating Systems, 6. Inter-Cultural Knowledge and Skills, 7. Developing Strategies and Resources for Learning, and Civics Education, 8. Citizenship. Additionally, we focus on numeracy skills, workplace literacy, and health literacy.

Within the framework, instructors develop their lessons taking their students' needs into consideration. Two of our instructors are currently teaching language courses at a local university and doing research on language education in academia. They also published peer-reviewed academic journals and presented at conferences. As a team, we work collaboratively to inform each other on recent research and educational practices in our quarterly workshops. Additionally, instructors participate in the professional development opportunities that USOE offers.

USE OF TECHNOLOGY AND DELIVERY – 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.

WIOA AEFLA Section 231(e)(7)

Instructors use a variety of technology to assist in the classroom and meet the needs of diverse learners. Each senior center in which the Aging and Adult Services ESOL Program operates includes a computer lab that instructors use to improve English and computer literacy. Centers operate overhead projectors, big-screen televisions, DVD players, and VCRs, which are occasionally used in instruction.

The ESOL Program utilizes two laptops for BEST-Plus speaking assessments. These were provided by Salt Lake County's Active Aging Program, and are available for instructors to check out as needed for assessment across the county. Additionally, mobile technology is regularly used to coordinate testing, class scheduling, and other information between instructors and the coordinator.

Instructors use mobile devices such as laptops and tablets along with projectors in classrooms to assist in instruction, and to adapt instruction on-the-go in order to best meet the needs of students. Also, we utilize mobile devices during instruction to promote digital and multimodal literacy. Computer literacy is also included in our curriculum such as learning computer related terms, computer navigation, internet searching, etc.

INTEGRATED EDUCATION AND TRAINING – 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.

WIOA AEFLA Section 231(e) (8); Section 203 (11); Appendix B

Most of our seniors are not in the workforce; however, workplace literacy lessons are integrated into our curriculum for the following reasons: 1) Most of our seniors have not worked in the United States. Therefore, we included it in our curriculum to inform them on the socio-cultural aspects of the workforce. 2) By teaching workplace literacy, we are encouraging our students to become interested in seeking employment. 3) Workplace literacy also helps the students who are already in the workforce to effectively communicate and carry out their duties in the workplace. 4) Most of our students live with their children. They are interested in understanding their children's work environments and situations. 5) Most of our seniors rely on their children when using public services. Workplace literacy will help them to be self-sufficient when using the services. Our program uses all five skills (reading, writing, speaking, listening, numeracy) to teach students workplace related content. Most importantly, we refer to Utah Adult Education Curriculum Framework's NRS Education Functioning Levels for ESOL when planning lessons. Specifically, we set objectives and design our lessons based on the suggested "functional and workplace skills."

QUALIFICATIONS OF STAFF - Indicate the number of ABE/ELL trained staff who are being paid for from this application. Attach resumes of **all** staff that will be assigned to this project.

WIOA AEFLA Section 231(e) (9)

Number of staff for this grant only:

_____ Teachers with current Utah license (elementary, secondary, special education, or adult education ARL)

3 _____ ESL-endorsed employees (TESOL or K-12 ESL Endorsement)

_____ Counselors with current Utah license

_____ Administrators with current Utah license

2 _____ Volunteers

- ◆ Describe specific efforts to recruit and retain adult education qualified staff and volunteers (Note: the description must be more than “follow agency policy”).

The ESOL program for Salt Lake County Aging and Adult Services utilizes highly qualified teachers. We hired a new teacher last year because the former teacher moved to a different state for reasons related to her spouse's new employment. Other than the new teacher, the other teachers and volunteers have been working for the program for several years now. To recruit highly qualified teachers and volunteers, the program works with the linguistics and education departments at local colleges. Also, in order to retain qualified teachers and volunteers, on top of quarterly team meetings, the coordinator also works with teachers and volunteers individually to support and respond to their needs. We also created an online storage account where we can save our class materials to share with each other. During our team meetings, each teacher presents on activities or pedagogies that they want to share with other teachers. Such support and collaboration efforts help to reduce attrition.

QUALIFICATIONS OF STAFF – 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 grant application.

Note: 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 of 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, A) current Utah teaching license with an ELL endorsement, or B) must have a TESOL certification.

WIOA AEFLA Section 231(e)(9)

The coordinator Kona Eldredge holds an M.Ed in education along with a TESOL certificate. She has also been teaching language courses at the University of Utah for over four years and is currently working on her Ph.D in Education. Debbie Stone holds a Ph.D in Psychology and has been teaching for the program since the beginning of the program in 1998. Christina Yong has an MA in Linguistics with a TESOL certificate. She is currently teaching ESL courses at the University of Utah as well. Jamie Adams is our new teacher. She has a BA in Linguistics and a TESOL certificate. She is also working at the Asian Association of Utah as a computer instructor. Jan Orday is our volunteer. She is a retired school teacher with a K-12 ESL endorsement. Susan Rygg is a retired registered nurse who has a great passion and commitment to serve seniors from refugee backgrounds. Both volunteers have been working for the program for over two to three years now.

Salt Lake County Aging and Adult S

Consideration 9B(2): STAFFING

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 USBE Adult Education office at (801) 538-7821.

	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	Kona Eldredge	Instructor	✓	1.00	\$ 4,800.0	\$ 298.00						
2	Deborah Stone	Instructor	✓	1.00	\$ 9,000.0	\$ 558.00						
3	Jamie Adams	Instructor	✓	1.00	\$ 4,500.0	\$ 279.00						
4	Christina Yong	Instructor	✓	1.00	\$ 4,500.0	\$ 279.00						
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TOTALS - THIS PAGE				FTE 4.00	\$ 22,800 A	\$ 1,414 B		FTE 0.00	\$ 0.00 A	\$ 0.00 B	\$ 24,214.00 A+B=	

*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	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
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TOTALS - THIS PAGE			FTE 0.00	A \$0.00	B \$0.00		FTE 0.00	A \$0.00	B \$0.00	A+B= \$0.00	
TOTALS - PAGE 1 & 2			FTE 4.00	A \$22,800	B \$1,410		FTE 0.00	A \$0.00	B \$0.00	A+B= \$24,214.00	

*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	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
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TOTALS - THIS PAGE			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	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 TESOL and Issue Date
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TOTALS - THIS PAGE			FTE 0.00	A \$ 0.00	B \$ 0.00	A+B= \$ 0.00	
TOTALS - PAGE 1 & 2			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.

COORDINATION/COLLABORATION FOR DEVELOPING CAREER PATHWAYS –

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, 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.

WIOA AEFLA Section 231(e)(10)

As a part of the Active Aging Program, the ESOL Program will carry out coordinative activities with the Liberty, West Jordan, Mount Olympus, Taylorsville, and Columbus Senior Centers. Coordinative activities with these entities will include: identifying and providing volunteers to assist with participant tutoring, technical support, classroom space, on-site computer labs and transportation; and identifying and referring potential students to the program.

This year, we will further develop partnerships with the University of Utah and other local colleges in which students can become learning partners for seniors to augment their classroom time and thus increase their opportunity to use English with native speakers. We have recruited teachers and volunteers through the Department of Linguistics at the University of Utah in order to locate qualified individuals. We also collaborate with Salt Lake County's Retired Senior Volunteer Program to recruit volunteers for our program.

We are also partnered with DWS and the Salt Lake County Senior Employment Program. This partnership will help our seniors to seek and learn about employment opportunities. Additionally, DWS funded our program to run our Taylorsville class. They recruited students from refugee backgrounds through their Refugee Services Office, and provided us with interpreters and transportation services. Taylorsville city also helps us with transporting students. We also work with the International Rescue Committee. They helped us organize two Columbus classes by recruiting students from refugee backgrounds. They also provided us with interpretation services and sent volunteer teachers. We are partnered with the Refugee and Immigrant Center - Asian Association of Utah as well. They refer older adult students to us who are looking for English classes. We refer individuals who are younger than 60 years old that are looking for intensive citizenship or computer classes to them. Our program is continuously seeking opportunities to work collaboratively with our local and one-stop partners in order to serve our students more effectively and efficiently.

FLEXIBLE SERVICES - 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).

WIOA AEFLA Section 231(e) (11)

Classes are planned and initially scheduled to accommodate as many senior ESOL students as possible. The coordinator communicates with senior center directors to identify classroom availability, and the classes are scheduled to meet during high traffic times. These efforts require careful coordination with individual senior centers and, in turn, Salt Lake County bus drivers in each community. The coordinator, instructors, and center directors have altered their university teaching assignments, classroom schedules in centers, and bus drivers' schedules and routes to reach senior ESOL learners across Salt Lake County. Our program offers classes with flexible schedules as there are both morning and afternoon classes. Also, we are providing transportation through senior centers, so students can easily attend other classes if their current class schedule does not work for them. Our Taylorsville class in particular is held in the evening to fit the schedules of seniors who work. Senior centers' transportation services are not offered in the evening. We are working with DWS and Taylorsville City to transport the students. Since Taylorsville City can only transport students within its area, DWS is helping us to transport students from the larger Salt Lake City area. Transporting students from their homes to their classroom usually takes anywhere from two to three hours; however, we believe that providing such a service is valuable and meaningful as it gives these seniors opportunities to learn and stave off isolation.

Seniors who cannot attend classes due to medical conditions are provided supplemental materials for study at home. Tutoring sessions with volunteers are available in some centers for students who cannot attend during regularly scheduled classes, and for students who desire additional instruction. We also work with seniors with disabilities, and their retention rate is high because our teachers work closely with them to accommodate their learning by creating inclusive lessons and activities, and transportation services are provided to them. Since our ESOL program is under the Health Promotion & Education Program, we have resources that can accommodate and support their needs. Furthermore, the County's Aging and Adult Services offers a Caregiver Support Program. This program allows our seniors who are caregivers to attend classes. The coordinator and instructors are required to undergo Salt Lake County's diversity, ethics, and sexual harassment prevention trainings upon being hired. Classrooms and restrooms at each senior center are fully accessible. Instructors are practiced in accommodating the many, daily special needs of Salt Lake County's senior population.

ENGLISH LANGUAGE ACQUISITION NEED - NOTE: This section must be completed only 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 area.

WIOA AEFLA Section 231(e)(13)

Within the Salt Lake area, we are the only program that provides English language learning services solely to older adults from immigrant and refugee backgrounds. We are specifically trained to work with this particular population so that they can be served more effectively. Other programs that work with immigrants and refugees often refer seniors to us for that reason. In our classes, seniors can learn at their own pace through its rigorous curriculum that is tailored to meet their needs and interests. We are able to hold classes at any senior centers within Salt Lake County. We are currently holding seven classes at five different senior centers in Salt Lake County (including Downtown Salt Lake City, South Salt Lake, Holladay, Taylorsville, and West Jordan). There has been more demand from other senior centers for us to host ESOL classes at their locations because many seniors have requested their nearby senior centers provide ESOL classes. However, due to the limited funding that is currently allocated to us, we are unable to establish any new classes or provide additional materials to students. Referring the students to other programs also has its limitations because most of them cannot provide transportation the way that we do. Also, seniors are likely to be located in multi-age classrooms in which they cannot easily keep up with the younger generations' learning pace. For this reason, many seniors have joined our program after experiencing difficulties in other programs.

PROGRAM PROFESSIONAL DEVELOPMENT PLAN TO MEET STUDENTS'

LEARNING NEEDS - As a provider describe the agency's 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 a variety of PD delivery options, including local in-house trainings, self-study and state/national sponsored workshops and training.

WIOA AEFLA Section 233(a) (2)

The foundation for the Salt Lake County ESOL program's professional development begins with the hiring of professional, ESL-certified staff. As a result, except for one teacher who holds a PhD in Psychology, all of our teachers are TESOL/ESL endorsed. Two hold master's degrees: one in Education (language emphasis), and one in Linguistics. Having highly qualified teachers is significant because with a budget allowing for six hours per week for teachers, there is a minimal amount of time for professional development compared to larger schools and programs.

Staff and volunteers meet quarterly for meetings/workshops at the Salt Lake County Active Aging offices, where two staff members use part of the two-hour meeting to present new possible pedagogies and approaches for meeting the needs of students in the classroom. Other teachers are also required to share one activity and provide necessary materials during the meeting. Two of the teachers are currently working and researching in higher education. They have presented at language education-related conferences and published articles. They have guided discussions and activities based on emerging research and best practices during the regularly-scheduled staff meetings.

As a team, we created an online cloud stage to collaboratively work with to share lessons, activities, materials, and useful links. The materials that teachers have created for their classes have been shared and effectively used by other teachers. This process has helped us to work collectively to serve our students in more effective and efficient ways.

All paid staff members are required to attend at least one professional development opportunity offered by the Utah State Office of Education annually. Furthermore, staff is encouraged to attend the COABE conference as allowed by State funding, and previously two teachers were able to attend. Curriculum is developed according to the Utah Adult Education Curriculum Framework for ESOL and English Language/Civics Education, and the coordinator oversees the framework for curricula unique to each senior center, as centers are located in different communities that serve unique and diverse demographics. Finally, volunteers are strongly encouraged to attend professional development opportunities provided by the USOE. All of our volunteers are BEST certified as well.

WIOA 243: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IEL/CE) – Describe how the agency will prepare English Language Learners (ELL) for and place learners in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities.

Note: The IEL/CE program must provide education services to ELL persons including professionals with degrees/credentials in their native countries.

WIOA AEFLA Section 243(e); Appendix C

N/A

OPTIONAL 1: WORKPLACE ADULT EDUCATION AND LITERACY**SPECIAL RULES**

INSTRUCTIONS: An agency applying for AEFLA funding for a Workplace Adult Education and Literacy project must also address the “Special Rules.”

WIOA AEFLA Section 203(16)

- ☐ Provider is **not** seeking funding for a Workplace Adult Education Literacy project.
- ☐ Provider **is** seeking funding for a Workplace Adult Education Literacy project and has completed the following.

◆ WORKPLACE ADULT EDUCATION LITERACY

Workplace Adult Education Literacy activities are offered by an eligible provider 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 for a specific employer based on job needs by improving an employee’s basic skills. 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. On the next page, 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 to this project in terms of funds or in-kind support to employer(s)?

Requirement 2- Use of AEFLA Funds. Describe how the agency will use funds received from this grant to carry out this project.

OPTIONAL 1: WORKPLACE ADULT EDUCATION AND LITERACY

SPECIAL RULES

WORKPLACE ADULT EDUCATION AND LITERACY NARRATIVE

SPECIAL RULES: An agency applying for AEFLA funding for a Family Literacy project must also address the "Special Rules." WIOA AEFLA Section 203(9)

- ☐ Provider is not seeking funding for a Family Literacy project.
- ☐ Provider is seeking funding for a Family Literacy project and has completed the following.

◆ FAMILY LITERACY

Family Literacy project cooperative arrangements 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 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 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 will 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- An Age-Appropriate Education preparing children for success in school and life experiences. Describe how services will be delivered, where the instruction will be offered, and what research based curriculum will be used.

FAMILY LITERACY NARRATIVE

ATTACHMENTS FOR Community-Based Organizations, Faith-Based Organizations, Volunteer Literacy Organizations, and Public or Private Nonprofit Agencies

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.

(State Requirement)

- ☐ 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 financial sources and amount of all other revenue
- ☐ Most recent audited financial statement

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.

LINE ITEM B (Employee Benefits – 200)

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

LINE ITEM C (Purchased Professional and Technical Services – 300)

This budget category includes those services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. Providers (consultants) of such services, all travel, meals, lodging, honorarium/fees, materials, and related expenses are to be included in this category. Such consultants might also include staff of the 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 application 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 or staff travel to required USBE director meetings.

LINE ITEM F2 (Training – 580)

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

APPENDIX A: Budget Definitions (continued)

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/teaching 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, interagency coordination, 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, data entry and collection, plan alignment and role & responsibilities of One-Stop partner including infrastructure costs of the One-Stop, etc. 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.

APPENDIX A: Budget Definitions (continued)

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
- Food, treats, etc.
- Fundraising, solicitations, gifts, or investment costs
- GED[®] testing registration or administration
- Goods or services for personal use
- Housing and personal living expenses
- Lobbying
- Membership costs
- Relocation costs incurred incident to recruitment of a new employee
- Salaries or expenses for school boards or boards of directors
- Scholarships and student aid costs

In addition, providers must be aware that:

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

APPENDIX B: Integrated Education and Training (IET) Components

Definition: *A service approach that provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.*

Components: *Meet the requirement that adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that:*

1. *Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, and workforce training are EACH of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of ELIGIBLE individuals.*
2. *Occur simultaneously (means at the same time over the course/scope of the program); AND*
3. *Whether IET is funded from Title I, Title II or other funding streams the Integrated Education and Training program must have a single set of learning objectives that identifies specific adult education content, specific workforce preparation activities and specific workforce training competences and the program activities are organized to function cooperatively.*

Delivery of Integrated Education and Training under Title II meets the requirement that the integrated education and training program be “for the purpose of educational and career advancement” if

1. The adult education component of the program is aligned with Utah’s CCR standards; and
2. The Integrated Education and Training program is part of a career pathway.
3. IET can be an “onramp program” whereby adult education works with an existing certification program with the role to “ramp or bridge” the program content with the students and not reinvent the certification program.

NOTES:

1. Each of the above components must be of sufficient quality and intensity and use occupationally contextualized materials.
2. Each component must be provided through the overall scope of the adult education program.
3. IET must be designed for both educational and career advancement.
4. IET is part of a career pathway.
5. For students who need or are ready for IET it is necessary to use occupational relevant instructional materials, as appropriate, across the three required components of the IET program. Substituting general employability instructional materials for occupationally relevant instructional materials is not consistent with the statutory requirements of WIOA.

Adult education providers are not required to use AEFLA funds to provide the occupational training component of the IET program. It is logical to seek out other training resources through Title I before using Title II funds.

Not all students are required to participate in an IET whether by need or skill level. It is perfectly fine to integrate the other 8 literacy activities to prepare students to participate in IET.

Adult education AEFLA funds can only be used to pay for occupational training through a post-secondary or training provider if it is part of an IET program. And even then, it is logical to seek out other training resources through Title I before using Title II funds.

Career pathways go beyond classroom innovations to include robust participant support services. By adding to the IET critical workforce development activities from Title I, including support services and career counselling, navigation, placement and retention services, programs can ensure the education and training will have local labor market value and the participants will get the non-academic supports they need to meet with success.

When offering an IET the program must look at the needs of the employers and the workers.

Defining IET

INTEGRATED EDUCATION & TRAINING

"...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 educational and career advancement" (*Final WIOA regulations at 34 CFR §463.35*).

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"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: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

Workforce Training

"may include
(i) occupational skill training...;
(ii) on-the-job training;
(iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs...;
(ix) job readiness training provided in combination with services... (i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

WIOA Opportunities for Action

Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level

2

Workforce Preparation Activities are 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;
- Skills necessary for successful transition into and completion of post-secondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

APPENDIX C: Integrated English Literacy & Civics Education (IEL/CE) Components

Definition: IEL/CE is defined as “education services provided to English language learners, 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:

- 1.) instruction in literacy and English language acquisition;
- 2.) instruction on the rights and responsibilities of citizenship and civic participation; and
- 3.) may include workforce training.

Each program that receives funding under WIOA AEFLA Section 243 must be designed to:

- 1.) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- 2.) integrate with DWS and its functions to carry out the activities of the program.

IEL/CE requires a program of instruction designed to assist English Language Learners achieve competence in reading, writing, speaking and comprehension of the English Language. Additionally, it requires that the program of instruction lead to attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education, or employment. Instruction must be delivered in combination with integrated education and training activities.

Two options are available to meet the requirements of IEL/CE being provided in combination with IET.

- 1.) Co-enrolling students in IET that is funded from other sources other than WIOA AEFLA Section 243 funds.
- 2.) Using WIOA AEFLA Section 243 funds to support IET activities.

NOTES:

- 1.) Not all students receiving educational services under Section 243 will require employment related services and therefore may have no need to be co-enrolled in occupational training.
- 2.) Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
- 3.) WIOA AEFLA Section 243 does not require all students enrolled in IEL/CE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
- 4.) However, agencies receiving funds under Section 243 must use the funds for IEL/CE in combination with IET activities. Thus, students for whom IET services are appropriate will have access to those services.

IEL/CE Program Components:

Component 1 - Literacy + English Language Acquisition + Civics Education

Provided in combination with

Component 2 - IET (Adult Education and Literacy activity + Workforce Preparation activities + Workforce Training (specific sector)

APPENDIX D: Prisons and Institutions Components

Corrections Education and Other Institutionalized Individuals Program Components:

With the passing of WIOA there are eight academic programs available (WIOA AEFLA Section 225):

- 1.) Adult education and literacy activities;
- 2.) Special education;
- 3.) Secondary school credit;
- 4.) Integrated education and training (IET);
- 5.) Career Pathways;
- 6.) Concurrent enrollment;
- 7.) Peer tutoring; and
- 8.) Transition to re-entry initiatives and other post-release services with goal of reducing recidivism.

Definitions:

Concurrent enrollment: The term “concurrent enrollment” means enrollment of student in two or more of the six core programs administered by WIOA.

Individual with a Barrier to Employment: The term “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.

Peer tutoring: The term “peer tutoring” means instructional model utilizing an institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutoring must be structured and overseen by educators who assist with training and supervise tutors, set educational goals and establish individualized plans of instruction and monitor student progress.

Re-entry and post-release services: The term “re-entry and post-release services” are services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include:

- a. education,
- b. employment services,
- c. substance abuse treatment,
- d. housing support,
- e. mental and physical health care, and
- f. family reunification services.

Re-entry/Post-Release Services: Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals’ transition to re-entry and other post-release services.

Examples include:

- 1) assisting incarcerated individuals to develop plans for post-release education program participation,
- 2) assisting students in identifying and applying for participation in post release programs, and
- 3) performing direct outreach to community-based program providers on behalf of re-entering students.

Funds may not be used for costs for participation in post-release programs or services.

Career pathway services are to be provided that support achievement of the vision and goals articulated in the UT WIOA State plan.

Priority of Services: Priority for services must be given to offenders who are likely to leave the correctional institution within five years of participation in the program.

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