

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT
 MAXIMUM ALLOWABLE PERFORMANCE BUDGET
 (15% of State Performance Budget)**

GRANT #:	DUNS #
FISCAL AGENT:	FISCAL OFFICER:
	Name:
	Phone:
	e-Mail:
FUNDING PERIOD:	
From:	To:
FEDERAL AGENCY: U.S. DEPARTMENT OF EDUCATION (US DOE)	
CFDA:	
DESCRIPTION	INITIAL 15% STATE REIMBURSABLE
INSTRUCTIONAL BUDGET	
Curriculum Development	
Salaries/Benefits	
Contract Services	
Child Care Services	
Materials and Supplies	
Miscellaneous (Please Specify)	
Equipment Purchases	\$ -
TOTAL INSTRUCTIONAL BUDGET:	\$ -
NON-INSTRUCTIONAL BUDGET	
Salaries/Benefits	
Contract Services	
Materials and Supplies	
Miscellaneous (Please Specify)	
Rent	
Equipment Purchases	
Professional Development	\$ -
TOTAL NON_INSTRUCTIONAL BUDGET:	\$ -
TOTAL STATE PERFORMANCE FUNDS:	\$ -
Percentage of Budget - Instructional	#DIV/0!
Percentage of Budget - Non-Instructional	#DIV/0!

**FY 20__ GRANT AWARD
BUDGET DETAIL
For *INSTRUCTIONAL COSTS***

Page ____ of ____
number consecutively with
Non-instructional pages)

Fiscal Agent/Program Name: _____

Be as specific as possible for all lines and columns. Complete all columns. Missing or inconsistent information will delay budget approval.

Itemized Expense	Cost/unit	Qty.	Federal Funds	State Funds	Non-federal Local Effort needed

(Make additional copies as needed.)

TOTALS:

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FY 20__ GRANT AWARD

BUDGET DETAIL
For **NON- INSTRUCTIONAL COSTS**

Page ____ of ____
number consecutively with
Non-instructional pages)

Fiscal Agent/Program Name: _____

Be as specific as possible for all lines and columns. Complete all columns. Missing or inconsistent information will delay budget approval.

Itemized Expense	Cost/unit	Qty.	Federal Funds	State Funds	Non-federal Local Effort needed

(Make additional copies as needed.)

TOTALS:

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Adult Basic Education Program

Request for Waiver of Non-Instructional Costs in Excess of 5%

The applicant agency, _____, requests a waiver to expend _____% of its federal budget for non-instructional costs for fiscal year FY 2011 for the adult education program under the Adult Education and Family Literacy Act.

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 non-instructional costs in excess of 15% 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 non-instructional activities relate to the achievement of state goals to improve program quality and level of service, as explained here:
- () A 5% limit on non-instructional expenditures would not provide for sufficient planning, management, evaluation, or coordination, as explained here:

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

Program Director Signature

Business Manager

For State Use Only

A waiver for fiscal year 2011 () is granted () is not granted

State Director

Date

**WIA TITLE I
ADULT BASIC EDUCATION GRANT
BUDGET SHEET**

THE WIA TITLE I FUNDS WILL BE GRANTED TO THE REGIONAL WORKFORCE BOARD OR IPIC. THIS BUDGET FORM IS TO BE COMPLETED BY THE REGIONAL WORKFORCE BOARD OR IPIC.

EDS NUMBER: _____ CFDA #: _____ FEDERAL AGENCY: <u>DOL</u>

PROJECT CODE	FUNCTION	COST CATEGORY	BUDGET
		ADMINISTRATION*	
		PROGRAM COST/CASE MGMT*	
		PROGRAM COST (VOUCHERS)	
TOTAL			

*Administration and Program Cost/Case Management combined cannot exceed 10% of total.

Assurances
Adult Basic Education Programs

The applicant organization, legally entitled _____,
gives assurances to the Indiana Department of Workforce Development, that:

1. The information provided in this application is accurate and constitutes a firm request for assistance to conduct an adult education program under the Adult Education Act and Family Literacy Act, Title II of the Workforce Investment Act of 1998.
2. The applicant agency has the necessary legal authority to apply for and receive the proposed grant.
3. If approved, the proposed program will be conducted in accordance with all relevant federal and state laws, with the *Indiana State Plan for Adult Education and Family Literacy*, *Indiana Standards for Adult Basic Education Programs*, and with any other applicable policies and administrative guidelines issued by the State Workforce Innovation Council and the Indiana Department of Workforce Development. Specific assurance is given that:
 - a. Federal funds received under the Adult Education and Family Literacy Act will be used to supplement the amount of state and local funds available for uses specified in the act and, in no case, to supplant such state and local funds.
 - b. Each grant will be maintained in a separate ledger account.
 - c. The applicant will take necessary steps to ensure equitable access to and participation in its adult education program by addressing the special needs of students, teachers, or other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
4. The adult education program will be coordinated with and not duplicative of services, programs, or activities made available to adults in the community under other federal, state, and local programs including: Workforce Investment Act of 1998, Title I, III, and IV; Vocational and Technical Education Act of 1998; Education of the Handicapped Act; Higher Education Act of 1965; and the Domestic Volunteer Service Act.
5. The applicant will comply with the policy of the Indiana Department of Workforce Development not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1), Public Law 218 (I.C. 19971 title 20), Titles VI and VII (Civil Rights Acts of 1964), The Equal Pay Act of 1973, Title IX (1972 Education Amendments), and Section 504 (Rehabilitation Act of 1973).
6. If a representative other than the chief administrative officer has been duly authorized to submit this application for and on behalf of the applicant, and if the undersigned is fulfilling the duties so delegated, the applicant verifies such authorization by attaching a copy of the official authorizing document to this application.
7. No board or staff member of this applicant agency will participate in, or make recommendations with respect to, an administrative decision regarding this project if such a decision can be

expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.

8. All equipment acquired under the Adult Education and Family Literacy Act will be used continually for the purposes specified in the approved program proposal throughout the period of active federal funding; administrative control of such equipment and other property acquired with these funds will be retained by the Indiana Department of Workforce Development.
9. All fiscal records and records that document program accomplishments, as reported by the applicant to the Indiana Department of Workforce Development, will be maintained for a period of three years.
10. The copyrights on all materials produced under this grant will be held by the Indiana Department of Workforce Development unless a specific exception is explicitly granted in writing to the applicant agency by the Indiana Department of Workforce Development.

We the undersigned hereby attest to the above on behalf of:

(Legal name of applicant organization)

1. Signed: _____
(President/chairman, governing board)

Typed name: _____

Official name of board: _____

2. Signed: _____
(Chief executive/superintendent)

Typed name: _____

STATE USE ONLY

Date approved _____
Senior Director of Adult Education

**ADULT EDUCATION REGIONAL PROGRAM
COMPETITIVE APPLICATION
Economic Growth Regions 2, 3 and 10
July 1, 2011 – June 30, 2012**

Workforce Investment Act of 1998 – Title II
Adult Education and Family Literacy Act

Introduction/Purpose

The Indiana Department of Workforce Development (DWD) is committed to fostering the development of a seamless adult education system. Development of a comprehensive regional approach will leverage all available funding and resources in order to fill the gaps that currently exist in serving the adult and out-of-school youth populations.

For purposes of this document and future program construction, the regional adult education structure will be comprised of the following components: foundational-skills development, occupational bridge-program training, academic and career counseling, and related initiatives to assist adults and out-of-school youth. This effort takes a holistic approach to educational development for purposes of supporting employment, reemployment or enhanced employment. Emphasis is placed on basic skills and occupational skills development and right-placing learners through academic and career counseling. Moreover, the approach supports a “division-of-labor” model in which all contributing partners can focus on their respective strengths. The time and resources of the adult educators are freed to focus on teaching and learning; and the strengths of the workforce investment system are fully leveraged in delivering counseling and employment services.

The goals of this comprehensive, regional approach are:

- to increase accessibility to adult education services in areas of the state most in need of these services;
- to leverage all available resources toward increasing the capacity of Indiana’s adult education system;
- to create a seamless transition to a postsecondary education and training system;
- to build an educated and competitive Indiana workforce; and
- to meet and exceed learner performance goals.

Funding Streams

Funding sources will include Workforce Investment Act Title I (Title I dollars will be granted to each Regional Workforce Board by DWD), Title II (Adult Basic Education dollars will be awarded to Adult Education and Family Literacy Act (AEFLA) eligible providers), Title III (Wagner-Peyser dollars will be used for Regional Coordinators and Counseling staff hired by DWD) and state funding. Each funding stream has its own function and represents a portion of the holistic adult education plan. The Indiana Adult

Education grant outcomes are directly tied to the five core indicators required by the federal Adult Basic Education (ABE) program funded through Title II of the Workforce Investment Act.

1. Increase in basic skills attainment for ABE and ESL learners
2. Attainment of high school diploma or GED
3. Transition into postsecondary education or training
4. Enter employment
5. Retention of employment

All plans should be comprehensive and systematic, improve learning experiences, increase accessibility, enhance outreach and collaboration, promote diversity in the delivery of instruction, and integrate the use of technology into instruction.

Although the Regional Competitive Application for Adult Education is a two-year grant, the following fiscal guidance and procedures will apply in year one of the grant. Funding guidelines and performance metrics for 2012-13 will be determined in fiscal year 2011-2012.

Title I Funds

Title I dollars will be granted to each Regional Workforce Board (RWB) by Department of Workforce Development (DWD) through June 30, 2011 and re-issued to each Workforce Investment Board (WIB) effective July 1, 2011-June 30, 2012. Up to 10% may be used for administration/case management expenses. Each Region is expected to provide core and intensive services to participants using Title I funds. The RWB/WIB may use a portion of the 10% administrative/case management funds to supplement regular WIA funds to ensure that participants receive meaningful case management services.

The remaining 90% of grant funds must be dedicated to **adult education vouchers or career certification vouchers** funding depending on the region's preference.

Adult Education Vouchers

Eligible clients (as defined in DWD Policy 2010-13; Attachment C, Sections 3 and 4) will be referred by the WorkOne Center to an approved ABE provider. Upon passing a placement exam (Compass/Accuplacer) to enter credit-bearing courses at a post-secondary provider, the ABE provider may invoice the Grantee for a voucher reimbursement in the following amounts: \$150 if outcome is attained in greater than 6 weeks; \$225 if attained in 4-6 weeks; and \$300 if attained in less than 4 weeks. The provider may submit invoices until the region's allocation from DWD is exhausted. Grantees will submit monthly fiscal reports to DWD as with other WIA grants.

Career Certification Vouchers

Eligible clients (as defined in DWD Policy 2010-13; Attachment C, Sections 3 and 4) will be referred by the WorkOne Center to an approved adult education career certification

program (i.e. on the IN Training website at www.in.gov/dwd/intraining). The Grantee will follow the **Individual Training Account Guidelines (as defined in DWD Policy 2010-13; Attachment E, Section 1)** to provide a tuition voucher to the approved provider of the certification program until the region's allocation from DWD is exhausted. Tuition costs for each adult education career certification program will be proposed by each region and approved by DWD. Grantees will submit monthly fiscal reports to DWD as with other WIA grants.

Title II Funds

Title II funds will be awarded to eligible providers identified through the competitive application process and as mandated by the Adult Education and Family Literacy Act (AEFLA). Consortia comprised of eligible providers are encouraged to identify a single AEFLA fiscal agent in a region. The state will ensure that all eligible providers have direct and equitable access to apply for grants or contracts; and, the same grant or contract announcement process and application process is used for all eligible providers in the state. An overview of Title II funding guidelines is in Appendix A.

Reimbursement of Funds

Grant awards to each region/fiscal agent will include the amount of federal and state funding for the region. Each funding source will include the 85% guaranteed funding and the 15% performance based funding. Budget documents included in the grant continuation application will include planned expenditures from each funding source for both the guaranteed 85% and the possible 15% performance funding.

Beginning July 1, 2011, **federal and state grants** will be reimbursement based on actual expenditures. The first 85% of funding awarded will be reimbursed as requested up to once a month. A revised reimbursement form is included in the grant continuation documents.

In completing budget documents for the grant continuation some changes are required from previous applications. The required budget document listing total planned budget expenditures has been simplified to include combined line items such as salaries and benefits. The salaries and benefits line will include all salaries and benefits for instructional costs regardless of certification status. Information related to the initial budget and changes from the current budget grid will be provided as needed.

With the addition of state dollars in the regional grant awards expenditures should be planned with use of state and federal dollars separately. Budget detail pages will need to be completed with separate pages for instructional and non-instructional costs and will also need to show the use of state and federal money separately. The budget detail pages will also need to show the local costs used for local match of federal funds.

The following documents must be completed for each fiscal agent. This may be one fiscal agent for the region, or multiple fiscal agents within a region. In regions not competing for funds for the 2011-2012 program year new official fiscal agents cannot be added.

1. Initial Budget form
2. Budget detail pages
3. Assurances
4. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
5. Waiver Request for Non-instructional cost in excess of 5%

The percent of non-instructional costs should be calculated based on the guaranteed 85% funding amounts. Waivers must be requested for non-instructional costs in the budget for federal monies when the non-instructional costs will exceed 5% of the 85% guaranteed federal funds. Waivers requested for 10% or less will be approved without exception. Waivers for over 10% up to 15% will require state review of the rationale for the request.

Overview of Workforce Investment Act (WIA) Title II Federal Requirements

The guiding principles of the Act are partnership, flexibility, accountability and improved quality of services. The purpose of the Act is to create partnerships to assist adults:

- to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- to obtain the educational skills necessary to become full partners in the educational development of their children (if parents); and
- to complete a secondary school education.

Target Population: The term “adult education” means services or instruction below the postsecondary level for individuals who:

- are 16 years-of-age or older;
- are not enrolled or required to be enrolled in secondary school under state law;
- lack sufficient mastery of basic educational skills to function effectively in society;
- do not have a secondary school diploma or its recognized equivalent;
- hold or have obtained a diploma or equivalent but lack basic academic skills; or
- cannot speak, read, or write the English language.

Programs should target individuals with multiple barriers to educational attainment, including: individuals with disabilities; criminal offenders; single parents; and individuals with limited English proficiency.

Coordination with the Workforce Investment System

The Act requires recipients of Title II funds to demonstrate:

- coordination with the WorkOne centers for the benefit of their common customers;
- provision of programmatic information on their programs and services to the one stop centers; and
- engagement in collaborative activities with the Workforce Investment System to ensure a comprehensive approach to literacy and employment.

Regional Coordinator: A regional coordinator will be employed by DWD in each region. The positions will be funded by Wagner-Peyser funds and will report to DWD. Each coordinator will work closely with all providers and partners in each Economic Growth Region. Regional coordinators will assist in the oversight and implementation of the plan for the region. It will be incumbent upon the coordinators to carefully monitor the effective and efficient use of program resources and ensure a collaborative effort among providers.

Eligible Applicants for the Title II AEFLA Grant: Eligible applicants include: local educational agencies; community-based and volunteer literacy organizations of demonstrated effectiveness; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; faith-based organizations; other nonprofit institutions that have the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions and libraries described above. Applicants applying as a consortium will be eligible to receive the maximum number of points on the Scoring Rubric.

APPLICATION GUIDELINES – Funding Period

Grants and contracts will be awarded for the period of July 1, 2011 to June 30, 2012. Successful applicants will be awarded funds for the first year of a two-year plan with an additional year of funding contingent on satisfactory program performance and future Federal and State appropriations. Performance metrics will be negotiated or outlined before grants are awarded. In the event of the reauthorization of WIA, a new competition will be required when the new Act is implemented.

Two Year Regional Plan: An Overview

Eligible providers must show the following: demonstrated effectiveness in delivering adult education services in the Economic Growth Region (EGR); classes of sufficient intensity and duration; measurable learner outcomes; the incorporation of technology into instruction; coordination of services with local schools, colleges, one stop centers, job-training programs and social-service agencies; incorporation of research-based reading, mathematics and writing instruction; inclusion of English Literacy (ESL) instruction; flexible program schedules, and provision of support services.

Applicants will provide a two-year comprehensive strategic plan designed to address the continuation of services in their EGR. The funding allocation by region is in Appendix A.

2011-2012 NARRATIVE SECTION – (Limited to 25 pages excluding forms)

DWD seeks innovative and creative ideas for providing and implementing adult education services utilizing a regional approach to provide services and leverage funding. Emphasis should be placed on collaboration among schools, higher education, workforce development agencies, community organizations and other partners. DWD is seeking applications that demonstrate innovation and research-based instructional strategies. Implementation of technology into instructional practices must be documented for the region.

I. Regional Plan Overview (Narrative and Forms 2a and 2b – Goals and Objectives and Performance Measures)

Point Value: 10

It is understood that elements of the two-year plan may be phased in dependent upon regional readiness. Using Form 2a– Goals and Objectives and Form 2b - Performance Measures, clearly state the mission, vision and objectives to include strategies in terms of measurable outcomes for all program participants. How will the applicant support other local providers in meeting regional goals? In narrative form, briefly address how the transition to a coordinated system will increase numbers served and how resources will be leveraged. Explain how the proposed system will add new services and improve existing services for the region. Briefly describe the organization’s experience and expertise in providing the full continuum of services including intake, assessment, academic and career counseling, and delivery of basic skills training.

II. Leadership and Coordination (Narrative and Regional Partnership Agreement-Form 3)

Point Value: 25

A major indication of program success is strong leadership and efficient management. In order to promote the alignment and utilization of resources, a comprehensive plan will be developed or continued. Briefly describe existing or planned coordination with stakeholders, programs, agencies or services. If applicable, provide examples of significant assets that have been leveraged in the past to support learner success as a result of past partnerships with other organizations.

Applications that include partnerships among the following categories are desirable:

- 1) All local education agencies (LEA), educational service agencies, or area vocational districts serving the target population;
- 2) Regionally accredited institutions of higher education that offer a two-year associate degree program or a two-year postsecondary apprenticeship program, certificate or licensure; or proprietary institutions of higher education that offer a two-year associate degree program;
- 3) Community and/or faith-based organizations of demonstrated effectiveness and other non-profit institutions that have the ability to provide literacy services to adults and families;
- 4) WorkOne;
- 5) Employers; and,
- 6) Other eligible entities.

Scoring is weighted to favor broad understanding of stakeholder strengths, resources and metrics as well as wide regional representation (geographically and numbers served).

PROGRAM PLAN AND DESIGN

III. Statement of Regional Needs (Narrative to include demographic data and Form 4 – Program Component Worksheet)

Point Value: 10

Applicants must provide a statement of need for the project within the appropriate Economic Growth Region. The applicant must demonstrate a comprehensive understanding of regional demographics, labor market information, unemployment data, current and future employer needs, K-12 high school graduation rates, postsecondary enrollment and graduation data, etc. Describe how the plan will address identified regional needs and priorities leading to learner outcomes. The following information must be provided:

- 1) Demographics and employment trends with reliable, documented sources such as U.S. Census, American Community Survey, Labor and Education data and state labor-market statistics and educational information;
- 2) Economics, employment, and family-status information of the target population within the region as it relates to educational needs;
- 3) Education levels in the region, the extent of the problem and characteristics of those most in need;
- 4) Services to be provided and the categories of potential learners targeted.

Describe how the needs assessment was conducted in the region. Using Form 4 – Program Component Worksheet, address how the proposed regional plan including time of day of classes, intensity, frequency and duration of services meets the needs of your target population. Describe how the program plan addresses serving the adult learners who are most in need of literacy and language services.

IV. Assessment of Current Regional Services (Narrative)

Point Value: 10

Applicants must demonstrate an understanding of the current education and economic development systems within the entire Economic Growth Region. The description should justify the programming being proposed and identify current gaps in access and/or service in the delivery of adult education services. The following information must be provided:

- 1) **Current services provided (asset mapping)** – applicant must demonstrate a comprehensive understanding of all training and education services currently being provided within the coverage area. These services should include but not be limited to: intake, assessments, skills training, basic education, literacy

training, specific training for work readiness and job placement, preparation instruction for college entry and the provision of support services. This comprehensive understanding should include current services provided by existing LEA, institutions of higher education offering two-year associate degree programs, business and employers, WorkOne centers, and community/faith-based/non profit organizations. Describe specific strategies for recruiting learners and retaining them so they can meet their educational goals.

- 2) **Gap and overlap analysis** – applicant must demonstrate comprehensive understanding of the areas (geographically, programmatically and demographically) where gaps in services occur as well as where learners and services overlap. Provide a complete picture of where, when, and for whom additional services are needed and where duplicative services could be combined or eliminated.
- 3) **Demonstrated Program Effectiveness** – applicants must describe the past performance with the target population within the Economic Growth Region. Three years of data (brief narrative and NRS Tables 4, 4B and 5) will be required for all currently funded programs. Provide requested performance reports to show evidence of meeting or exceeding core performance measures. If applying as a consortium and you choose to include a partner or provider whose performance is below the state average (below 50% on NRS Table 4 for FY 2011), please document rationale for including this program and an improvement plan for remediation.

If not a currently funded adult education program, list up to three projects, initiatives or programs in which your agency has delivered educational services to adults and address the evidence of positive outcomes for learners in terms of academic and career goals; also describe your effectiveness in improving the literacy or academic skills of adults.

- 4) **Leveraged Resources** – Address additional available funding streams, human capital and additional resources; applicant must identify all applicable funding sources, facilities, personnel, etc. in the EGR that can be utilized toward these efforts for the regional match. See Maintenance of Effort document for additional information.

Applicants should demonstrate an understanding of eligibility and present strategies to utilize different funding options across multiple education and workforce systems such as:

1. WIA Title I
2. WIA Title II (Adult Basic Education)
3. WIA Title III (Wagner-Peyser)
4. WIA Youth

5. Perkins – (Basic, Tech Prep, State Programs & Leadership funds)

V. Academic and Career Counseling

Point Value: 10

The purpose of counseling is to assist learners in achieving academic success and attaining gainful employment in a chosen occupation. Intake services, assessment activities, counseling, and related case management will take place in collaboration with educational partners. This process will provide structured programs aimed at helping learners gain a better understanding of self, explore academic and career options, gain exposure to occupational alternatives, prepare for reemployment and proactively identify and pursue academic and career goals. Learners will be encouraged to exercise their intellectual curiosity through a number of programs, assessments, classes, and self-guided activities designed to help them determine the best course of study and career pathway resulting in an academic and employment plan.

- A. Eligibility Determination will be part of the intake process in the WorkOne Centers with particular emphasis on dual enrollment between/among partners, provision of supportive services as appropriate, establishing academic and career pathways, tracking outcomes, and achieving performance goals and targets.
- B. Placement of academic and career pathways will be conducted regionally. The state will fund the Test of Adult Basic Education (TABE) instrument to assess educational attainment and Indiana Career Explore to assess career options, aptitude, study style, personality, interests, values, work preferences, abilities and skills, and related attributes.
- C. Counseling will provide learners with specialized attention (individually and in group settings) from trained counselors who will assist them in establishing, pursuing and accomplishing academic and career goals. New counselors will be hired at the MS level; additional counselors will be trained from within the current WorkOne Center structure. Counselors will challenge and support learners and collaborate with partner agencies for the purpose of referral and case management/oversight including, but not limited to the community college system and adult basic education providers.
- D. The case management approach to the intake process will ensure that the learner receives personalized attention and ongoing follow-up to be successful in achieving academic and career goals. The state will provide a comprehensive case management system to assist with tracking learner progress and support services critical to learner success.

The application should demonstrate the cooperation between the WorkOne Centers and the adult basic education partners to provide academic and career

counseling to clients. In particular, applicants should describe how the partners may maximize such opportunities as: co-location of offices, efficient referral procedures from one partner to another and/or staff plans that accommodate client-specific needs for counseling. Emphasis should be placed on making such services available at times and locations that meet the needs of clients.

VI. Curriculum and Instruction

Point Value: 15

Applicants must present a comprehensive approach to improving the curricula and instructional practices that support adults as they prepare for family-sustaining jobs and career advancement. Among the strategies necessary to achieve this beginning in year one (unless otherwise noted):

- A. Staffing** – Instructional job duties should be clear, measurable and consistent across education and workforce systems; and, teacher compensation should be structured to be both cost-effective and flexible to ensure utilization of the most qualified instructors. The qualifications of each local program director involved and his/her past experience in adult education should be stated. The amount of time devoted by each local director to the administration of adult education should be included in number of hours per week and weeks per year. Describe the qualifications of the instructional staff. Briefly describe any other support services needed in order for this plan to be effective. (Complete Form 5 – Key Staff)
- B. Contextualized instruction** – Regions should ensure that classroom curricula covers the full range of basic and work readiness skills needed for entry into and success in postsecondary education and training, as well as in the workplace. Instructors should use a range of resources and instructional techniques that optimize both educational gains as well as college and career readiness through the integration of basic and occupational skills. Describe how technology will be integrated into the curriculum to improve learner achievement and enrollment. Indicate how activities and instruction will be built on a foundation of research and effective educational practice. Include specifics of curricula and instructional methodologies. Describe innovative instructional methodology that will result in increased retention and learner success.
- C. Dual enrollment in ABE/Postsecondary** – Regions should create and formalize dual enrollment/dual credit programs where learners are co-enrolled in adult and postsecondary education or offer training concurrently when possible or appropriate. Describe your past experience with dual credit programs and/or how you will incorporate dual credits in the future.
- D. Use of technology** - Regions should employ the use of accessible CD-ROM and web-based options for interactive and experiential learning; allow new learning technology to provide voice, image and text-based learning; expand the

appropriate use of technology that assists instructors in providing individual attention for particular learning styles, remediation support, opportunities to work and solve problems in group settings and exposure to the world of work and employers. Describe how the use of technology is incorporated into instructional services. Include the percentage of learners who have access to technology in the classroom. DWD is procuring an online utility for adult education. It is expected that the state-funded online option will be available to learners throughout the adult education system as is appropriate to meet individual academic and career goals.

E. Accelerated programming - Regions should offer accelerated pathways allowing progression to higher levels of basic skills education and postsecondary training that leads to employment. Program design should comprise multiple delivery-strategies (site-based, on-line, flexible scheduling) and be structured to provide realistic timelines and goals that can be met. Accelerated strategies include instruction of high-intensity and duration that integrates basic skills with technical skills training; dual enrollment/dual credit programs and technology-assisted, self-paced and fast-track programs. Describe how the proposed plan will transition adult learners to self sufficiency through postsecondary education and employment. Provide an overview of how the region will provide learners with opportunities to transition successfully to next steps, including higher education, occupational training, employment, etc. Include retention strategies to ensure learners remain long enough to reach their goal.

F. Professional development – Professional development activities authorized and supported by federal leadership dollars will continue to be coordinated and provided to local, regional and statewide adult education staff and career counselors. Each region must include a one-page professional development plan that outlines regional training needs for all regional adult education staff with identified strategies to meet those needs. Explicitly demonstrate a commitment to ongoing professional development for all staff. Describe the access staff members will have to attend professional meetings, trainings, and conferences relative to release time, etc. Address ideas to improve your staff's participation and professional development. Include your schedule of common planning time for staff meetings.

G. Career Pathways and Bridge Programs

Please refer to Adult Education Career Certification Program document, Career Certifications Framework (Appendix B), Career Pathways Suggested Next Steps (Appendix C), and complete Form 9, Implementation Matrix for Career Certifications Programs. Review Micro-grants for the Development of Career Certifications Programs document, write narrative and complete Attachments A & B included in the document.

VII. Evaluation Process

Point Value: 10

Describe the evaluation process for your plan and how it will be used for program improvement. Provide evidence of the region's ability to evaluate, analyze and utilize the results for continuous improvement.

VIII. Budget and Budget Detail Form

Point Value: 10

In addition to completing the budget forms, the bidder must provide a concise, very detailed, and specific narrative explanation to support the request. The budget narrative should discuss precisely how each funding stream supports the implementation of the regional plan for adult education services.

DWD has approved restricted and unrestricted indirect rates for LEAs. Only those agencies which have an approved indirect rate on file at DWD may apply costs to the indirect cost line item. A budget narrative and Budget Forms 6 A through G must be completed for Title II funds. Form 8 must be completed by the Regional Workforce Board for Title I funds.

Total Points _____

APPLICATION GUIDELINES AND REQUIREMENTS*

1. One original hard copy application must be **received** at the Indiana Department of Workforce Development, 10 N. Senate, Indianapolis, IN 46204 by **June 3, 2011**. Applications received after that date will be rejected. Please note that applications must be received not postmarked by this deadline. Faxed copies will not be accepted. In addition, submit an electronic copy in Microsoft Word via email to Nancy Olsen at nolsen@dwd.in.gov. A confirmation email will be sent when both forms of the application are received.
2. Submit your application on 8½" x 11" paper, single spaced with one inch margins, font size no less than 12; number your pages and do not staple.
3. Form 1 – Application Cover Sheet should be completed and used as the cover page for the application. Only eligible applicants may complete this cover sheet for purposes of consideration.
4. Your response to the narrative section of the application is limited to no more than 25 pages. This page limitation is imposed for the sake of the reviewers of your application. This limitation does not include the other sections of your application such as the cover sheet, agreements, and forms required by the application.
5. Assemble your application using the application edit check as a guideline (page 18 of this document).

Failure to adhere to the guidelines in # 2 through #5 will not eliminate an application from consideration.

6. Questions regarding this competitive application should be emailed to Nancy Olsen at nolsen@dwd.in.gov; responses will be emailed in a timely manner.
7. Grant Period. Grants and contracts will be awarded for the period of July 1, 2011 to June 30, 2012. Successful applicants will be awarded funds for the first year of a two-year plan with an additional year of funding contingent on satisfactory program performance and future Federal and State appropriations. In the event there is a change in federal law, a reduction in the state's federal allocation, or a change in state priorities, continuation is not guaranteed.
8. Selection Process. If multiple applicants apply for a region, DWD will use an outside team to review and rate applications. Funding recommendations will be developed and provided to DWD. The final selection will be made by DWD. DWD must approve all grants and contract awards.

*State imposed requirements.

The application and evaluation weights are listed below.

APPLICATION REVIEW AND SCORING

Applications will be reviewed by a team of experienced readers from DWD and/or other organizations. Review of applications will be based on the completion of the requested information in the narrative as well as completion of required forms. Applications will be scored on a 100 point scale. See the narrative section for distribution of points.

I.	Regional Plan Overview	-	10 Points
II.	Leadership and Coordination	-	25 Points
III.	Statement of Regional Needs	-	10 Points
IV.	Assessment of Current Regional Services	-	10 Points
V.	Academic and Career Counseling	-	10 Points
VI.	Curriculum and Instruction	-	15 Points
VII.	Evaluation Process	-	10 Points
VIII.	Budget and Budget Detail	-	10 Points

LIST OF FORMS

- FORM 1 - Application Cover Sheet
- FORM 2a - Goals and Objectives
- FORM 2b- Performance Measures Worksheet
- FORM 3 - Regional Partnership Agreement
- FORM 4- Program Component Worksheet
- FORM 5 - Key Staff
- FORM 6 - Title II Budget Forms A through G
- FORM 7 - Assurances
- FORM 8 - Title I Budget Form
- FORM 9 - Implementation Matrix for Career Certification Programs

APPENDIX A - Funding Allocations Match Requirement (follows)

APPENDIX B - Career Certification Framework (attached)

APPENDIX C - Career Pathways Suggested Next Steps (attached)

2011-2012 ADULT EDUCATION PROGRAM REGIONAL COMPETITIVE APPLICATION
APPLICATION EDIT CHECK and ASSEMBLY

Eligible Applicant Agency: _____ EGR Region: _____
 Please submit this edit check with your application to DWD

Item	Yes	No	Page #
Application Cover Sheet – Form 1			
Regional Plan Overview Narrative			
Regional Plan – Goals and Objectives – Form 2a			
Regional Plan - Performance Measures – Form 2b			
Leadership and Coordination Narrative			
Regional Partnership Agreement – Form 3			
Statement of Regional Needs Narrative (Demographic Data)			
Statement of Regional Needs – Program Component Worksheet – Form 4			
Assessment of Current Regional Systems Narrative			
Gap and Overlap Analysis Narrative			
Demonstrated Program Effectiveness Narrative			
Demonstrated Program Effectiveness – NRS Tables 4, 4B and 5 for participating providers			
Academic and Career Counseling Narrative			
Staffing Narrative			
Staffing – Form 5 – Key Staff			
Contextualized Instruction Narrative			
Dual Enrollment Narrative			
Use of Technology Narrative			
Accelerated Programming Narrative			
Professional Development Narrative to include Professional Development Plan			
Adult Education Career Certification Program Narrative			
Career Certification Framework – Appendix B			
Career Pathways Suggested Next Steps – Appendix C			
Implementation Matrix for Career Certification Programs - Form 9			
Micro-grants for the Development of Career Certifications Programs Narrative; Complete Attachments A & B			
Evaluation Process Narrative			
Budget Narrative			
Budget Forms – Form 6 A through G for Title II			
Assurances – Form 7			
WIA Title I Budget – Form 8			
Evaluation Process Narrative			

Edit Check Completed by:

Name: _____

Title: _____ Date: _____

ADULT EDUCATION PROGRAM COMPETITIVE APPLICATION

FUNDING ALLOCATION, OVERVIEW, AND MATCH REQUIREMENT – APPENDIX A

Funding: The chart on page 24 displays the estimated amount of state and federal funds that will be awarded to each region. They take into account the following:

- Adult Education enrollment numbers,
- Unemployed Insurance Claimants 18-44 with no High School Credential, and
- Productivity Index* (enrolled/UI claimants)

*Productivity Index:

$\\$/Rn = UICRn (\\$ST / UICST) (XRn / XST)$
Total \$ (\$ST) = \$19, 856, 453
Total UI Claimants (UICST) = 58,123
Total enrolled statewide (EST) =34,359
State productivity index = XST = EST / UICST = 59.1%
Regional productivity index = XRn = ERN / UICRN
Average \$ST / UICST = \$341.63

The First 85% of each allocation is guaranteed and will be reimbursed through monthly invoices to DWD. Using the new data system, DWD will monitor performance outcomes, and all providers will have the opportunity to earn 100%+ of their allocation.

- Outcomes encouraged include: GED Attainment, bundled level gains in ABE/ASE and ESL, and fast-track results.
- Programs will need to track and report actual program expenses and actual program income.

Adult Education Reimbursement for Outcomes

GED/HS Diploma

Number of Weeks	<4 weeks	4-6 weeks	>6 weeks
Reimbursement Amt	\$292.50	\$225.00	\$157.50

9-12.9

Number of Weeks	<12 weeks	12-14 weeks	>14 weeks
Reimbursement Amt	\$ 585	\$ 450	\$ 315

6-8.9

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	\$ 585	\$ 450	\$ 315

E-5.9

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	\$ 585	\$ 450	\$ 315

ESL Int/Advanced

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	\$ 650	\$ 500	\$ 350

ESL Beginning

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	\$ 650	\$ 500	\$ 350

All Enrolled

Number of Weeks	n/a	1-2 weeks	n/a
Reimbursement Amt	n/a	\$ 60	n/a

Adult Education Title II Overview:

It is the purpose of Title II Adult Education and Family Literacy Act (AEFLA) funds to provide adult education and literacy services, in order to:

- (1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- (2) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- (3) Assist adults in the completion of a secondary school education.

Each eligible provider receiving a grant or contract uses the grant or contract to establish or operate one or more programs that provide services or instruction in one or more of the following categories:

- (1) Adult education and literacy services, including workplace literacy services.
- (2) Family literacy services.
- (3) English literacy programs.

Eligible Provider - The term "eligible provider" means:

- (A) a local educational agency;
- (B) a community-based organization of demonstrated effectiveness;

- (C) a volunteer literacy organization of demonstrated effectiveness;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families;
- (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

Direct and Equitable Access

The state will ensure that:

- (1) All eligible providers have direct and equitable access to apply for grants or contracts; and
- (2) The same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area.

Federal Adult Education funds are distributed by the Indiana Department of Workforce Development through a competitive process that requires a narrative grant application. To qualify for federal funds, an applicant must comply with state and federal eligibility requirements. Eligible providers are required to:

- Submit a detailed, line item budget on a yearly basis.
- Provide local maintenance of effort equal to the prescribed match level. Set, monitor progress toward, and report outcomes for performance measures based upon educational gain, employment, diploma, and higher education categories established by the National Reporting System.
- Comply with all state and federal policies and procedures

Line Item Budget

Prior to the beginning of the program year, which runs July 1 through June 30, each application for Title II funds will include a line item budget. The submitted budget will detail all proposed instructional and non-instructional expenditures.

Non-instructional costs

Waivers requested for 10% or less will be approved without exception. Waivers for over 10% up to 15% will require state review of the rationale for the request. Non-instructional costs include:

- administrative and secretarial salaries and other administrative expenses.
- professional development activities.
- volunteer recruitment, training, and supervision.
- data-entry and record-keeping of program statistics and fiscal reports.
- audit fees.
- indirect costs.
- any other expenses that do not directly pay for instruction and student support services.

Non-allowable costs

The following expenses are *not* allowed with federal funds, except as noted:

- food (except for child care snacks).
- rent (except where applicant can document that all efforts to obtain rent-free facilities have been denied).
- in family literacy programs, salaries of teachers other than adult educators.
- GED examiner, testing, and GED test fees.

Reimbursement of Title II Funds

Effective July 1, 2011, federal grants, will no longer be advanced but will be reimbursement-based actual expenditures. Reimbursement forms listing actual expenditures will be processed for payment two times per month. Completed Reimbursement forms must be electronically submitted to the DWD Finance Division by the 1st and 15th of each month. A reimbursement form will be provided.

Maintenance of Effort: In order for the state to achieve and maintain the necessary non-federal expenditure on an equitable basis, the state agency requires each recipient of federal funds to match at least 25% of federal funds received; or, the previously established level. At their own discretion, regions may increase the amount of local maintenance of effort reported; however, once increased, the region's responsibility will remain at least at that level in subsequent years. The chart on the next page illustrates the amount for maintenance of effort based on previously established levels of contribution. The maintenance of effort cannot be decreased without also decreasing the amount of federal funds allocated to Indiana.

What constitutes Maintenance of Effort?

Maintenance of effort can include the following types of resources:

1. Any non-federal funds providing direct cash outlay for adult education services. This would NOT include funds for state reimbursement or related to GED testing services.
2. In-kind contributions to adult education services such as:
 - Facility/office space costs
 - Utilities
 - Custodial services
 - Copying and printing costs
 - Phones and other technology costs
 - Additional approved in-kind services

These include any and all locations and providers within the region.

3. Personnel cost of staff time spent in service to the adult education program paid from other non-federal funds. These costs may be pro-rated by percentage of

time used to provide adult education program related services.

4. The expenditure must be documented and that documentation must be kept with the fiscal records of the program for the purposes of audit.
5. The expenditure must be one which would not be made in the absence of the adult education program.

Indiana Department of Workforce Development
 Adult Basic Education 2011-2012 Regional Funding with Comparison of 2010-2011 Funding

Appendix A

Region	2012				2011				Comparison of Changes				Total MOE based on 2012 Federal Funds		
	State	Federal	State and Federal Combined	Title I	State	Federal	State and Federal Combined	Title I	State Allocation Difference	Federal Allocation Difference	Total Difference	% Change from 2011 to 2012		Title I Difference 2011 to 2012	Title I % Change from 2011 to 2012
1 Jasper, Lake, LaPorte, Newton, Porter, Pulaski, Starke	\$2,190,029	\$1,861,237	\$3,451,266	\$213,334	\$2,394,970	\$626,013	\$3,160,983	\$301,840	-\$144,941	\$433,242	-\$190,301	9.2%	-\$66,306	-15%	\$352,723
2 Elkhart, Fulton, Kosciusko, Marshall, St. Joseph	\$1,219,148	\$701,118	\$1,921,266	\$430,338	\$1,128,690	\$923,438	\$2,032,128	\$337,439	\$90,438	-\$121,300	-\$130,862	-6.4%	\$112,899	33%	\$307,708
3 Adams, Allen, DeKalb, Grant, Huntington, Lagrange, Noble, Steuben, Wabash, Wells, Whitley	\$1,306,976	\$732,699	\$2,039,676	\$321,990	\$1,156,023	\$792,233	\$1,948,276	\$289,302	\$130,933	-\$39,324	\$111,400	3.7%	\$32,488	11%	\$329,876
4 Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Trippcanoe, Tipton, Warren, White	\$1,313,778	\$737,788	\$2,073,546	\$203,877	\$1,021,316	\$671,689	\$1,693,983	\$243,439	\$293,462	\$86,089	\$73,361	22.4%	-\$39,382	-15%	\$332,097
5 Allen, Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan, Shelby	\$3,376,906	\$1,644,790	\$5,321,696	\$667,249	\$3,762,172	\$1,872,201	\$5,637,373	\$694,133	-\$388,266	\$72,369	-\$313,677	-6.6%	\$3,116	0%	\$572,318
6 Blackford, Delaware, Fayette, Henry, Jay, Randolph, Rush, Union, Wayne	\$694,633	\$467,039	\$1,391,692	\$134,342	\$1,069,319	\$489,921	\$1,399,240	\$179,023	-\$64,666	\$77,138	-\$7,248	-0.5%	-\$44,463	-12%	\$248,318
7 Clay, Fank, Putnam, Sullivan, Vermillion, Vigo	\$330,393	\$190,392	\$520,987	\$91,637	\$293,767	\$186,380	\$480,137	\$68,110	\$96,828	\$4,002	\$40,830	8.3%	\$13,327	20%	\$53,441
8 Brown, Davess, Greene, Lawrence, Martin, Monroe, Orange, Owen	\$410,339	\$136,433	\$546,972	\$101,380	\$391,009	\$274,268	\$603,277	\$100,222	\$79,330	-\$37,833	\$41,693	6.9%	\$1,139	1%	\$103,618
9 Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, Switzerland	\$608,363	\$330,478	\$939,044	\$102,627	\$827,114	\$321,777	\$1,148,891	\$117,363	-\$218,349	\$28,701	-\$183,647	-16.3%	-\$14,936	-13%	\$133,600
10 Clark, Crawford, Floyd, Harrison, Scott, Washington	\$332,231	\$302,833	\$635,064	\$67,639	\$365,877	\$206,997	\$572,874	\$73,640	-\$13,646	-\$4,144	-\$17,790	-3.1%	\$12,019	48%	\$68,902
11 Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick	\$304,601	\$280,604	\$585,206	\$111,187	\$302,743	\$387,704	\$693,447	\$101,067	\$198,838	-\$97,100	\$101,739	14.7%	\$10,120	10%	\$127,380
12 Line Department of Corrections	\$259,522	\$259,522	\$50	\$0	\$259,522	\$259,522	\$50	\$0	\$0	\$0	\$0	0%	\$0	0%	\$9,500,000
TOTALS	\$12,600,000	\$7,235,433	\$19,835,433	\$2,300,000	\$12,600,000	\$6,932,633	\$19,332,633	\$2,300,000	\$0	\$303,820	\$303,820		\$0		\$3,180,193

**2011-2012 ADULT EDUCATION PROGRAM REGIONAL COMPETITIVE
APPLICATION
COVER SHEET – FORM 1**

A. Eligible Applicant Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Contact Person _____

Telephone _____ Email _____

B. Regional Economic Growth Region Number _____

C. Applying for ABE Funds

D. Type of Applicant

____ Local education agency

____ Community based organization

____ Volunteer literacy organization

____ Institution of higher education

____ Library

____ Faith based organization

____ Non-profit institution

____ Other public agency (specify)

____ Other _____

E. Financial Officer (Person who will receive electronic transfers and is responsible for submitting required fiscal reports.)

Name _____

Phone _____ Email _____

F. Please verify that all required forms (as listed on page 18 of the RFA) are complete and included in the application. _____

**2011-2012 ADULT EDUCATION PROGRAM REGIONAL APPLICATION
REGIONAL PERFORMANCE MEASURES WORKSHEET - FORM 2b**

REGION: _____

Measure	2011-2012 INDIANA Performance Targets (Proposed)	2011-2012 <u>PROPOSED</u> Region Performance
ABE Beginning Literacy (0-1.9)	53%	
ABE Beginning Education (2-3.9)	55%	
ABE Intermediate Low (4-5.9)	56%	
ABE Intermediate High (6-8.9)	51%	
ASE Low (9-10.9)	46%	
ESL Beginning Literacy	56%	
ESL Low Beginning	62%	
ESL High Beginning	62%	
ESL Intermediate Low	57%	
ESL Intermediate High	61%	
ESL Advanced	46%	
Entered Employment	83%	
Retained Employment	80%	
GED or HS Diploma	89%	
Entered Postsecondary Education/Other Training	92%	

**2011-2012 ADULT EDUCATION PROGRAM REGIONAL APPLICATION
REGIONAL PARTNERSHIP AGREEMENT – FORM 3**

_____ (name of proposing agency) has submitted a proposal for the Economic Growth Region number_____.

We would like to enter into a partnership agreement for fiscal years 2011-2012.

Organization Name:	
Responsible Party Name:	
Organization Categorization (check one):	
<input type="checkbox"/> Local Education Agency	<input type="checkbox"/> Regional Employer
<input type="checkbox"/> WorkOne	<input type="checkbox"/> Community Organization
<input type="checkbox"/> Postsecondary Institution	<input type="checkbox"/> Other, please describe

Objectives/Metrics: Briefly state the objectives of participation in this partnership as it relates to the provision of adult education in your particular Economic Growth Region and as it relates to your organization's goals.

Partnership Participation: Describe the specific activities and/or support to be provided by your organization for this application.

**2010-2011 ADULT EDUCATION PROGRAM REGIONAL APPLICATION
REGIONAL PARTNERSHIP AGREEMENT – FORM 3 (page 2)**

Please provide information as to the monetary or in-kind contributions that your organization will be providing annually. State what portion, if any, will be used for local match.

Description of Contribution	Cash or In-kind	Amount
		\$
		\$
		\$
		\$
		\$
		\$
TOTAL		\$

Partnership Organization:
Contact Name:
Title:
Email:
Phone:
..... <i>(Signature)</i>
Date:

**Adult Education
Career Certification Framework**

Health Care Sector

338,877 jobs; 13.1% of total jobs

8175 health care-related jobs on ICC

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs.	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Certified Nurse Aid	\$23,221	20.4% /3.5%	Approved State Certification	LPN to ASN to Registered Nurse to BSN	105 hrs	Although wage is not high, the demand and opportunity for pathways is strong.	\$75 Skills and Written	HLHS 107 CNA Preparation	<ul style="list-style-type: none"> Attend to patient needs including grooming, applying dressings, and turning bedridden patients. Collect specimens. Record patient vital signs Observe and record food and drink intake and output.
Pharmacy Technician	\$26,726	28.0% /3.7%	Certified Pharmacy Technician (CPhT)	Medical Assistant or EKG Technician	400 hrs	Not a traditional pathway, but can lead to other technical degrees, such as EKG technician.	\$129 PTCE; \$105 (EXCPT)	PHAR 101 Pharm Tech I; PHAR 201 Pharm Tech II; PHAR 202 Pharmacy Technician Experiential Seminar	<ul style="list-style-type: none"> Receive prescription requests and confirm that information is complete and accurate. Maintain proper storage of medicines. Prepare bulk medicines. Prepare and affix labels. Assist customers in checking out

**Adult Education
Career Certification Framework**

Emergency Medical Technician	\$28,538	8.6%/1.1%	State Certification	to EMT Intermediate to Paramedic to LPN	Approx. 150 hrs	EMT Basic, Intermediary and Paramedic (associate degree) is a clear pathway. EMT Basic requires both classroom and practical experience.	\$15	PARM 102 Emergency Medical Technician-Basic Training	<ul style="list-style-type: none"> • Administer first aid and life support. • Perform emergency diagnosis and treat • Observe, record and report the patient's condition
Medical Coder	\$29,000	20.5%/3.0%	American Academy of Professional Coders - Certified Professional Coder (CPC)	To AHIMA Certified Coding Specialist (CCS) to Registered Health Info Tech (RHIT) to Registered Health Info Administrator (RHIA)	Not specified	The CPC is not required by the industry currently, however many major employers require it. The CPC will qualify individuals for coding in a physician's office.	\$300	MEAS 137 Medical Insurance & Basic Coding w/ Computer Applications	<ul style="list-style-type: none"> • Proficiency in adjudicating claims for accurate medical coding • Proficiency across a wide range of coding services • Sound knowledge of medical coding rules and regulations

Attachment A – Adult Education Career Certification Framework

Information Technology Sector

34,867 jobs; 1.3% of total jobs

2048 IT-related jobs on ICC

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Computer Support Specialist	\$38,200	7.7% / 2.7%	COMP TIA A+	Network systems and communication analyst to network administrator to IT consultant	100+ hrs.	Depending on the exam, the level of knowledge varies greatly. A+ is 8th grade.	\$168	CINT 210 PC Technology Essentials; (requires passing A+ PC Essentials exam) CINT 211 IT Technician (requires passing A+ IT Technician exam)	<ul style="list-style-type: none"> • Install and perform minor repairs to computer hardware, software, and other equipment • Technical knowledge of computer networking and security
Electronics Installers/ Repairers	\$40,000	14.0%/ 5.8%	Electronics Systems Professional Alliance (ESPA) Electronic Systems Technician (EST)	Supervisor or Manager	Not specified	ESPA provides multiple levels of certification.	\$250 - \$350	N/A	<ul style="list-style-type: none"> • Disassemble entertainment equipment and repair or replace defective components and wiring • Install, service, and repair electronic equipment or instruments • Calibrate and test equipment

Attachment A – Adult Education Career Certification Framework

Business Administrative & Support, Finance & Insurance Sectors

216,433 jobs; 8.4% of total jobs

3274 administrative-related jobs on ICC

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Bookkeeper	\$31,000	8.7% / 2.5%	American Institute of Professional Bookkeeping (AIPB) Bookkeeper	Payroll clerk to tax preparer to brokerage clerk	Not specified	requires 2 years of experience before or after exam; testing centers in Merrillville, Mishawaka, Indianapolis, Terre Haute, and Evansville; AIPB has self-study workbooks and practice exams available	\$260	ACCT 101 Financial Accounting I; ACCT 106 Payroll Accounting	<ul style="list-style-type: none"> • Adjusting entries • Error correction and reconciliation • Payroll • Depreciation • Inventory • Internal control and fraud prevention
Tax Preparer	\$29,677	3.0% / 3.1%	IRS Certification	Advanced tax preparer to brokerage clerk	84 hrs	Has consistent growth and different levels. IRS has standardized the certification required for all tax preparers.	\$64.25		<ul style="list-style-type: none"> • Compute taxes owed or overpaid • Prepare simple to complex tax forms • Review financial records to determine required forms
Admin. Assistant	\$28,985	3.0% / 1.6%	Internet and Computing Core Certification (IC3)	Executive assistant to office manager	70 hrs	IC3 includes knowledge of hardware, software, and Microsoft Office programs. Potential to focus on medical secretary.	\$159	Not available at this time.	<ul style="list-style-type: none"> • Prepare memos, letters, reports and other documents using word processing, spreadsheets, and other computer software

Attachment A – Adult Education Career Certification Framework

Advanced Manufacturing Sector

436,056 jobs; 16.8% of total jobs

1,174 manufacturing-related jobs in ICC

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Production Worker	\$36,000	4.6% / 7.1%	Manufacturing Skills Standards Council (MSSC) – Certified Production Technician	Manufacturing Engineering Technician to Technologist to supervisor or manager	140 hrs	MSSC is not recognized throughout the State, but the skills are relevant	\$280	ADMF 101 Key Principles of Advanced Manufacturing AND ADMF 102 Technology in Advanced Manufacturing	<ul style="list-style-type: none"> • Safety • Manufacturing processes and production • Quality control • Measurements
Entry Welder	\$31,000	-2.7% / 2.4%	American Welding Society (AWS) – Sense Certification	Welding technician to welding technologist or specialist	80 hrs	AWS offers multiple levels of credentials; testing facilities in Fort Wayne, Indianapolis, Evansville, South Bend and Lafayette	\$50	WELD 209 Welding Certification	<ul style="list-style-type: none"> • Safely operate welding tools • Layout, position, measure, cut and align pieces
CNC Operator	\$31,000	7.3% / 4.0%	National Institute for Metalworking Skills (NIMS) – CNC Operator Level 1	CNC Programmer	120 hrs	NIMS offers multiple levels of credentials	\$90	Not available at this time.	<ul style="list-style-type: none"> • Measurement & Materials • Job Planning, Benchwork & Layout • Manual Milling Skills • CNC Milling • CNC Turning

Attachment A – Adult Education Career Certification Framework

Transportation and Logistics, Wholesale Trade Sectors

197,929 jobs; 7.7% of total jobs

3877 TDL-related jobs on ICC

Occupation	Avg Wages	Indiana Outlook LT / ST*	Certification	Career Pathway	Avg. Instruct Hrs	Rationale/Notes	Cost of Cert Exam	Prior Learning Credits at Ivy Tech**	Related Skills and Competencies
Truck Driver, Heavy and Tractor-Trailer	\$37,588	15.4% / 6.3%	Class A CDL	Supervisor, Manager	150 hrs	High short term and long term demand.	\$16 permit fee, \$30 license fee	N/A	<ul style="list-style-type: none"> • Operate a large truck • Obey all traffic laws and regulations
Laborers and Material Movers	\$23,382	.2% / 4.1%	Manufacturing Skills Standards Council (MSSC) Certified Logistics Associate (CLA)	Material Handling, Shipping & Receiving to First Line Supervisor or Manager of Helpers	40 hrs	Cert. Ladder: to Certified Logistics Technician (CLT)	\$115 - \$170	N/A	<ul style="list-style-type: none"> • Use the computer systems and software for supply chain management • Understand supply chain management and quality control
Automotive Service Technician (Diesel Tech/Hybrid Tech)	\$22,000	2.5% / 0.0%	Automotive Service Excellence (ASE) Certification	to Automotive Specialty Technician to Automotive Master Technician	Not specified	Some concerns about demand, but easy to build pathway. Indiana test centers located throughout Indiana. Requires two years of experience before or after certification exam.	\$75	AUTC credits apply depending on the ASE exams passed	<ul style="list-style-type: none"> • Diagnose problems or trouble with vehicle • Provide basic service for vehicle • Make many repairs

* Short-term (2010-2012) and long-term (2008-2018) projections were provided by DWD's Research and Analysis team. The timeframes are set by USDOL Education and Training Administration.

** Prior learning credit is awarded at the discretion of Ivy Tech Community College. If a student has the current certification and is admitted into the related degree program at Ivy Tech, the student may be eligible to receive credit in the course(s) listed.

Implementation Matrix for Career Certification Programs

	Required Elements	Certification Program 1	Certification Program 2	
Certification Program Chosen	Name of Occupation or Certification Program			
Program Design	Plan for recruitment to program.			
	Number of times throughout the year that program will be offered.			
	Admission requirements for each certification program (number of hours of commitment, demonstrated aptitude, etc.)			
	Minimum grade level or TABE score to enter; it is anticipated that a minimum score of "8" in both reading and math will be required for entry to most of the certification programs. In some cases, the cut-score may be substantially higher.			
	Student capacity per program offering - minimum of 8 students			
	Location(s) of instruction			
	When and where will testing take place for certifications			
	Anticipated cost per class detailing materials that will be provided to the student (books, materials, etc.).			
	Anticipated cost per student, detailing materials that will be provided to the student (books, materials, etc.).			
	Who will be part of the curriculum development team? What are their educational backgrounds in brief?			
	What curriculum will be used? Does it need to be adapted or developed?			

Implementation Matrix for Career Certification Programs

	Required Elements	Certification Program 1		Certification Program 2	
Curriculum and Instruction	Pedagogical format. Will the class comprise lectures, project-based learning, simulations, on-line components, etc? How will learning be assessed throughout the curriculum? How will the values of frequency, recency, and elaborative processing be addressed?				
	Number of instructors and credentials required for instructors				
	Length of classes (hours per week)				
	Length of program (weeks and total instructional hours); it is anticipated that a program would not last longer than a normal academic semester at most, and many will be significantly shorter.				

Implementation Matrix for Career Certification Programs

	Required Elements	Certification Program 1		Certification Program 2	
Implementation Strategy	How will existing resources—instructional, physical and human—be leveraged to deliver the adult career certifications?				
	Describe any steps that must be taken prior to implementation (equipment purchase, instructor training, etc.)				
	Identify any partnerships with post-secondary institutions, school districts, secondary CTE programs and the role of each partner.				
Business Partners	Names of specific employer partners				
	For each employer named, the role of the employer in developing program				
	Outline of internships, hiring possibilities, OJT, or other agreements				
Student Support Services	Describe additional supportive services that will be provided to clients (child care, transportation, etc.)				
Accountability	Expected student outcomes and performance metrics				
Sustainability	Agreement to place all programs on the WIA eligible training provider list by September 6, 2011.				
	Overview from local workforce investment board on number of applicants they expect to be able to fund to attend a certification program in 2011 and 2012.				
	Information on any additional funding sources that may be used to send students into career certification programs.				

Implementation Matrix for Career Certification Programs

	Required Elements	Certification Program 1		Certification Program 2	
	Description of other eligible applicants who may attend these programs (e.g. will they be open to any adult or only those adults in the adult education system).				
Recommended pathway for students	Describe the “next-level” programs of study that exist within the region, based on the information provided by DWD. Which certifications are associated with the next level in the pathway; which academic credentials are associated with the next level?				
	What occupations result from the next credential level?				

Certification Program 3		Certification Program 4		Cerification Program 5

Certification Program 3		Certification Program 4		Cerification Program 5

Appendix C					
Career Pathways - Suggested Next Steps					
Entry Level Certification		Next Step	Required Education	ST / LT Projections*	Average Salary*
Certified Nurse Aide	In same pathway	Licensed Practical Nurse	Advanced Certification and Licensure	3.7% / 22.8%	\$37,417
	Related pathway	Physical Therapist Assistant	Associate Degree - Physical Therapist Asst	5.7% / 31.8%	\$50,430
Pharmacy Technician	In same pathway	Retail Manager	Associate Degree - Business	.2% / 3.5%	\$37,025
	Related pathway	Medical Assistant	Associate Degree - Medical Assisting	4.2% / 33.6%	\$27,019
Emergency Medical Technician	In same pathway	Paramedic	Associate Degree	1.1% / 8.6%	\$28,538
	Related pathway	Respiratory Therapist	Associate Degree	5% / 20.1%	\$50,000
Medical Coder	In same pathway	AHIMA Certified Coding Specialist (CCS)	Advanced certification	3% / 20.5%	\$28,992
	Related pathway	Medical and Clinical Lab Technician	Associate Degree- Biotechnology	2.1% / 15.9%	\$49,414
Computer Support Specialist	In same pathway	Computer Specialist	Associate Degree - Computer Information Technology	.1% / 9.5%	\$67,280
	Related pathway	Engineering Technician	Associate Degree - Electronics and Computer Technology or Design Technology	2.4% / 6.1%	\$46,500
Electronics Installers/ Repairers	In same pathway	Electronics Systems Technician II	Certification	5.8% / 14%	\$31,949
	Related pathway	Business Owner	Associate Degree - Business	1.1% / 2.6%	\$54,715
Bookkeeper	In same pathway	Accountant	Associate Degree - Accounting	4.1% / 17.4%	\$55,909
	Related pathway	Procurement Clerk	Certification - CPPO	1.6% / 4.2%	\$33,589
Tax Preparer	In same pathway	Accountant	Associate Degree	4.1% / 17.4%	\$55,909
	Related pathway	Procurement Clerk	Certification - CPPO	1.6% / 4.2%	\$33,589
Administrative Assistant	In same pathway	Office Manager	Associate Degree - Business	1.8% / 9.3%	\$43,083
	Related pathway	Paralegal	Associate Degree - Paralegal Studies	6.5% / 27.4%	\$36,720

Appendix C					
Career Pathways - Suggested Next Steps					
Entry Level Certification		Next Step	Required Education	ST / LT Projections*	Average Salary*
Production Worker	In same pathway	Engineering Technician	Associate Degree - Industrial Technology	2.4% / 6.1%	\$46,500
	Related pathway	HVAC Installer	HVAC Certification	8.6% / 33 %	\$40,217
Entry Welder	In same pathway	Welding technician	Advanced certification	2.4% / -2.7%	\$31,000
	Related pathway	Industrial Machine Mechanic	Associate Degree - Industrial Technology	2.5% / 7.7%	\$44,749
CNC Operator	In same pathway	Industrial Engineering Technician	Associate Degree - Mechanical or Electrical Engineering Technology	3.3% / 10%	\$48,730
	Related pathway	Industrial Machine Mechanic	Associate Degree - Industrial Technology	2.5% / 7.7%	\$44,749
Truck Driver, Heavy and Tractor-Trailer	In same pathway	Owner-operator truck driver	Associate Degree - Business Administration	6.3% / 15.4%	\$37,588
	Related pathway	Cargo and Freight Agent	Associate Degree - Transportation, Distribution, Logistics	3.5% / 16.6%	\$39,880
Laborers and Material Movers	In same pathway	Logistics Technician	Advanced certification - MSSC CLT	.2% / 4.1%	\$23,382
	Related pathway	Millwright	Associate Degree - Industrial Apprenticeship	2.3% / 4.5%	\$50,247
Automotive Service Technician (Diesel Tech/Hybrid Tech)	In same pathway	Automotive Speciality Technician	Advanced certification - ASE	0% / 2.5%	\$34,038
	Related pathway	Medical Equipment Repairer	Associate Degree - Biomedical Engineering Technology (IUPUI)	4.3% / 25.3%	\$40,713

Adult Education Career Certification Program

Launching Indiana's Adult Education Career Certification Program

In Indiana over 500,000 adults ages 18-64 have less than a high school diploma and approximately 20,000 high school dropouts add to that number every year.¹ Generally, high school dropouts lack not only the basic skills preparation indicated by a high school diploma, they also lack verifiable occupational skills. While some high school dropouts acquire occupational preparation through informal on-the-job training and work experience, data confirm that most high school dropouts are relegated to unskilled, and often low-wage, jobs.

By enhancing its adult education programs to incorporate occupational training, Indiana can begin to remediate its high school dropouts more effectively—offering both basic-skills preparation through Tests of General Education Development (GED) and occupational-skills preparation through industry-recognized certifications. Students who participate in adult career pathways will have the opportunity to work simultaneously toward a GED and an industry-recognized certification in a stable occupation and industry. The combination of a GED plus a certification will enable students to gain entry-level employment in a secure field while also providing a basis for continuing their education as they desire and their life exigencies permit, leading to higher pay and fuller career opportunities.

Defining Adult Education Career Certifications

A career pathway is a progression of training programs within a given occupation that delivers increasingly challenging content and leads to jobs of increasing complexity, responsibility and compensation. Each level in the pathway is designed to prepare students for the next level of work and education. In many disciplines, upon successful completion of each training level, an industry-recognized certification is available, contingent upon passage of a standardized assessment. Mastery of the knowledge, skills and abilities delivered through the training program are measured and validated by these objective assessments and the conferral of the industry-recognized certifications. Each credential and certification in a pathway should build on the previous credential, often described as “stackable,” so that students who earn them are increasing both career and earning opportunities.

The Adult Education Career Certification program will enable high school dropouts to pursue a GED and the first, entry-level certification simultaneously in one of five industries. In earning the entry-level certification, adult learners will improve their prospects for employment and will take the first step in developing a career. DWD anticipates that many adult learners will consider earning the GED and occupational certification as a terminal step in their educational pursuits. However, DWD also believes that successful completion of entry-level academic and career

¹ Indiana's Adult Education Performance Report, January 2008, Indiana Chamber of Commerce

credentials, partnered with robust academic and career counseling, will inspire some to continue along the pathway, taking the next step by completing an additional “stackable” certification or post-secondary study and advancing their career prospects apace.

Fifteen (15) entry-level certifications across five (5) industries have been approved for inclusion in the Adult Ed Career Certification program by the State Workforce Innovation Council (see Appendix B - the Career Certification Framework). The certifications chosen meet fundamental criteria: they augment employment prospects in an occupation that is stable, are well-represented among employment opportunities across the state, and offer self-sufficient wages in most cases. They are entry-level certifications, representing the first level of achievement within their respective occupational pathways. They are achieved through an objective assessment that leads to an industry certification or state license. Most align with existing or developing pathways in secondary Career and Technical Education Centers, and many also enable the individuals who hold a current certification to qualify for credit as prior learning at Ivy Tech Community College.

Solid evidence validates that the 15 occupational certifications approved for the program are appropriate statewide and should be the core of focus. However, should a consortium identify a very-limited number of additional certification(s) reflective of regional long-term employment priorities and economic activities, a request for inclusion, including all expected data and statements of justification, will be considered by the Education Review Committee of the State Workforce Innovation Council.

Implementation of the Adult Education Career Certification Program

Each regional consortium must implement a minimum of five (5) career certification programs in PY2011, to be launched no later than September 6, 2011 (See Appendix B - the Career Certification Framework).

Consortia that do not anticipate being able to implement the minimum number of certification programs must submit justification and an alternate plan for future implementation, including the launch of no fewer than ten certification programs in Program Year 2012.

For each of the certification programs chosen for implementation, regional consortia should consider certain strategic and tactical dimensions, including the preexistence of resources within local career centers or other educational providers; existing curricula, instructors, available facilities, and equipment should also be outlined. Any specific hiring and/or training partnerships with employers that influence the implementation of the certification programs should also be noted.

To ensure consistency of review, each consortium must complete an overall statement of purpose for the career certification programs chosen in their regions and an implementation matrix (Form

9 - Implementation Matrix for Career Certification Programs) for each certification program. The following are the required deliverables for the certification programs.

1. Statement of Purpose – Please include a one-page summary giving an overview of why the certification programs have been chosen. If a consortium chooses to implement more or less than the required five certification programs, explanation and justification should be provided, including how the consortium will implement and sustain a minimum of ten certification programs in PY 2012.

If a consortium desires to implement a certification program other than one of the those detailed in the certification framework, an additional one-page justification should be included detailing why consortium would implement the proposed certification, especially focused on long-term regional economic growth and employer demand for the certification.

2. Implementation Matrix – All aspects of the matrix (Form 9 – Implementation Matrix for Career Certification Programs) should be included for *each* certification program proposed.

For each certification program to be delivered, information on eight (8) components is required and should be described in detail in Form 9 – Implementation Matrix for Career Certification Programs. Seven (7) of the eight (8) components pertain to certification program specifically and its fit within the overarching regional Adult Education program. The eighth component pertains to the articulation of the certification program with a fuller career pathway, in partnership other regional partners. Consortia should consult and collaborate with employers and post-secondary institutions, where appropriate, in the design of each career pathway. Following are the eight (8) components.

1. Program design – Programs should be designed to transition or “bridge” adults between basic and occupational-specific skills, especially math, reading, and writing courses. Regions should offer programs as frequently as necessary to accommodate the anticipated demand. The design of the program should be similar and consistent across the region.
 - Plan for recruitment to program.
 - Number of times throughout the year that program will be offered.
 - Admission requirements for each certification program (number of hours of commitment, demonstrated aptitude, etc.)
 - Minimum grade level or TABE score to enter; it is anticipated that a minimum score of “8” in both reading and math will be required for entry to most of the certification programs. In some cases, the cut-score may be substantially higher.
 - Student capacity per program offering - minimum of 8 students

- Location(s) of instruction
 - When and where will testing take place for certifications
 - Anticipated cost per class and cost per student, detailing materials that will be provided to the student (books, materials, etc.). DWD is researching costs to deliver programs and will set a cost ceiling per certification program this summer.
2. Curriculum and Instruction – Regions should ensure that curricula are standardized across the region. Additionally, curricula should cover the full range of basic and work-readiness skills needed for entry into the occupation and passage of the certification test. A team of teachers should design curricula for the region and is encouraged to use a range of resources and instructional techniques that optimize both learning gains and career readiness. Since education toward many of the certifications aligns with DOE Career and Technical Education programs, DWD expects that regions may choose to adapt the same curriculum for adults. Instruction should incorporate the principles of adult learning, bolster the basic skills required for a specific occupation, and deliver the occupational content required to prepare students to pass the certification test. DWD will supply learning outcomes for the certifications to assist in curriculum development once the grants have been approved.
- Who will be part of the curriculum development team? What are their educational backgrounds in brief?
 - What curriculum will be used? Does it need to be adapted or developed?
 - Pedagogical format. Will the class comprise lectures, project-based learning, simulations, on-line components, etc? How will learning be assessed throughout the curriculum? How will the values of frequency, recency, and elaborative processing be addressed?
 - Number of instructors and credentials required for instructors
 - Length of classes (hours per week)
 - Length of program (weeks and total instructional hours); it is anticipated that the majority of programs would not last longer than a normal academic semester at most, and many will be significantly shorter.
3. Implementation Strategy – DWD anticipates that many consortia will work closely with existing Career and Technical Education programs and centers to implement adult career certifications. As much as possible, duplication of efforts, including equipment purchases and facilities, should be avoided.
- How will exist resources— instructional, physical and human — be leveraged to deliver the adult career certifications?
 - Describe any steps that must be taken prior to implementation (equipment purchase, instructor training, etc.).

- Identify any partnerships with post-secondary institutions, school districts, secondary CTE programs and the role of each partner.
4. Employer partnerships – Employer support and buy-in is critical to the success of any career pathway. Consortia should engage local employers to determine which pathways to implement. As much as possible, agreements to hire, provide job shadowing or internships, or provide on-the-job training for students of pathways should be secured.
 - Names of specific employers
 - For each employer named, the role of the employer in developing the program
 - Outline of internships, job shadowing, hiring possibilities, OJT, or other agreements
 5. Supportive Services – Each regional consortium should outline additional services that will be available to program participants. Through workforce partners, participants should receive case management, career exploration and planning services, financial aid, and job placement.
 - Describe additional supportive services that will be provided to clients (child care, transportation, etc.)
 6. Accountability – Each consortium is expected to report information on students including, but not limited to: basic demographic information; successful completion of pathway; certification achieved/received; employment upon exit of pathway; employment in occupation for which student prepared; entry into training at post-secondary institution or for next certification. This information will be collected through the Adult Education Data Management System. Consortia are expected to set performance metrics, as well as continuous improvement processes based on the data collected.
 - Expected student outcomes and performance metrics
 7. Sustainability – DWD anticipates that the adult education career certification programs will be sustainable through a tuition-based fee structure that is developed based on recommendations from the regional consortia and research conducted internally at DWD. All adult education career certification programs approved through this grant process must be listed on the Workforce Investment Act (WIA) eligible training provider list (www.in.gov/dwd/intraining) prior to the start of classes on September 6, 2011. DWD anticipates that for PY2011, additional funding will be infused into WIA training services for purposes of supporting eligible WIA clients interested in pursuing their GED and occupational certification concurrently. In PY 2012 and beyond, the economic growth regions will determine how many WIA clients can be funded for the purposes of adult education career certification programs.

- Agreement to place all programs on the WIA eligible training provider list by September 6, 2011.
 - Overview from local/regional workforce investment board on number of applicants they expect to be able to fund to attend a certification program in 2011 and 2012.
 - Information on any additional funding sources that may be used to send students into career certification programs.
 - Description of other eligible applicants who may attend these programs (e.g. will they be open to any adult or only those adults in the adult education system).
8. Recommended Career Pathway for Student– Since job security, earnings, and opportunity increase with completion of additional levels along the career pathway, the entry-level certification earned through the adult education career certification programs should only be the first step, not the terminal step. It is critical for students to have a clear understanding of how the entry-level certification fits into a larger career pathway.
- Describe the “next-level” programs of study that exist within the region, based on the information provided by DWD in Appendix C - Career Pathways Suggested Next Steps. Which certifications are associated with the next level in the pathway; which academic credentials are associated with the next level?
 - What occupations result from the next credential level?

Micro-grants for the Development of Career Certification Programs

The Department of Workforce Development announces the availability of funding toward the development of adult education career certification programs in Indiana. Applicants may apply for microgrants of up to \$12,000 per career certification program and must complete a statement of purpose, as well as a budget narrative and budget worksheet for *each* program offering for which a microgrant is being sought. Only one microgrant per program offering per consortia will be approved. Further details on how to apply for a microgrant can be found in the Application for Microgrants for Career Certification Programs document.

Micro-grants for the Development of Career Certification Programs

The Department of Workforce Development announces the availability of funding toward the development of adult education career certification programs in Indiana. Applicants may apply for microgrants of up to \$12,000 per career certification program and must complete a statement of purpose, as well as a budget narrative and budget worksheet (Attachment A) for *each* program offering for which a microgrant is being sought. Microgrants can only be used to facilitate the development of approved career certification programs. Only one microgrant per program offering per consortia will be approved.

Eligible Applicants for Microgrants

All applications for the microgrants should be submitted through the consortium, with the consortium agreeing that a given application is worthy. Eligible applicants for the microgrants include teachers, adult education administrators, post-secondary faculty or administrators, nonprofits, workforce development personnel or administrators, or some collaboration thereof.

Anticipated Grant Process Timeline

Applications for microgrants will be received and reviewed on an ongoing basis. It can take up to eight (8) weeks for an application to go through the entire review and signature process to become full executable. In order to help guide decisions, the following is a rough timeline for the entire process:

- Applications will be received and reviewed on an ongoing basis.
 - The earliest grant start date is June 20, 2011. See below on further definition of grant start and end dates.
- Applications will be reviewed no later than five (5) business days after their receipt and applicants will be notified upon approval or denial.
- Upon approval, the application will be sent with the state boilerplate for signatures, usually within one business week.
- Once the grant is returned with signatures, it may take up to six (6) weeks for the grant to go through the state's signature process and become fully executed.
- Expended funds will not be reimbursed prior to a grant becoming fully executed.

Required Deliverables for Microgrants

1. **Cover Page** – A cover page (Attachment A) must be completed for each microgrant. For the cover page, the following definitions apply:

Designated Grantee: responsible for receiving the grant package (which includes appropriate signatures), accrued expenditure reports, and all other financial information that will be turned into DWD.

Contact Person: responsible for the overall grant and the main contact for DWD. This person will receive all emails. This person will be responsible for working with the designated grantee and assuring that all financial information has been turned into DWD and to make sure payment has been dispersed into their account.

Grant Dates: Grant start dates should be a minimum of six weeks from the time of the application submittal. The earliest grant start date is June 20, 2011. Funds expended prior to a grant start date will not be reimbursed. Grant end dates should allow adequate time for the use of the funds as indicated in the statement of purpose and budget narrative.

2. **Statement of Purpose** – Please include a one to two-page summary giving an overview for what purpose the microgrant be used. The statement of purpose should include who will utilize the funding, for which certification program, and how the funding will be used. If applicable, brief explanations of experience and qualifications of curriculum developers should be included in the statement of purpose.

3. **Budget Narrative** – Budget details must be included for each line item as indicated in Appendix B. Additionally, an overall budget narrative no greater than one page in length explaining the total budget request should be included on a separate sheet.

4. **Budget** – A detailed budget outlining microgrant line items must be included for *each* microgrant. Costs for line items should be as specific as possible. A budget sheet (Attachment B), should be used for each certification program. Costs that exceed the guidelines provided below, or the total eligible grant award of \$12,000 will not be considered.

Eligible Costs:

Stipends for curriculum development – may include stipends of up to \$1000 per curriculum developer. Stipends should be reserved for teachers, faculty, and independent consultants. Anyone who receives a salary from workforce development, adult education administrators such as directors, those working under professional development contracts, salaried staff of nonprofits, or post-secondary administrators are not eligible to receive stipends.

Instructor salary – may include a salary of up to \$2,500 per instructor. Salaries should be reserved for individuals who provide instruction during the delivery of the certification program in the fall of PY 2011.

Materials or small equipment purchase – including instructor materials, small equipment purchase.

Administrative overhead cost – including cost of rental agreements for facilities or for equipment, utilities, or other related costs, but should not include any costs for those who receive a salary including workforce development administrators, adult education administrators, those working under professional development contracts, salaried staff of nonprofits, or post-secondary administrators.

Other – includes the costs of items that are not included in another category. Detailed information on these costs and their necessity should be included in the budget narrative. This category should not include any costs for those who receive a salary including workforce development administrators, adult education administrators, those working under professional development contracts, salaried staff of nonprofits, or post-secondary administrators.

ATTACHMENT A:
MICROGRANT COVER SHEET

1. Designated Grantee

Organization Name:	
Address:	
City:	
State:	
Zip + 4:	
County:	
Telephone Number:	
Fax Number:	
Email Address:	
FEIN Number:	

2. Contact Person

First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip + 4:	
Telephone Number:	
Fax Number:	
Email Address:	

3. Consortia Approval

First Name:	
Last Name:	
Title:	
Organization:	

4. Grant Summary

Grant Start Date:	
Grant End Date:	
Total Amount Requested:	

ATTACHMENT B
BUDGET WORKSHEET FOR MICROGRANTS

Direct Cost Requested	Total	Budget Details Justification
1. Curriculum development stipends		
2. Instructor salaries		
3. Materials or equipment		
4. Administrative overhead costs		
5. Other		
Total		