

Strategic Plan with
Policies, Procedures,
and Program Manual

granitepeaks
LIFELONG LEARNING



Acknowledgements

Granite Peaks Lifelong Learning is the Adult Education Division of Granite School District. The program appreciates the support of Granite School District's Board of Education, Superintendent and Director of Prevention and Student Placement for their commitment to the lifelong learners who participate in our programs.

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Vision and Mission Statement

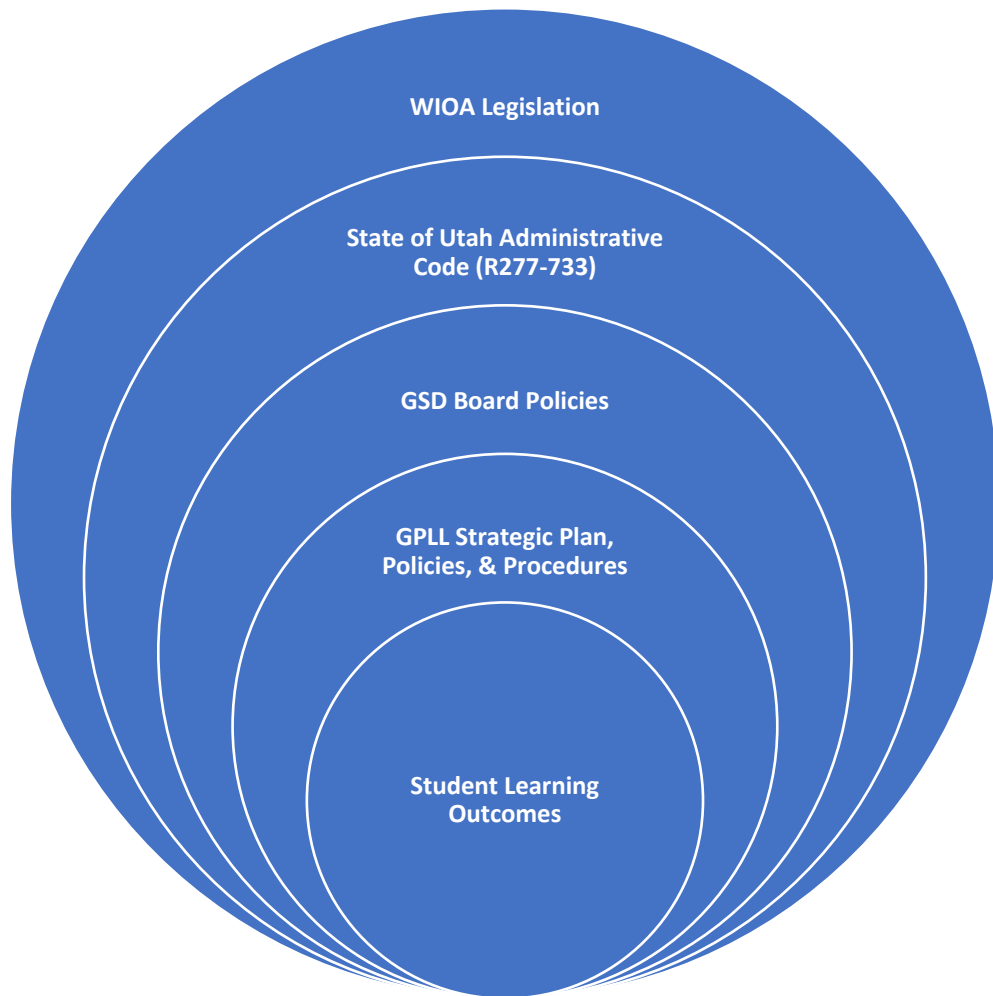
Granite Peaks Lifelong Learning empowers adult learners through individualized educational experiences that improve their lives, communities, and futures.

Our program will enable students to:

1. Earn a credit or GED[®] diploma.
2. Improve overall English skills.
3. Develop skills for meaningful employment.

Message from the Director





The Granite Peaks Lifelong Learning (GPLL) Adult Education Strategic Plan, Policies, Procedures, and Program Manual identifies key elements of federal, state, district, and department regulations and priorities for the program. The purpose of this manual is to convey the relevance, connectedness, and interdependence of these entities to develop programs and services that serve adult learners as they pursue opportunities for improving basic academic competencies, prepare for higher education, and/or improve employment skills.



Granite Peaks Lifelong Learning is the largest adult education program in Utah and is focused on creating and delivering a comprehensive service for all adult learners.

EXECUTIVE SUMMARY





Granite Peaks Lifelong Learning Adult Education Program

The Workforce Innovation & Opportunity Act (WIOA), which authorizes funding for federal workforce investments, requires states to administer a comprehensive and integrated approach to providing services for adults seeking educational and career advancement. Implemented in 2015, changes in funding requirements under WIOA have significantly changed the landscape regarding the method and manner of delivery in adult education programs. It is expected that programs provide concurrent and contextual activities in the following areas:

- 1) Adult Education and Literacy
- 2) Workforce Preparation
- 3) Workforce Training for a specific occupation or occupational cluster

In summary, adult education programs must provide "career pathway" services to ALL students. Granite Peaks Lifelong Learning has both a mandate and an opportunity to redesign the infrastructure of its program to create a more systematized approach to concurrent and contextual college and career learning through a comprehensive career pathways service delivery model.

GRANITE PEAKS LIFELONG LEARNING A FOCUSED STRATEGY FOR STUDENT SUCCESS

 <p style="text-align: center;">ADVISORY COUNCIL</p> <p>An advisory council meets to provide counsel, collaboration, and support. The council includes appropriate programs, agencies, employers, and community stakeholders</p> <p>GPLL</p> <ul style="list-style-type: none"> -Leadership, Staff Students Granite School District -Director, Prevention and Student Placement Services -Director, Youth in Custody -Career & Technical Education -College & Career Readiness State of Utah -Adult Education Leadership Workforce Stakeholders -Utah Department of Workforce Services -Talent Ready Utah Higher Education Stakeholders - SLCC Employers - Intermountain Health Care - General Atomics 	 <p style="text-align: center;">PROMOTE COLLEGE & CAREER CULTURE</p> <p>The vision and mission of GPLL include a focus on college & career preparation.</p> <p>Students complete career inventories, set goals, and review their progress and achievements along the pathway toward their next important college and/or career step.</p> 	 <p style="text-align: center;">CONCURRENT & CONTEXTUAL</p> <p>GPLL uses state and local labor market information to determine high-demand job areas – Construction, Healthcare, Education Services, Computer/IT, Retail.</p> <p>GPLL curriculum is aligned not only to Utah Core, but to OCTAE College and Career Readiness Standards and English Language Proficiency Standards. The curriculum includes contextualized workforce training based upon individual career interests and high-demand areas.</p> <p>GPLL provides workforce preparation activities such as job shadowing, career or industry specific speaker series, open houses, career interest inventories, soft skills training, etc.</p> <p>Works to provide comprehensive career pathways for students which utilizes partnerships from higher education, career and technical training programs, and employers.</p>	 <p style="text-align: center;">INDIVIDUAL FOCUS</p> <p>Orientation and enrollment practices include career, learning, and personality inventories.</p> <p>GPLL offers personal 1:1 guidance sessions that include workforce preparation analysis as well as discussion regarding benchmark assessment scores.</p> <p>Student needs are considered through student assessments which inform program supports. GPLL works with students to create success plans focused on supporting students with barriers to program attendance and completion—transportation, childcare, vocational rehab, reduced tuition, etc.</p>
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Granite Peaks Lifelong Learning Program Locations

Granite Peaks Lifelong Learning Center

501 East 3900 South

Salt Lake City, UT, 84115

385-646-4666

Programs: ABE, ASE, ELA, GED®, IELCE, IET

Granger High School Campus

3580 South 3600 West

West Valley City, UT, 84119

385-646-5270

Programs: ABE, ASE, ELA, GED®, IELCE

Hunter High School Campus

4200 South 5600 West

West Valley City, UT, 84120

385-646-5366

Programs: ABE, ASE, ELA, GED,
IELCE

LDS Humanitarian Center

1665 South Bennett Road

Salt Lake City, UT, 84104

801-240-4037

Programs: ELA, IELCE


Salt Lake Metro Jail Program

3415 South 900 West


Salt Lake City, UT, 84119

385-646-4666

Programs: ABE, ASE, ELA, GED®



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Granite Peaks Lifelong Learning Strategic Plan

Creating a Strategic Plan

The strategic planning process included representatives from all five GPLL programs including both leadership and staff. The Strategic Team met and completed focused work to identify the core beliefs of the program. This highly invested team developed a revised vision and mission statement which is focused on our students.

OBJECTIVE | 1

Students will have an individualized plan for success.

Adult learners who participate in our programs have diverse skills, needs, challenges, and goals. Program representatives will meet with each learner to identify his or her goals and customize an educational and training plan that supports and monitors progress toward meeting these goals.

Key Strategies/Actions

- Re-design student enrollment process
- Create a student advising & support center
- Develop marketing plan to promote individualized focus
- Develop and utilize student needs assessment

OBJECTIVE | 2

Inclusion and involvement of partners in planning.

Granite Peaks Lifelong Learning recognizes the critical role that education, government, labor, business, and community partners play in creating an intentional program that supports all levels of adult learning. GPLL is better able to serve our students through meaningful communication and collaboration.

Key Strategies/Actions

- Identify critical partners and form GPLL Advisory Committee
- Establish partnerships to identify and create pilot career pathways

OBJECTIVE | 3

Development of IET/IEL-CE career pathways that embed contextualized academic learning with workforce skills development and post-secondary and/or occupational training.

To assist students in increasing their academic skills and improving their lives, teaching and learning at GPLL will be college and career focused. IET courses will include academic instruction that is contextualized with specific career content knowledge. Additionally, students will engage in workforce preparation and training.

Key Strategies/Actions

- Establish opportunities for students to engage in career exploration
- Determine essential workforce skills and create plan to embed skill development within coursework.
- Develop contextualized curriculum for identified pilot career pathways

Granite Peaks Lifelong Learning Program Policies

Sections 1 - 9

Section 1 – Adult Education Overview

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. The intent of adult education at Granite Peaks Lifelong Learning (GPLL) is to provide a program with intensity and rigor, allowing for the individualized instruction of all students at their academic, social, and emotional functioning level which leads to academic success including post-secondary and career options. The following programs are provided in Granite Peaks Lifelong Learning programs:

Adult Basic Education (ABE)

Adult Basic Education is a program of instruction below the 9.0 academic grade level designed to assist individuals in preparing them for post-secondary education and training, future employment, and personal success. The ABE program does not generate Adult Secondary Education credits without prior LEA approval.

Adult Secondary Education (ASE)

The Utah Adult Secondary Education program is a program of instruction that leads to an Adult Education Secondary Diploma. Students may earn a Utah High School Completion diploma by passing the high school equivalency test recognized by the Utah State Board of Education.

English Language Acquisition (ELA)

English Language Acquisition is a program of instruction designed to assist English Language Learners (ELL) in becoming literate in the English language. English Language Acquisition curricula is less than a post-secondary level in reading, writing, listening, and speaking that leads to a secondary school diploma or its equivalent and transitioning to post-secondary education and training, future employment, and personal success.

Federal Programs

The Office of Career, Technical, and Adult Education (OCTAE) administers and coordinates programs that are related to adult education and literacy. OCTAE administers the Adult Education and Family Literacy Act (AEFLA) funds under Title II of the Workforce Innovation and Opportunity Act (WIOA). OCTAE also provides technical assistance to States to improve program quality, accountability and capacity, and establishes national leadership activities to enhance the quality of adult education.

The National Reporting System for Adult Education (NRS) is the federal accountability system for adult education. NRS gathers data for State-administered, federally funded adult education programs.

Annually, states are required to submit data to the NRS on the WIOA primary indicators of performance and measures that describe adult education students and their program performance.

Three types of federal AEFLA funds are available:

- Adult Basic Education (ABE); Used to fund local programs of adult education literacy services, including workplace literacy services; family literacy services; and English literacy programs.
- Prisons and Institutions (P&I); Used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. Priority for program services should be given to individuals likely to leave the correctional institution within five years of participation.
- Integrated English Literacy and Civics Education (IELCE); Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Services must be delivered in combination with integrated education and training activities and prepare English learners for unsubsidized employment in in-demand industries and occupations.

GED® Test Preparation

GED® Test Preparation is a program that provides test preparation instruction in the four content areas of the GED® Test, which include:

- Reasoning through Language Arts
- Mathematical Reasoning
- Science
- Social Studies

GPLL Locations and Program Offerings

GPLL Location	Program Offerings				
	ABE	ASE	ELA	IELCE/IET	GED® Test Prep
Granite Peaks Lifelong Learning Center (GPLC)	X (evenings only)	X	X	X	X (evenings only)
Granger High School (evening program)	X	X	X	X	X
Hunter High School (evening program)	X	X	X	X	X
Humanitarian Center			X	X	
SLC County Jails – Metro & Oxbow	X	X	X		X

Additional statutes and rules governing public education pertain to adult education programs by association. Granite Peaks Lifelong Learning, a division of Granite School District, must ensure, as part of the public education system, compliance with state and local policies.

For additional information consult the following:

[UCA 53E-10-2](#) State statutes authorizing and guiding adult education

[R277-702](#), [R277-733](#) and [R277-735](#) Utah State Board of Education rules governing adult education

Section 2 – Student Eligibility

(See Enrollment Procedure Pg ??)

Individuals are eligible to receive services from Granite Peaks Lifelong Learning when the following criteria are met:

- Student is sixteen years of age or older;
 - Students between ages 16 and 18 whose class has not graduated must complete the “K-12 Education Withdrawal and/or GED Testing Application” form.
 - If a Utah resident is adjudicated or married, the student is treated as if he/she were 18 years of age. A student who self-reports adjudication of marriage must provide legal documentation of such.
- Not enrolled or required to be enrolled in secondary school under state law;
- A resident of Utah or a border community and meets one of the following criteria;
 1. Is basic skills deficient;
 2. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 3. Is an English Learner.

Students who have already obtained a secondary diploma and test at or above the 12.9 grade level in all assessed areas are not entitled to adult education services.

The State of Utah mandates the following responsibilities for GPLL’s program:

1. Obtain and maintain proof of residency in student’s permanent file
(see Residency Requirements in Enrollment Procedure Pg ???)
2. Obtain and maintain “K-12 Education Withdrawal and/or GED Testing Application” form. Additionally, GPLL must ensure out-of-school youth (aged 16-17) whose class has not graduated have a parent or legal guardian who is a resident of Utah with proof of residency.
3. Charge non-resident student out-of-state tuition and fees equal to the closest postsecondary institution until the students provides proof of Utah residency.

Granite Peaks Lifelong Learning prohibits discrimination, harassment (including sexual harassment), or retaliation on the basis of race, color, sex, pregnancy, religion, national origin, marital status, disability, sexual orientation, gender, identity or any other legal protected classification in all educational programs, activities, admissions, access, treatment, or employment practices.

Section 3 – GPLL Program Design

Granite Peaks Lifelong Learning (GPLL) addresses each student's basic literacy and secondary credential needs, thereby affording students opportunities for post-secondary training, employment, and personal success. Our program includes rigorous, quality instruction that is comparable to a traditional K-12 high school.

Note: The Utah State Board of Education recognizes the GED® test as the current high school equivalency exam for the state of Utah. Individuals who pass the GED® are awarded a Utah High School Completion Diploma.

The State of Utah mandates the following responsibilities for GPLL's program:

- GPLL must provide an orientation process that creates a welcoming atmosphere with a focus on adult learners' needs. This process includes working with each student to determine their educational and occupational goals while identifying and addressing any barriers to success.
- Each student must be enrolled by: (See Enrollment Procedure Pg ??)
 - Gathering and entering student demographic information in the state student information system (UTopia);
 - Informing students of program policies regarding "Release of Information" and "Grievance". Students must sign acknowledgement forms;
 - Obtain information that relates to educational history including transcripts, work history, military information, certifications, etc. When applicable, a student's Individualized Educational Plan (IEP) should be obtained.
- GPLL must provide a counseling process for students that ensures: (See Enrollment Procedure Pg ??)
 - Counselor and student discuss educational history;
 - Counselor and student set educational and occupational goals;
 - Counselor assigns student appropriate courses that prepare students for college-level courses;
 - Student goals are entered into the student information system (UTopia).
- GPLL must provide a comprehensive instructional program aligned with the requirements (listed below) for each funded program type.
 - ABE: Instruction/curriculum aligned with Adult Education College and Career Readiness Standards with the essential components of reading instruction.
 - ASE: Instruction/curriculum aligned with Adult Education College and Career Readiness Standards with courses necessary to earn an Adult Education Secondary Diploma or its equivalency.
 - ELA: Instruction aligned with the English Language Proficiency Standards for Adult Education for reading, writing, speaking and listening skills.
- GPLL must hire credential instructors with an evaluation system to ensure teacher effectiveness.
- GPLL must ensure that students earning an Adult Education Secondary Diploma complete the minimum required core credits as established by the Utah State Board of Education in R277-700-6.
- GPLL, which receives state legislative funding and issues adult education academic credit and Adult Education Secondary Diplomas, must maintain accreditation by the regional accrediting agency for any duration of time the funding is granted to our program. Accreditation is recognized by any of the following methods:
 - Under the umbrella of an alternative high school as a special purpose school*;
 - A stand-alone adult education program accredited as a special purpose school; or
 - Adult education is administered as a department of a high school in the local school district.

*GPLL is currently accredited under Granite Connections Alternative High School.
- GPLL courses must be approved by the Granite School District Board of Education. Written course descriptions should be available that demonstrate alignment with the state of Utah CACTUS course codes.

- GPLL must ensure competency credit opportunities are aligned with R277-418. Credit cannot be awarded for coursework in ELA or ABE classes that is below grade 9, unless approved by Granite School District, the Local Education Agency.
- GPLL must ensure competency credit opportunities are aligned with R277-418. Credit can not be awarded for coursework in ELA or ABE classes that is below grade 9, unless approved by Granite School District, the Local Education Agency.
- Granite School District will not delay or deny access to GED®, even if the student’s class has not graduated (see Section 2: Student Eligibility). GPLL must designate a GED® manager to clear alerts for GED candidates aged 16-18 with completed K-12 Education Withdrawal and GED® Testing Application Forms.
- GPLL may award students up to 5.0 credits for passing the GED® prior to July 1, 2009 if the test outcomes were transcribed prior to July 1, 2009. Credit for passing the GED may be awarded as follows:

GED® Sections Passed (Credit contingent on passing all 5 sections)	Awarded Curriculum Area* (1.0 credit per curriculum area)
Language Arts/Reading	Language Arts or Elective
Language Arts/Writing	Language Arts or Elective
Mathematics	Math or Elective
Social Studies	Social Studies (No US History, or US Government & Citizenship) or Elective
Science	Science (Earth Science Systems ONLY) or Elective

*Credit issued for passing GED® in Spanish or GED® administered in Spanish and English may not be awarded Language Arts Credit

- Credits awarded by GPLL must meet the following guidelines:

Item	Maximum Number of Credits	Subject Where Credit Can Be Applied	Description
Work Experience	4.0 credits maximum	Elective or CTE	1.0 credit for 900 hours (.50 for 450 hours) of continuous, professional employment (W2 or pay stubs)
Professional license or certificate skill training	3.0 credits maximum	Elective or CTE	1.0 credit for every 180 hours of training required for a professional license, or 180 hours of documented achievement of a trade or skill
Military experience	3.0 credits maximum	Individualized Fitness for Life or elective (military basic)	1.50 credit maximum for basic training (Individualized Fitness for Life or elective); 1.0 credit for each 180 hours of other verified military training (not to exceed 1.50 credits) (Form DD214)
College or university	As evaluated by transcript	Appropriate subject area analysis	1.0 credit for each 5 quarter-hours or 1.0 credit for each 3 semester hours
Apprenticeship	3.0 credits maximum	Elective or CTE	1.0 credit for each 72 hours of approved apprenticeship work performed (union or registered work credential)
Previously transcribed credits	As evaluated by transcript	Appropriate subject area analysis	Transcript evaluated according to district and core courses (documented)
GED®	5.0 credits maximum (district decision if the GED® credits are transcribed either as a "hard copy" or were entered into UTopia prior to July 1, 2009)	Appropriate subject area analysis	Credit awarded at the discretion of the district

- GPLL must partner with the Department of Workforce Services and the Utah State Office of Rehabilitation to provide students access to resources and opportunities.
- GPLL must establish transition services that permeate throughout the student’s experience in the program to include:
 - An introduction to and preparation for various careers;
 - Workforce preparation activities; and
 - An introduction to and preparation for post-secondary education and training opportunities.

Granite Peaks Lifelong Learning is committed to:

- Utilizing community partners to expand resources and opportunities for students;
- Require 24 units of credits for graduation with a focus on content mastery;
- Frequent and relevant assessment to monitor and improve student academic progress;
- Provide adequate and appropriate professional development opportunities for teachers and staff;

See Utah State Board of Education Policies: <https://schools.utah.gov/curr/resources/graduationre>
 R277-702 Procedures for Utah High School Completion Diploma
 R277-705-7 Adult Education Students
 R277-733-3-8 Program, Curriculum, Outcomes, & Student Mastery

Section 4 – Assessment

Granite Peaks Lifelong Learning uses standardized assessments demonstrate both valid and reliable measures of student learning while helping students meet their educational and career goals. Accurate assessment data enables GPLL to build our capacity and design quality programs. Standardized assessments provide student data that informs management decisions, choose curriculum that ensures meaningful student outcomes, develop strategies for continuous improvement, and increase community awareness. This section outlines directives and practices that are uniformly applied in keeping with federal and state accountability requirements. GPLL student assessment data is reported to the Utah State Board of Education (USB E) who reports this assessment data to the National Reporting System (NRS).

Standardized Assessments

Granite Peaks assesses students using only those tests that are approved by NRS and listed in Utah State Board of Education Policy.

GPLL uses the following academic assessment for initial determination of a students' Educational Functioning Level (EFL) for placement in a leveled class in the English Language Acquisition (ELA) program. The assessment is also used to monitor student outcomes by assessing students in the areas of speaking/listening and reading/writing.

- **CASAS: Comprehensive Adult Student Assessment System**

To make an initial determination of a students' EFL for placement in a leveled class in Adult Secondary Education (ASE) or Adult Basic Education (ABE) programs, the following academic assessment is used. The assessment is also used to monitor student outcomes by assessing students in the areas of reading, language, and mathematics.

- **CASAS: Reading and Math Goals**

The State of Utah mandates the following responsibilities for GPLL's program:

- All assessments must be administered according to the publisher's test administration protocols by a certified staff member. Certification for each test include completion of state sponsored training for all test administrators on an annual basis. Staff members must provide a copy of the certification to GPLL for state monitoring purposes.
- Each student, regardless of their program, must be administered a complete pre-test of the approved assessment for each new period of participation.
 - A complete assessment series for CASAS Goals for both the reading and math subject tests including the locator, the appraisal, and the appropriate level of each subject test to administer.
 - A complete assessment series for the CASAS Comprehensive Adult Student Assessment System includes speaking/listening and reading/writing.
- A post-test must be administered to students with a minimum of 40 contact hours.
- GPLL must retain student assessment protocols consisting of: student's name, date of birth, date of testing, test administrator's name, and scores.
- GPLL must ensure all accommodations, as allowed by the test publisher, are made for students who present a documented disability according to Section 504 of the Rehabilitation Act of 1973. Documentation of a disability must:

- Be prepared by an appropriate professional, such as a medical doctor, school or clinical psychologist, or qualified diagnostician.
- Include a written statement of the diagnosis of the current disability, date of the diagnosis, how the diagnosis was reached, and credentials of the diagnosing professional.
- Include a statement of how the current disability affects a major life activity.
- Include a statement of how the current disability affects academic performance.
- Include recommendations regarding appropriate accommodations.
- GPLL ensures the security of all assessment materials. Program responsibilities include the following:
 - Assessment protocols, manuals, scoring norms, etc. must be secured and maintained in a locked cabinet inaccessible to students.
 - Duplication of any assessment materials is strictly prohibited without written permission of the respective publishing company.
 - All used answer sheets, writing samples, scratch paper, or other testing materials are to be treated as confidential.
 - Defaced assessment materials are to be destroyed by shredding and replaced on an ongoing basis.
 - Assessment materials are not to be used by the program staff in any manner to develop or create learning materials with the intent of preparing a student for future assessments.

Granite Peaks Lifelong Learning is committed to:

- Using additional diagnostic assessments in support of a student's learning process.
*Note: Additional assessments do not substitute required standardized assessment.
- To assess an ELL student's academic needs by accurately placing ELL5/6 students in appropriate classes including placing those who would be better served as an ABE student rather than an ELL student.
- To post-test all students using professional judgement to determine the appropriate timing for each post-test utilizing NRS Level Descriptors.
- Recording all student assessment versions and scores in the State of Utah's student information system, UTopia.

See additional information on NRS Level Descriptors, refer to the [NRS Educational Functioning Level Tables](#).

Section 5 – Financial Management

Granite Peaks Lifelong Learning is accountable for all funds provided through state and federal resources.

GPLL has two main funding sources:

- State legislative Minimum School Program (MSP) funds.
- Federal Adult Education and Family Literacy Act (AEFLA) funds. These funds are distributed through demonstrated effectiveness and competitive grant application(s).

State Adult Education Appropriations

Money appropriated to the Utah State Board of Education for adult education is allocated to local school boards for adult education ([Utah Code 53F-2-401](#)). The total state allocation for adult education is determined by the Utah State Legislature ([Utah Code 53F-2-202](#)). The Utah State Board of Education is responsible for appropriating the state allocation by formula to each participating district.

State adult education funds are distributed to participating school districts according to the following formula identifiers:

- A. Corrections Education receives 15 percent of the total appropriation distributed as follows:
 - a. \$10,000 base for each jail or prison where educational services for state offenders are offered.
 - b. The remainder is distributed equally per state offender count. The offender count is determined by the number of state offenders lacking a high school completion diploma housed in county jails and in prisons and is calculated based on an average of data matches conducted on the first Monday of each month between August and March.
- B. The remaining 85 percent of the total appropriation is distributed as follows:
 - a. Base amount: 10 percent of the total appropriation is distributed equally to each district with a USBE-approved state plan.
 - b. Number of performers: 55 percent of the total appropriation to be distributed to districts based on the number of performers in each program plus one half of the performance gap. The level gain percentage is determined by the number of performers divided by the number of potential performers. A performer is a student who has made one academic level gain. A potential performer is a student with a pretest and 40 hours of instruction. The performance gap is the number of students above or below the statewide average level gain percentage.
 - c. Thirty-two (32) percent of the budget is allocated to fund academic outcomes. Programs may receive funding for outcomes once a student has completed a pretest and received a minimum of 12 contact hours in the program. Funding for diplomas is based on the student's Lowest Functioning Level (LFL) on the date the diploma is awarded. Programs will not receive funding for students whose LFL is Adult Basic Education (ABE) 1 or 2.
 - i. English Language Acquisition (ELA) Completer: 70 percent of an outcome
An ELA Completer is an English learner who, in a given program year, achieves a functioning level of English Language Learner (ELL) 5 or ELL 6 on two consecutive assessments and completes a Test of Adult Basic Education (TABE) diagnostic test.
 - ii. ABE 3-4 diplomas: 50 percent of an outcome
 - iii. Adult Secondary Education (ASE) 1-2 diplomas: 100 percent of an outcome

- iv. General Education Development (GED®s): 100 percent of an outcome.
- d. Supplemental funds: Three (3) percent or the balance of the total appropriations.

The State of Utah mandates the following responsibilities for GPLL's program:

- GPLL must maintain documentation of both state and federal grant(s) funding and associated expenditures for specific periods of time.
 - State Grants: records must be kept on site for one year after the completion of the grant.
 - Federal Grants: records must be kept for three years after the completion of the grant.
- GPLL must complete a grant application annually.
- For students who are enrolled in both K-12 and Adult Education, the Weighted Pupil Unit (WPU) generated by that student from the K-12 program must be transferred to the adult education program. The funds are to be pro-rated based on time spent in the adult education program. ([Board Rule R277-733-7-1](#)). These students are ineligible for adult education funding.
- GPLL must submit reimbursement requests at least quarterly for all federal and supplemental funds.
 - GPLL must maintain complete "backup documentation of reimbursement requests" for a period of three years after the completion of the grant period.
 - GPLL is responsible for adherence to the allowable and unallowable costs associated with the acceptance of federal funds.
 - Unclaimed funds will be recaptured by the USBE and reallocated to other AEFLA-funded programs for immediate expenditure.
- GPLL must verify actual time and effort spent on any federal program receiving the benefit of effort. This requirement pertains to sub-recipients as well as sub-contractors. As such, GPLL must:
 - Maintain documentation of time for total work that the employee is compensated;
 - Demonstrate that actual personnel costs are charged to each award for employees working on multiple federal awards;
 - Prepare time and effort documentation at least monthly that coincides with one or more pay periods;
 - Ensure time and effort documentation is signed by both the employee and the supervisor;
 - Submit time and effort documentation semi-annually. Documentation is to be submitted by January and July of the award year validating all time worked from July 1st – June 30th of the grant award year
- GPLL may charge students up to \$100 per program year to participate in an adult education program based on the student's ability to pay as determined by the federal free and reduced lunch guidelines ([Board Rule R277-733-9](#)).
 - The collection of fees and tuition cannot be reported as part of the program's general funds as they are restricted and must be reported and used directly by adult education programs in the Revenue and Program Code areas listed below to provide additional adult education and literacy services the program would otherwise be unable to provide.
 - Tuition and fees generated from the previous fiscal year must be spent in the program during the ensuing program year.

- Tuition and fees collected from students are not counted toward meeting federal matching, cost-sharing, or maintenance of effort requirements related to grant awards.
- GPLL must submit justification regarding the collection of fees and tuition in the annual state or federal grant application.

Granite Peaks Lifelong Learning is committed to:

- Strategic alignment between identified program needs and application for federal funding
- The use of USBE funding codes as listed below with exceptions as required by Granite School District:

State Funds Coding:

Adult High School	Revenue 3300	Program 1609
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Federal Funds Coding:

Prisons / Institutionalized	Revenue 4580	Program 7581
Leadership	Revenue 4580	Program 7582
Adult Basic Education	Revenue 4580	Program 7583
Integrated English Literacy and Civics Education	Revenue 4580	Program 7584

- GPLL, as a recipient of state adult education and/or federal AEFLA and/or English Language Education/Civics funds, will report, to the business administrator, tuition and fees collected from students participating in GPLL programs on an annual basis for deposit into the appropriate account.

State Fund Codes	Program	Revenue
Adult high school	1609	1310
Adult high school 17 and under	1615	1310

Federal Fund Codes		
Prisons/Institutions	7581	1310
Adult Basic Education	7583	1310
Adult Basic Education English Language/EL Civics	7584	1310

- GPLL will use the following formula to determine the amount of fees applied to federal fund codes:

$$\text{Total number of federally identified students} \div \text{total number of all students} = \% \\ \% \times \text{fees collected} = \text{proportionate } \$ \text{ amount of fees collected}$$

Additional information on financial management can be reviewed in:

- [R277-733-6](#) Fiscal Procedures
- [R277-733-7](#) Adult Education Pupil Accounting
- [R277-733-9](#) Adult Education Programs - Tuition and Fees
- [R277-733-10](#) Allocation of Adult Education Funds

Section 6 – Data Management

Granite Peaks Lifelong Learning maintains accurate program and student data using the state student information system – UTopia. Data is analyzed to determine professional development needs, identify program needs for technical assistance, inform continuous improvement, and lead to increased student achievement. Accurate student records provide documentation of student eligibility and permissions, services rendered, and student performance and outcomes. Various funding sources for Granite Peaks programs may require additional or specific data management.

The State of Utah mandates the following responsibilities for GPLL's program:

- A. Maintain documentation on each student. Student records must be maintained in a secure manner and accessible to the Utah State Board of Education (USB), Office of Career, Technical, and Adult Education (OCTAE) staff, and financial auditors at any time for program monitoring and compliance purposes. Note: GPLL scans and stores all student file information digitally.
- B. Maintain student data privacy in accordance with the [Utah Student Data Privacy Guidebook](#).
- C. Report data, as a recipient of adult education state and federal funding, on the following three types of measures:
 - i. Outcome Measures – Educational gains, entered employment, retained employment, receipt of a Utah High School Completion Diploma or Adult Education Secondary Diploma, placement in post-secondary education or training, and credentials or certificates completed.
 - ii. Descriptive Measures – Student demographics, reasons for attending, and student status.
 - iii. Participation Measures – Contact hours received and enrollment in instructional programs, such as family literacy or workplace literacy.
- D. Retain the following records for five years after the end of the program year they were obtained/created for student programing, monitoring, and auditing purposes:
 - i. Assessment protocols;
 - ii. Documentation of earned credit.
- E. Retain the following records in perpetuity:
 - i. Copies of all grades and transcripts from other agencies;
 - ii. Cumulative transcript of earned and awarded credits, including graduation date;
 - iii. Documentation of awarded credit (e.g. paystubs, W-2s, military form DD214, licenses, GED®);
 - iv. Proof of Utah residency;
 - v. "Waiver of Release" form;
 - vi. Copy of the *K-12 Education Withdrawal and GED® Testing Application Form* for out-of-school youth ages 16-18;
 - vii. Copies of releases of information requesting or releasing student records;
 - viii. Copy of most recent special education IEP if the student is under the age of 22;
 - ix. Outside psychological, psychiatrist, or medical documentation used in determining education programming accommodations; and
 - x. Record of accommodations provided.
- F. Ensure and maintain a record of program staff participation in state-approved National Reporting System (NRS) training annually. NRS training is mandated for all GPLL staff.

- G. Designate a data administrator to ensure timely and accurate data entry into the student information system. Data administrators must participate in state sponsored data administrator training annually.

Granite Peaks Lifelong Learning is committed to:

- A. Document student attendance in a timely fashion by entering data into the student information system at least every 14 days.
- B. Engage in deep dive analysis of program data, including disaggregating data to identify groups or individuals in need of additional services or areas in need of improvement.

Additional information on data management:

[EDGAR regulation Part 76 Section 731](#)

Section 7 – Monitoring

Monitoring is an opportunity for GPLL administration and state staff to review and discuss student performance and program compliance with adult education policies and procedures. Monitoring utilizes data to analyze program performance and identify technical assistance needs. The USBE will evaluate each program annually using a risk assessment tool and schedule programs for increased monitoring and/or on-site program review visits. Factors that may increase a program's risk level include: program effectiveness, compliance issues identified through monitoring or audits, total funds awarded to the program, and significant changes in program personnel. Findings identified during monitoring may lead to the implementation of a corrective action plan.

The State of Utah mandates the following responsibilities for GPLL's program:

- A. Identify and set annual goals with defined strategies and activities as part of the annual grant application.
- B. Submit a yearly audit of their adult education program and fiscal activities by an independent accounting firm to the Utah State Board of Education (USBE). Auditors must use the [State of Utah Legal Compliance Audit Guide](#) and the [Agreed Upon Procedures Guide for LEAs and CBOs](#).
- C. Participate in scheduled desk monitoring with USBE staff.
- D. Participate in scheduled onsite program reviews and provide requested documentation prior to and during the review.
- A. Comply with agreed upon corrective action plans. If a program is deemed unable or unwilling to comply with corrective action components, a formal process will be initiated with USBE personnel regarding the situation, findings, and proposed final actions following the process outlined in [R277-114](#).

Granite Peaks Lifelong Learning is committed to:

- A. Provide a report defining the outcomes of the program monitoring, performed by state staff or others as assigned, to Granite School District's Superintendent and CEO. The report will include commendations, recommendations, and findings that require corrective action as reported.

Additional information on monitoring:

[R277-114](#) Corrective Action and Withdrawal or Reduction of Program Funds

Section 8 – Distance Learning

Distance learning at Granite Peaks Lifelong Learning is designed to provide instructional delivery options, increase program intensity, and extend educational offerings for adult learners who are unable to participate in direct instruction or desire to supplement instruction by increasing learning time and academic progress.

The State of Utah mandates the following responsibilities for GPLL’s program:

- A. Establish a distance learning policy that outlines:
 - i. Orientation components specific to distance learning (see Section 8.B below);
 - ii. Mentoring procedures;
 - iii. The contact hour verification model that will be used; and
 - iv. The formula used to determine contact hours for each type of curriculum utilized (where applicable).
- B. Ensure distance learning students participate in an orientation specific to distance learning that includes:
 - i. Study and organizational skills;
 - ii. Program expectations;
 - iii. Introduction to the curriculum; and
 - iv. The process for assigning work, setting course completion guidelines, and establishing expectations regarding teacher feedback.
- C. Ensure all hours spent at a distance are entered into the student information system as “online curriculum” hours.
- D. Ensure students are assigned a mentor who monitors student progress and provides consistent communication with the student.
- E. Ensure that, at the completion of each instructional unit, distance learning students complete an appropriate unit culminating exam proctored by an adult educator.

Granite Peaks Lifelong Learning will use of the following state-approved models in determining the number of contact hours students accrue through distance learning:

- A. Teacher Verification Model**
 - i. The program establishes a fixed number of hours for assignment completion based on teacher determination of the extent to which a participant engaged in, or completed, the assignment.
 - a. Teacher certifies assignments are completed.
 - b. Hours will vary depending on what percentage of the assignment the student completes and/or the completeness of the student’s response.
Example: GED® Connections – completing 75% of questions takes about 30 hours to complete.
- B. Learner Mastery Model**
 - i. Student demonstrates unit mastery by testing.
 - a. A panel of experts sets a formula to translate instruction into contact hours. Example: If the student earns 70% accuracy on questions per a unit of instruction, the panel would equate the score to a certain number of contact hours. Thus, 70% on a Secondary

Mathematics unit may equal 10 contact hours; whereas 70% on a Social Studies unit may only equal 6 hours.

- b. When the student feels they have mastered the material, mastery is demonstrated through an instructional unit test.
 - c. Students testing out of a course of instruction would equate to 50% of the instructional contact hours the student would have generated if the student had completed the course in a traditional instructional approach.
- C. Clock Time Model
- i. Contact hours are determined based on the elapsed time that a participant is connected to, or engage in, an online or stand-alone software program that tracks time.
 - a. If a program's online curriculum has a time-on-task tracking functionality, the program may use the contact hour logs from the online curriculum to determine the number of contact hours.

Granite Peaks Lifelong Learning is committed to:

- A. Utilize research to provide best practice blended learning which has been shown to be more effective than either face-to-face instruction or distance learning.
- A. Structure distance learning to ensure student success through adequate support and teacher interaction, keeping in mind that many distance learning options are designed for independent, self-motivated learners.
- B. Consider a variety of instructional materials to better meet students' needs.
- C. Consider developing supplemental activities for distance learning courses to ensure students have adequate opportunities to master all College and Career Readiness Standard. Several of the College and Career Readiness Standards are performance-based and difficult to deliver via distance learning.
- D. Ensure a "learner-centered" approach to teaching with mentors who have the ability to counsel students as well as connect students to appropriate academic support in each content area.
- E. Distance education credits should not differ from guidelines outlined in [Section 3 – Program Design](#).

Section 9 – Adult Education Students with Disabilities

Granite Peaks Lifelong Learning receives public funds through state and/or federal sources; therefore, Granite Peaks must adhere to standards that provide protections under the Americans with Disabilities Act (ADA), Section 504, and Individuals with Disabilities Education Act (IDEA).

ADA (PI 101-336) is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportations, and all public and private places that are open to the public.

Section 504 of the Rehabilitation Act of 1973 protects the rights of persons with disabilities in programs and activities receiving federal financial assistance. Section 504 protects the rights of those with visible disabilities as well as individuals with hidden disabilities.

IDEA provides youth and adult students through the age of 21 with disabilities, who have not graduated from high school regardless of the reason for not attending school, with an opportunity to earn a regular high school diploma. Youth are assured a Free and Appropriate Public Education (FAPE) that includes special education and related services meeting the student's unique education needs specific to his/her Individualized Education Program (IEP).

The State of Utah mandates the following responsibilities for GPLL's program:

- A. Follow the [Utah State Board of Education Special Education Rules](#) for students with disabilities who have not graduated with a credit-based high school diploma. These rules apply to eligible adult education students. Granite School District is responsible to ensure qualified out-of-school youth participating in Granite Peaks Lifelong Learning Adult Education Program receive special education services through a recognized K-12 school and provide the information necessary for special education Self-Contained Resource Attendance Management (SCRAM) reporting purposes. Funding associated with following the above procedure is as follows:
 - i. Granite School District, in compiling and submitting the required SCRAM information for the identified out-of-school youth, will receive the state-allocated funding as well as the allocated federal IDEA discretionary funds calculated on the district student population.
 - ii. Granite School District accounting department is responsible for the division of the funds as follows: Granite School District will receive the state special education add-on WPU; Granite Peaks Lifelong Learning will receive a prorated portion of the regular WPU for the time the student is enrolled and engaged in the adult education program, up to 990 hours of instruction per fiscal/program year.
 - iii. Students must be dual-enrolled in K-12 and adult education. Programs will not receive adult education funding for these students.
- B. Ensure notification to Granite School District Special Education Department of a student who may be eligible for special education services and consult with them for further directions to ensure appropriate educational services are provided.
- C. Meet with an eligible student's IEP team to determine the services and accommodations to be provided. The IEP team should consist of:
 - the student
 - a special education teacher
 - an adult education teacher

- a Local Education Agency (LEA) representative who meets the requirements as specified in the Utah Special Education Rules
 - a person who is able to interpret the instructional implications of the evaluation results (this may be a member of the team previously described)
 - others as determined by the student or school program
 - with the consent of the student, a representative of any agency that might be responsible for providing or paying for transition services, which may include, but not be limited to, the Department of Workforce Services or the Division of Rehabilitation Services.
- D. Ensure otherwise qualified individuals with disabilities are not excluded and consider the needs of such persons in determining the services to be provided.
- E. Ensure all program services are accessible and barrier-free in accordance with ADA. This may be accomplished by redesigning equipment, reassigning classes, ensuring pathways to programs and classes are fully accessible, or providing equitable services at alternate accessible sites.
- F. Ensure notification is given to both students and staff regarding grievance procedures for civil rights and sexual harassment complaints. Written documentation that students and staff have been informed of the grievance procedure must be maintained in the student and personnel files.
- G. Ensure assessments administered to an individual with a disability that impairs sensory, manual, or speaking skills are administered in such a way that test results accurately reflect the skills and aptitude that the assessment purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of the individual.
- H. Provide appropriate academic interventions that afford an individual with a disability an equal opportunity to participate, obtain the same results, gain the same benefit, and reach the same level of achievement as others participating in adult education programs.
- I. Ensure counseling services or community resources/services are equitable to those provided to non-disabled students. This does not preclude a program from providing information about requirements or obstacles that might interfere with a disabled person's pursuit of a goal.
- J. Ensure each student is included in educational opportunities with non-disabled students to the maximum extent appropriate.
- K. Provide opportunities to complete a credit-based high school diploma to youth who have an IEP, even if they have obtained a GED® as the requirements for FAPE are not satisfied by obtaining a GED® or the resulting Utah High School Completion Diploma (Board Rule [R277-733-7-e](#)).
- L. Ensure diploma seeking students meet all graduation requirements as required by his/her IEP and the local school district, including standardized assessment outcomes. These requirements may be modified by the IEP team as appropriate for the student.

Granite Peaks Lifelong Learning is committed to:

- A. Addressing any necessary accommodations through Section 504 of the Rehabilitation Act when a student is no longer eligible for Special Education services under IDEA (upon completion of a high school diploma or reaching the age of eligibility).

- B. Make accommodations in good faith for the student to benefit from the educational experience if a student self-discloses that he/she has an IEP or a Section 504 accommodation plan but cannot provide the requested documentation.
- C. Provide accommodations to ensure accessibility for a student understanding this is the responsibility of the program, not the student.

Additional information on adult education students with disabilities:

[R277-733-7](#) Adult Education Pupil Accounting

[R277-733-8](#) Program, Curriculum, Outcomes, and Student Mastery