

# Indiana State Plan

## Adult Education and Family Literacy

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

Submitted by:  
The Indiana Department of Workforce Development

For July 1, 20143 through June 30, 2014



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*Scott B. Sanders, Commissioner*

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## Appendices

## CHAPTER 1

### UNITED STATES DEPARTMENT OF EDUCATION Office of Vocational and Adult Education

#### The Adult Education and Family Literacy Act Enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998 (Public Law 105-220)

The Department of Workforce Development of the State of Indiana hereby submits its revised State plan extension to be effective until June 30, 2014. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

### CERTIFICATIONS

#### EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR Part 76.104)

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
  - (2) The State agency has authority under State law to perform the functions of the State under the program.
  - (3) The State legally may carry out each provision of the plan.
  - (4) All provisions of the plan are consistent with State law.
  - (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  - (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
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- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

**ASSURANCES**

**WORKFORCE INVESTMENT ACT OF 1998  
(Public Law 105-220)**

**Section 224 (b) (5), (6), and (8)**

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

**Section 241 Administrative Provisions**

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
  - (1) In General.—
    - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
    - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
      - (i) shall determine the percentage decreases in such effort or in such expenditures; and
      - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
  - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time

- project costs.
- (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Indiana Department of Workforce Development  
(State Agency)

10 N. Senate Avenue

Indianapolis, IN 46204  
(Address)



By: \_\_\_\_\_  
(Signature of Agency Head)

Commissioner  
(Title)

~~March 29~~ March 28, 2014~~3~~  
(Date)

## CHAPTER 2

### Needs Assessment for Adult Education

*Section 224 (b) (1) requires an objective assessment of the needs of individuals in the state for adult education and literacy activities, including individuals most in need or hardest to serve.*

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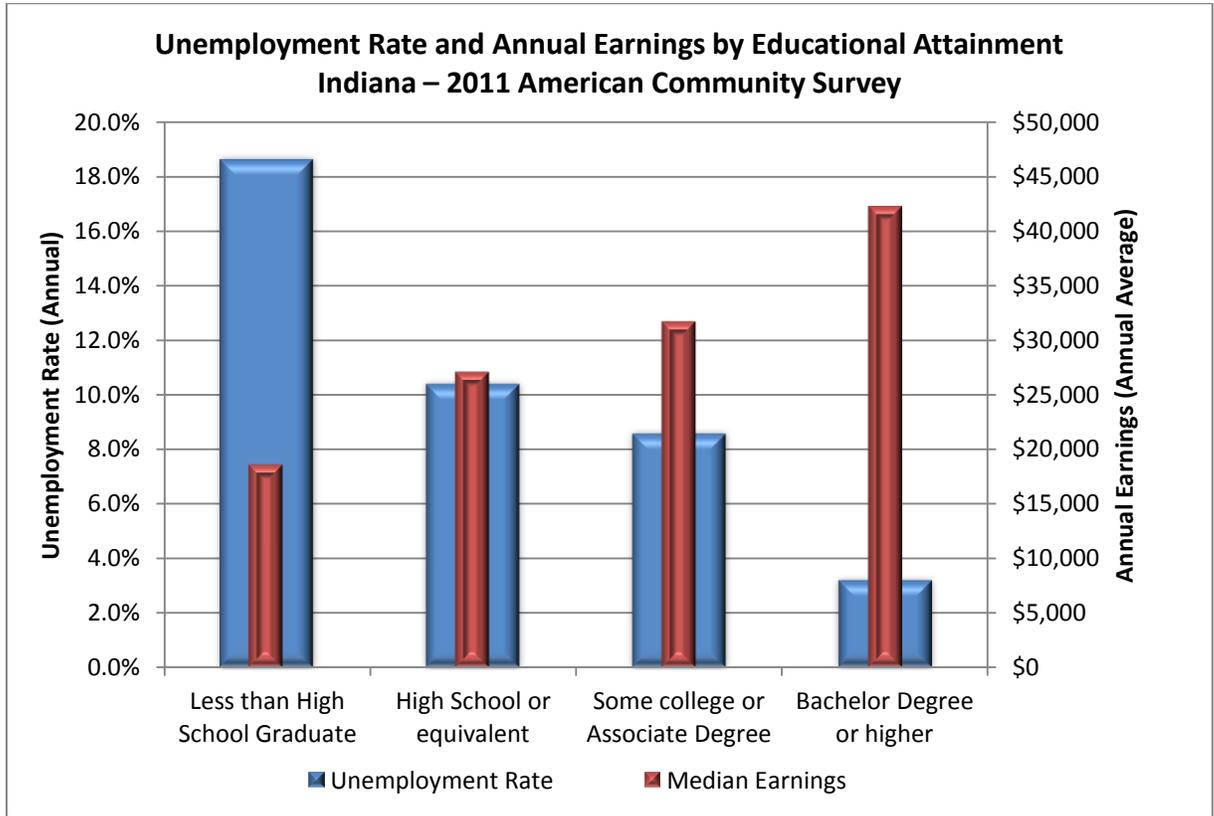
#### **2.0 Needs Assessment of Adult Education and Family Literacy**

Indiana is currently the 15th largest state in the union with a population of 6,483,802 according to the 2010 United States Census Bureau. Using the 2000 census as the baseline, this represents a 6.6 percent increase.

Eighty-four percent of the population lives in metropolitan areas. According to the 2010 United States Census, Indiana is largely white (84.3 percent), with African-Americans constituting just over nine percent of the population, and other racial groups making up the remaining six percent. Six percent of Indiana's population is Hispanic—a substantial increase over the 3.5 percent in 2000. According to STATS Indiana, 9.1 percent of Indiana residents lack a high school diploma or GED® certificate; of that population, 4.2 percent have less than a ninth grade education. In addition 45 percent of 18-64 year olds in the workforce in Indiana have not received any post-secondary education, and of those 12 percent, which is nearly 500,000, have less than a high school diploma or GED® certificate according to the 2011 American Community Survey.

#### **2.1 Individuals Most in Need**

The following graph demonstrates the importance of educational attainment to wages and job security. The left-hand y-axis describes Indiana's unemployment rate for calendar year 2011. The right-hand y-axis describes annual average earnings in dollars for calendar year 2011. The x-axis describes education attainment of Indiana's workforce. There is a clear inverse proportionality of educational attainment to job security and income, with high school dropouts experiencing job dislocation at a rate more than double their baccalaureate-holding peers. Likewise, the annual wages of dropouts was less than half of those with a four-year degree.



Of the adults who enrolled in Indiana’s Adult Education programs in PY11, over 69 percent entered with less than a ninth grade education level, and 48 percent entered with less than a sixth grade education level.

## 2.2 Populations

### 2.2.1 Low Income Adult Learners who are Educationally Disadvantaged

Indiana continues to make strides in the graduation rate of its traditional-aged secondary cohort. The state’s graduation rate improved to 87.9 percent in the 2011-12 school year, increasing 1.1 percent over the previous program year according to the Indiana Department of Education. Nevertheless, the dropout rate continues to pose a socioeconomic problem for Indiana, as high school dropouts not only have limited career opportunities, but are more likely to be unemployed and significantly more likely to end up in the criminal justice system. Additionally, according to a recently released study by the Alliance for Excellent Education, more than 23,600 students of the eligible cohort did not graduate from Indiana high schools in 2010, amounting to nearly \$6.1 billion in lost lifetime earnings.

Resources will be targeted to help persons in this target group develop the basic skills necessary for secondary-level credentials and to develop life and employability skills.

### **2.2.2 Individuals with Disabilities**

The National Institutes of Health estimate that approximately 15 percent of the U.S. population is affected by a learning disability. Furthermore, of students with learning disabilities who receive special education services, 80-85 percent experience problems with language and reading.

DWD has seen an increase in the number of requests for special accommodations in GED® certificate testing. The majority of requests have been for extra time and special reading or optical devices due to various learning disabilities or visual impairment. Since the overall percentage of secondary students with Individualized Education Plans continues to increase, and more recent dropouts access the program, this trend is expected to grow.

In its report, "Persons with a Disability: Labor Force Characteristics Summary," the Bureau of Labor Statistics (BLS) reports that: in 2010, 18.6 percent of the employed population had a disability. Moreover, it reports, persons with a disability who have completed higher levels of education were more likely to be employed than those with less education. The conclusion reinforces the notion that inclusion of disabled populations among adult education cohorts increases the likelihood of workforce participation among the disabled. Although the BLS does not disaggregate work-disability data by state, it is unlikely that Indiana's workforce characteristics deviate significantly from national statistics.

### **2.2.3 Single Parents and Displaced Homemakers**

According to national data, most single-parent families are headed by mothers, nearly 40 percent of whom have an eighth grade education or less. According to the Indiana Department of Child Services, a single mother heads 19 percent of households with children. In some counties, including Hamilton and LaGrange, the rate is 10 percent or less; in others, including Marion and Lake, the rate is as high as 28 percent.

Three-fifths of single mothers receiving aid for dependent children do not have a high school diploma, and the average reading level for those aged 17 to 21 is below the sixth-grade level. Single parent families, especially those headed by women, are much more likely than two-parent families to be poor. Nationally, approximately 75 percent of female heads of households with less than a high school diploma are living in poverty. There is, therefore, a strong correlation between educational insufficiency, poverty and single parenthood: Providing the

necessary support services to attract and retain single parent participants, in particular child care services, is an important consideration in designing programs to successfully meet the needs of this population. Indiana has established policies encouraging adult education providers to offer child care services and to work with WIA one-stop operators to offer child care and related support to adult education services, using Title I funding.

#### **2.2.4 Individuals with Multiple Barriers to Educational Enhancement, including Limited English Proficiency**

Indiana's population of limited-English proficient residents continues to grow. In PY11, the number of adults who enrolled in English as a Second Language (ESL) courses was 15.5 percent of the total number of adult education students reported to USDOE. This is a slight increase over PY10.

According to Social IMPACT Research Center's publication, Challenges and Opportunities for Hoosiers with Barriers to Work, 56,439 working age adults in Indiana have limited or no English proficiency. While the composition of the limited English proficient adult population in the state is diverse, the largest segment of it is Spanish-speaking. Within that segment, the vast majority, at 4.6 percent of the total Indiana population according to the 2010 United States Census, are of Mexican origin.

#### **2.2.5 Criminal Offenders in Correctional Institutions and Other Institutionalized Individuals**

As of January 2013, Indiana housed approximately 28,000 inmates among 20 state correctional facilities. This represents nearly 40 percent more than in 2000. Of those committed to prison in 2012, 63 percent spent less than one year behind bars, according to prison statistics. The average age for the incarcerated population is almost thirty-seven (37) years old with 59 percent white and 36 percent black. Females compose 8.8 percent of the incarcerated adults. Ten-percent are college degree holders and fifty-eight percent have completed high school or its equivalency. Most degree or diploma/GED® certificate holders have completed the program while incarcerated.

Formal education programs are provided on-site at thirteen of the adult facilities. All thirteen facilities are supported in part by AEFLA funding through DWD. Two Indiana-based postsecondary institutions, Grace College and Oakland City University, provide adult education and literacy services with 47 academic teachers and 29 vocational teachers.

During PY11, the correctional facilities enrolled a total of 6,128 students into an adult education program with 1,461 successfully completing the GED® certificate program.

## **2.2.6 Other Populations**

### **Unemployed and Underemployed Persons**

As of January 2013, Indiana's unemployment rate was 8.6 percent. According to the United States Bureau of Labor Statistics, those with less than a high school diploma comprised nearly 18 percent of the unemployed workforce in 2011. The Indiana manufacturing and construction sectors experienced the highest levels of dislocation among all sectors, and coincidentally represent two labor sectors in which educational attainment has been historically low.

This data seems to support this view expressed in a report from the American Society for Training and Development:

*The association between skills and opportunity for individual Americans is powerful and growing. As forecasted by Anthony Carnevale of Georgetown University's Center for Workforce, by 2018 a majority (55 percent) of all jobs in Indiana will require higher education. People with less than a high school education will have access to only 14 percent of all jobs.*

As a response to workforce forecasts and the coincidence of educational attainment and well-paying secure jobs, Indiana has acted to align adult education and workforce development closely. By establishing the WorkINdiana program, which allows adult education participants to earn one of thirty-three occupational certifications free of charge, Indiana has clearly articulated the need to companion basic skills remediation with workplace credentials.

### **Young Adults**

Dramatic growth has occurred in the number of young adults age 16 to 24 enrolled in adult education programs in Indiana. In PY11, individuals 24 years old or younger represented more than 46 percent of the adult education enrollment. The growth pattern is most evident among young adult males. Many programs offer classes dedicated to young adults as a way to handle the sheer numbers as well as to address their particular characteristics and needs. These include the need for more structure and guidance. This population is expected to grow and continue to need special attention within adult education programs.

## CHAPTER 3

### Adult Education and Literacy Activities

*Section 224 (b)(2) requires a description of the adult education and literacy activities that will be carried out with any funds received under this subtitle.*

#### 3.0 Description of Adult Education and Literacy Activities

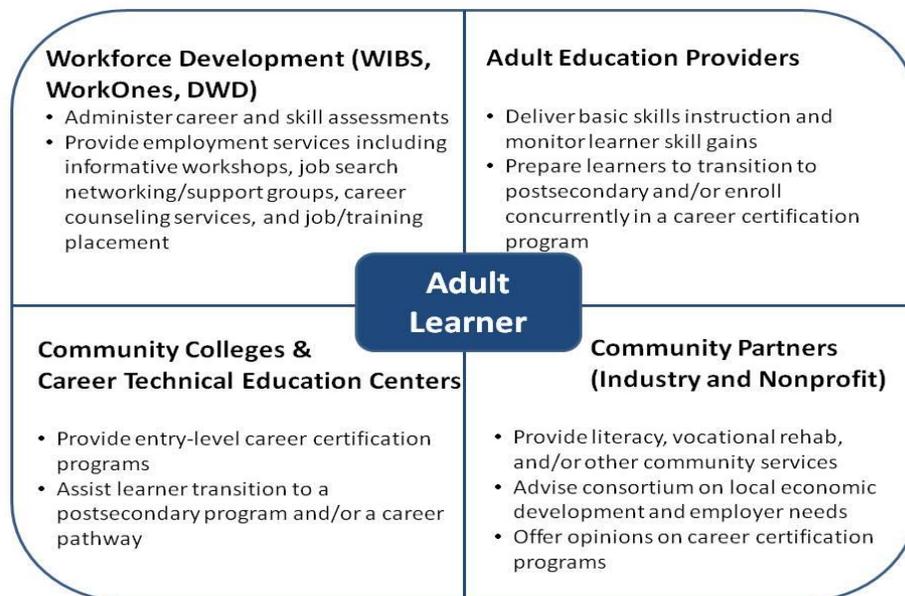
##### 3.1 Descriptions of Allowable Activities

The Indiana Department of Workforce Development (DWD) expects to fund adult education and literacy programs across the state that offer one or more of the following services: assist adults to obtain the knowledge and skills necessary to gain and maintain employment; assist adults in the completion of a secondary education; and assist adults to achieve competence in the English language. Scope, content, and organization of these services will be determined locally within state parameters based upon (1) proposal evaluation criteria (refer to Chapter 6.5, Evaluation of Applications, for further information), (2) allowable activities, and (3) common goals of continuous improvement and meeting or surpassing state performance measures (refer to Chapter 4.0, Annual Evaluation of Adult Education and Literacy Activities, for further information).

Beginning in 2009, DWD envisioned a new approach to addressing the issues of employer demand for middle skills, high unemployment, large skills gaps, and limited adult education delivery capacity. DWD believed that by aligning workforce development and adult education services that customers would be better served. Consequently, DWD developed a new paradigm for adult education, which went into full effect on April 1, 2011 after legislation passed that made DWD the agency eligible to receive federal Adult Education and Family Literacy Act (WIA Title II) federal funds.

<b>Eligible Agency</b>	Department of Education → Department of Workforce Development
<b>Service delivery structure</b>	Adult instruction delivered by local school corporations and some nonprofits → Comprehensive education and employment services now delivered by regional consortia comprising adult education providers, workforce development, and community partners
<b>Customer</b>	Students → Students and employers
<b>Adult learning objectives</b>	Remembering and understanding concepts in literacy and numeracy → Applying various concepts in literacy and numeracy to create, synthesize, problem-solve, and innovate
<b>Student goals</b>	Attainment of basic skills and a GED certificate → Transition to occupational certification program and/or postsecondary education
<b>Student support for employment</b>	Adult Educators → WorkOnes provide career counseling, academic advising, and reemployment services
<b>Monitoring student outcomes</b>	Previous data system was out of compliance with NRS, lacked real-time data, and was not used uniformly by all programs → New data system tracks NRS and DWD-defined outcomes in real-time and performs data matching

One critical shift that occurred during this time of transition in 2010 and 2011 was the establishment of regional consortia throughout the state. Each consortium is responsible for ensuring that all adult learners in a region have access to both educational and career advising services. Below is a chart that outlines the responsibilities of each partner.



Once the consortia around the state were awarded funding to begin offering services in 2010, implementation of the vision began.

The eleven comprehensive adult education consortia established mirror the design of the Indiana workforce investment system and its workforce service areas. The geographic regions were created through quantitative analysis and qualitative evaluation. It was determined that the 11-region model would provide the most effective platform to provide adult education services and complement other statewide initiatives to greater strength. See **Appendix A** for a regional map.

The following key quantitative indicators were used in the analysis to identify the regions:

- 1) Commuting patterns (into/out of counties) *specifically*: Percent of workers residing in area and percent of residents working in area (team set coherence level at 85 percent)
- 2) Cluster location/coherence within specific regions (size and type of businesses within each region)
- 3) Educational attainment by region
- 4) New job creation by region
- 5) Net migration (2000-2040)
- 6) Projected median age by county.

Fifteen qualitative factors were then used to “layer” the analysis and add further refinements to the regions and the (county) makeup of those regions. The key qualitative factors used in this determination were:

- 1) Long range, strategic growth potential for key counties throughout the State
- 2) Proximity and location of vocational and academic institutions
- 3) Current infrastructure (i.e., access to major roadways and arteries)
- 4) Proximity and location to existing WorkOne offices (full service/express)
- 5) Indiana House and Senate legislative districts
- 6) Input from regional thought leaders and stakeholders.

One exception to the analysis is the Indiana Department of Correction which, because of its unique circumstances, is a single district covering the whole state.

Improvements in Indiana’s adult education delivery system focus on state objectives of (1) ensuring adequate coverage of services across the state, (2) coordination and integration of services between adult education and workforce development in an area and with other partner agencies and providers, and (3) continuous improvement in performance outcomes.

### **3.1.1 Adult Education and Literacy Services**

Adult education and literacy services at a minimum will target native speakers of American English who function below a high school equivalency in one or more basic academic skills such as reading, writing, and mathematics. Other adults eligible for these services include non-native speakers of American English who have successfully acquired a level of proficiency in English, either through federally-funded English literacy programs or other ways, to be able to function adequately in adult education and literacy classes with native speakers.

Comprehensive programs in the state will be expected to offer adult education and literacy activities that meet the full spectrum of ability levels and needs in the region and/or to coordinate with other providers to the extent resources allow. Programs in the state will be expected to offer adult education and literacy

activities to meet the needs of the targeted audience for which they were funded.

Instruction may occur in a variety of settings including school classrooms, WorkOne Centers, community-based sites, institutional settings, or other learning centers. Instruction will integrate basic, life, and employability skills. The effective use of technology as a learning tool will be encouraged through the purchase of hardware and software as well as the provision of professional development in this area. Allowable activities related to student achievement include, but are not limited to: recruitment, intake, assessment, retention, and instructional activities; child care; student transportation; instructional equipment and supplies; and student follow-up activities.

### **3.1.2 Family Literacy Services**

One of the primary purposes of Title II of the Workforce Investment Act of 1998 is to “assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.”

Comprehensive adult education program applicants will be required to describe in their competitive funding proposals the activities that are planned that support this specific purpose of the act and meet the needs of undereducated parents in their area. Specifically, applicants will be asked to discuss (1) outreach efforts for attracting parents with low literacy skills to the program; (2) program design accommodations particularly focused on the needs of parents (i.e., child care, class times and locations, curriculum content, and materials); and (3) linkages established with schools and community partners to facilitate the integration of services for families.

Comprehensive and other adult education providers will be encouraged to offer family literacy programming, as defined by the act, as a part of one-stop centers within workforce investment areas. Family literacy programs will incorporate adult literacy services including workforce preparation, age-appropriate childhood education, and parenting support services.

### **3.1.3 English Literacy Programs**

English literacy programs, activities, or services are designed for non-native speakers of American English whose communicative competence in the language is nonexistent or significantly limited. Furthermore, these programs are to target adults who intend to remain in the United States. English will be the primary medium of instruction, even when all students in a class speak a common language. The goal is not to produce students with perfect pronunciation or fluent English grammar, but rather to produce students whose ability to communicate in English is proficient enough to function adequately in other educational settings, on the job, in the family, and/or in society.

All English literacy programs funded by DWD must integrate into instruction elements of American culture, as well as the four discrete language skills of listening, speaking, reading, and writing. In addition, content may include citizenship, workplace skills, mathematics, parenting, and study skills. Adult education and literacy instruction may be offered using a family literacy approach or a workplace literacy design. The four levels of English literacy (beginning literacy, beginning, intermediate, and advanced) may be taught through separate or multi-level English literacy classes or integrated into adult basic education classes of native speakers of American English, depending on the size of the target population and program resources. Regardless of instructional approach, the intake and assessment process is considered integral to the program and will be equivalent in nature to that for other adult education and literacy students. Policy on the assessment of English literacy students is included in the Adult Education Assessment Policy.

### **3.2 Special Rules (Uses of Funds for Family Literacy)**

In awarding grants and contracts under Section 231, the Indiana Department of Workforce Development shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(1) i.e., 16 years of age and out of school (having exited school in accordance with state law), except that the Indiana Department of Workforce Development may use those funds for programs, services, or activities related to family literacy services. In providing family literacy services under this subtitle, an eligible provider must attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities Section 231(d).

### **3.3 Descriptions of New Organizational Arrangements**

Indiana continues to implement the Workforce Investment Act of 1998 under the leadership of the Department of Workforce Development, the state agency responsible for implementing Titles I and III of the act. ~~The The Deputy Commissioner for Policy, Education, and Training, who also serves as the~~ state director of Adult Education, reports to the Commissioner of the Indiana Department of Workforce Development. An organizational chart of staff members supporting adult education efforts is included in Appendix B.

## CHAPTER 4

### Evaluation of Adult Education and Literacy Activities

*Section 224 (b)(3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212.*

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#### 4.0 Annual Evaluation of Adult Education and Literacy Activities

##### 4.1 Annual Evaluations

DWD will evaluate annually the effectiveness of local adult education providers, including the ability to meet goals associated with the established performance measures, as articulated in the regional plan. Past effectiveness of a region and its providers will be a consideration when making grant awards. Refer to Chapter 5.0, Performance Measures, for further information.

Since DWD conducted a full competition for the 2013-14 program year, the 2014-15 year will be a continuation year. ~~Competitive proposal~~Grant continuation reviews serve as the initial basis for program evaluation. Regional applicants are required to set goals for measurable learner outcomes, articulate how consortium partners will service clients seamlessly, and describe the elements and instructional activities that support the learning process, which take into account the state's indicators of program quality. Further, applicants are expected to address past effectiveness in meeting performance measures. ~~Proposal- Grant continuation~~ content is evaluated against the criteria described in Chapter 6.0, Procedures and Process of Funding Eligible Providers.

Federally-funded providers are required to update student data in the state approved database system, InTERS, for purposes of evaluation by DWD. Programs are encouraged to evaluate data and to make program adjustments as needed to increase participation levels and enhance the learning process. State consultation, technical assistance, and professional development opportunities will be made available to support program improvement.

As part of their response on the applicationgrant continuation, applicants are required to speak to how they define low performing programs and how low performing programs will be addressed. In addition applicants must speak to program improvement overall. See Chapter 6 for more information.

## CHAPTER 5

### Performance Measures for Adult Education

*Section 224 (b)(4) requires a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state.*

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#### 5.0. Performance Measures

##### 5.1. Eligible Agency Performance Measures

DWD established a comprehensive performance accountability system as described in Section 212, Performance Accountability System. The system assesses the effectiveness of providers funded under this act in achieving continuous improvement for adult education providers and related literacy programs. Funds will be used to ensure that the investment in adult education and literacy activities enhances learner performance.

**5.1.1** DWD has developed a performance based accountability system. The system provides a comprehensive, learner-centered, performance-based program that focuses on the assessment of learners' strengths and weaknesses. It also integrates into instruction; utilizes individualized curricula; monitors, records, and reports progress; and documents competency attainment and learning gains.

In addition DWD measures program progress against a performance incentive schedule that emphasizes and rewards the successful progression of students through educational functioning levels as quickly as possible, as well as achievement of a [GED® certificate high school equivalency diploma](#) and successful transition into WorkINdiana or a postsecondary institution.

**5.1.2** To ensure continuous program improvement and effective data tracking of adult education and literacy programs, DWD designed and implemented a new adult education database: InTERS. Throughout development, DWD staff took into consideration data design specifications based on National Reporting System (NRS) guidelines, AIR recommendations, and state-specific performance parameters measuring student progress and achievement of educational gains and performance outcomes. The new system was fully implemented in July 2011 with ongoing training opportunities for data staff across the state throughout the program year. Once data is entered into InTERS, this information is automatically compiled for reporting program, regional, state and federal metrics. DWD has continued to refine the system and revise it to meet changing reporting

requirements and enhance data matching capabilities. The system provides real-time as well as historical data, which allows for accurate measurement of performance. DWD has developed performance management trainings to enable local administrators to understand and utilize this data more effectively to manage and improve programs. For more information, see Chapter 12: State Leadership Activities.

## **5.2. Additional Indicators**

DWD will not develop any additional indicators of performance at this time. Any additional indicators or revisions will be negotiated with the Secretary.

## **5.3. Levels of Performance for First Three Years**

Indiana's expected performance for each of the core indicators of performance described in Sections 212(2)(A) is contained in **Appendix C**. The core indicators of performance are expressed in objective, quantifiable, and measurable form. The indicators demonstrate the progress toward continuous improvement in performance taking into consideration estimated outcomes under a cohort model.

To determine these levels, DWD reviewed historical performance data comparing cohort outcomes for 2010-11, 2011-2012, and 2012-13 data through February 2013.

If changes occur in funding or other factors that dramatically affect the adult education delivery system in Indiana, it may become necessary for the state to adjust the levels of performance accordingly.

## **5.4. Factors**

Learner, program, and outcome data in Indiana indicate some differences in the levels of performance based on individual characteristics. These characteristics include initial literacy skill levels upon entry into the program, literacy levels of limited English proficient adults, the number of years of education completed before entering the adult education program, learning and developmental disabilities, and other demographic and socioeconomic variables.

Because of the diverse needs of learners with a broad range of skill levels and varied short- and long-term learning goals, demonstrated improvements may be included in more than one performance measure. DWD continues to encourage partners within the regions to make changes that will positively affect performance such as increasing the intensity, duration, and quality of instruction; increasing the convenience and accessibility of program; and increasing the ability of the providers to address learner goals through innovative methods as well as professional development. The performance incentive schedule motivates

providers to make improvements and meet student needs more efficiently and effectively in order to meet incentive goals. For more information, see Chapter 6: Procedures for Funding Eligible Providers.

**5.5. Further Information**

DWD will annually prepare and submit to the secretary a report on the progress in achieving the performance measures. The report will include demographic characteristics of the populations served, the attainment of learner goals, and progress on the goal indicators of performance by program and level. Other areas include data on learning gains within levels and completion, as well as the movement to higher levels. Learner outcomes related to postsecondary education, training, unsubsidized employment or career advancement, and receipt of a high school diploma or [GED® certificate equivalency](#) will be included in the report as well.

## CHAPTER 6

### Procedures and Process of Funding Eligible Providers

*Section 224 (b)(7) requires a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231(e)*

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#### 6.0 Procedures and Process of Funding Eligible Providers

DWD ~~chose to conduct plans to extend current grants after conducting~~ a one-year competition ~~that in PY2013. The grant continuation continues to~~ emphasizes ~~its the~~ regional service delivery concept and strengthens what is already in place. ~~Applications Grant continuation documents~~ will focus on state objectives of ensuring adequate coverage of services across the state as well as coordination and integration of services.

Within each region, DWD will award federal funds to support consortium-identified program providers. Providers are responsible for (1) offering direct services to meet a broad range of needs within the area and (2) the overall coordination and integration of services within the region, including between other adult education providers, literacy providers, and partner agencies.

Federal funds will also be used to support programs within regions targeted toward underserved and/or most in need areas or populations within that area. At a minimum, the populations discussed in Chapter 2.0, Needs Assessment, will be targeted by such projects. ~~Programs will be funded on a competitive basis for a single year, with the option to renew if it is allowable and funding is available.~~

#### 6.1 ~~Applications~~Applications

With the exception of the Indiana Department of Correction, adult education and EL/Civics grants will emphasize regional alignment of services. A regional approach streamlines services and provides a more efficient delivery system to serve students better. A regional system also allows adult education providers and partner agencies to increase the capacity to reach more Hoosier adults who need these services.

~~Applications Grant continuation applications must require current grantees to assess the effectiveness of the applications submitted in PY2013. Grantees must~~ address specific questions related to DWD's four areas of programmatic emphasis and the values identified within each, which incorporate the twelve points of consideration as listed under AEFLA Sec. 231(e).

The first area of programmatic emphasis is consortium management, which includes the following values: leveraging all available resources to increase the capacity of Indiana's Adult Education system; a seamless referral system between the AEFLA funded and WIA Title I funded partners; the delivery of quality adult education; and active participation in professional development as a mechanism for overall program improvement.

The second area of programmatic emphasis is WorkINDiana, which is Indiana's career pathways bridge program that is supported by a separate funding stream. This area of programmatic emphasis includes the following values: increasing the number of certifications and training programs to which students have access; increasing the number of adult education students transitioning into and enrolling in a WorkINDiana program; and building stronger business partnerships to support WorkINDiana.

The third area of programmatic emphasis is program learner (student) engagement and completion, which includes the following values: acceleration of learning; managed intake, orientation and enrollment; student recruitment, retention and completion support; and professional development as a mechanism for increasing teacher effectiveness.

The fourth area of programmatic emphasis is college and career readiness, which includes the values of: preparation of learners to transition to postsecondary education and employment successfully; and building stronger partnerships with postsecondary institutions.

The PY~~2014~~<sup>2014</sup> Adult Education ~~request for applications grant continuation~~ is open ~~only to existing adult education grantees to eligible providers within a region.~~ Applicants-Grantees may apply for the amount of funding allocated to the region based on the funding formula. The funding formula uses the following inputs: (1) one and a half program years' enrollment figures for all adult education programs physically located within the region (enrollment figures include programs receiving state and federal funds for the period); (2) the number of unemployment insurance claimants between the ages of 18-44 without a high school credential for the previous calendar year; and (3) one and a half program years of performance. This data is collected and reported by DWD. See **Appendix D** ~~and E for the Regional Competitive Application grant continuation guidance and Budget Forms for Adult Education and~~ **Appendix F** ~~for the scoring rubric.~~

The ~~PY13-PY2014~~ EL/Civics ~~requests for applications grant continuation are open to eligible providers within a region~~ is open only to existing EL/Civics grantees. Applicants-Grantees may apply for the amount of funding allocated to

the region based on the regional funding formula. The regional funding formula for EL/Civics includes the following: (1) one and a half program years of ESL enrollment figures for all adult education programs physically located within the region (enrollment figures include programs receiving state and federal funds for the period); (2) Number of adults 25+ without a GED® certificate or High School Diploma who speak a language other than English within region; and (3) one and a half program years of ESL and EL/Civics performance. This data is collected and reported by DWD. Funding levels for programs will consider need-related factors and the ability to produce outcomes and meet performance standards. See ~~Appendix G, E and H for the Regional Competitive Application and Budget Forms for EL/Civics for the EL/Civics grant continuation guidance and Appendix I for the accompanying Scoring Rubric.~~

In a competition year, when competing proposals for the same regional allocation are submitted, DWD's Division of Adult, Career and Technical Education (division) will convene an outside review committee to read and rate competitive proposals. Where there is no competition within a region, the proposal will be reviewed and evaluated internally by division staff. When formed, outside review committees will be comprised of state employees knowledgeable about grant-making and adult education issues. They will recommend proposals for funding. The division will review all recommendations and conduct a thorough review of the applications. Any parts of the proposals judged to be less than adequate will be negotiated with the local providers. The division will make final funding decisions.

## 6.2 Eligible Providers

Eligible providers for a grant or contract are the same as listed in Sec. 203 (5) of Title II of the Workforce Investment Act of 1998. Specifically, eligible providers are:

1. A local educational agency;
2. A community-based organization of demonstrated effectiveness;
3. A volunteer literacy organization of demonstrated effectiveness;
4. An institution of higher education;
5. A public or private nonprofit agency;
6. A library;
7. A public housing authority;
8. A nonprofit institution that is not described in (1) through (7) above and has the ability to provide literacy services to adults and families; and
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subsections (1) through (8).

## 6.3 Notice of Availability

The process to show that public notice was given of the availability of federal funds to eligible providers includes:

- Notice will be posted on the DWD web site:  
<http://www.in.gov/dwd/adultedadmin/www.in.gov/dwd/adulted.htm>. A copy is on file at DWD.
- Announcements will be emailed, to call current fiscal agents eligible to apply for continuation of funds. ~~o the extent possible, to potential applicants including the current Adult Education listserv as well as the email lists of Superintendents of local school districts and local Career and Technical Education Directors. A copy of the distribution emails and list used by DWD will be on file at DWD.~~

Refer to Chapter 10.2, Notice of Availability, for further information.

#### **6.4 Process**

The procedure for submitting an application for either the Adult Education or EL/Civics grant includes:

- Each eligible provider interested in applying must attend a mandatory informational meeting (if scheduled) as described in the availability of funds announcement.
- Each proposal must be submitted by the announced deadline using the designated format.

#### **6.5 Evaluation of Applications**

Applicants will be informed of the evaluation criteria to be used in reviewing proposals. At a minimum these criteria will be based upon Indiana's indicators of program quality as well as the 12 points of consideration required in Title II of the Workforce Investment Act of 1998:

1. The degree to which the eligible provider will establish measurable goals.
2. The past effectiveness of the eligible provider in improving the literacy skills of adults and families and, after the first year, the success of the eligible provider in meeting or exceeding the performance measures, especially with respect to adults who have lower levels of literacy.
3. The commitment of the eligible provider to serve individuals in the

community who are most in need of literacy services, including individuals who are low-income and have minimal literacy skills.

4. The degree to which the instructional program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
5. Whether the activities are built on a strong foundation of research and effective educational practice.
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.
7. Whether the activities provide learning in real-life contexts to ensure that adult students possess the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators.
9. Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary and secondary schools, postsecondary institutions, one-stop centers, job training programs, and social service agencies.
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
11. Whether the activities maintain a high-quality management information system to report participant outcomes and to monitor performance against established performance measures.
12. Whether the local communities have a demonstrated need for additional English literacy programs.

#### **6.6 Special Rule**

–DWD has established the following policies that recipients of federal funds must follow in addition to those outlined under AEFLA: Adult Education Program

Standards Policy; Adult Education Data Collection and Reporting Policy; ~~GED-~~  
HSE Testing Policy; Adult Education Professional Qualifications and  
Development Policy; Adult Education Program Monitoring and Improvement  
Policy. DWD has also established fiscal guidance for all grant recipients. All  
policies and formal guidance can be found at:  
<http://www.in.gov/dwd/adultedadmin/law.htm>

## **6.7 Further Information**

See Chapter 9.0, Integration with Other Adult Education and Training, and  
Chapter 12.0, State Leadership Activities, for further information.

## CHAPTER 7

### Public Participation and Comment

*Section 224 (b)(9) requires a description of the process used for public participation and comment with respect to the state plan.*

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#### **7.0 Public Participation and Comment**

##### **7.1 Description of Activities**

Upon review of this draft by the United States Department of Education, Office of Vocational and Adult Education, the state plan will be submitted to the Indiana State Workforce Innovation Council for review and comment. A draft state plan will also be available for public comment on the division of adult, career and technical education's web page via the Internet and will be distributed via the division's adult education email list. The division welcomes input from partner agencies and others interested in adult education and literacy activities. Comments will be accepted throughout the life of the plan.

##### **7.2 Governor's Comments**

DWD will submit the state plan to the office of the governor for review and comment.

## CHAPTER 8

### Program Strategies for Target Populations

*Section 224(b)(10) requires a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.*

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#### **8.0 Descriptions of Program Strategies for Populations**

Adult education providers will be encouraged to develop and implement program approaches and strategies that will address both the needs of adult learners in general as well as the specific needs of subgroups of learners toward whom they are targeting their services. Comprehensive providers will be required to ensure as much as possible that services in the region address a broad range of literacy needs, from low-level literacy instruction to secondary-level instruction for both English-speaking and non-English speaking populations. Within that array of services, class locations and instructional approaches would be established to meet the expressed needs of targeted learners.

Comprehensive programs are asked to describe program strategies and their effectiveness as part of the competitive application processes. Program evaluations will look at process as well as outcomes and performance. As funding permits and outcomes warrant, performance grants will be offered to providers to help build program capacity including local initiatives to better serve special populations. State leadership activities, such as regional and statewide workshops, professional cadre and mentoring projects, and technical assistance contacts will support local providers in their efforts to meet learner population needs. Best practices from within the state and nationally will be shared. Refer to Chapter 12.0, State Leadership Activities, for further information.

#### **8.1 Strategies**

Persons who are educationally disadvantaged, low-income, disabled, single parents, and/or limited English-proficient represent the populations considered most in need of adult education services in Indiana. Local providers will develop and implement programming strategies specifically to address the needs of these targeted groups of learners. In addition, Indiana providers will consider the particular programming needs of young adult learners (16-24) and learners who are unemployed and looking for work or underemployed who have or are projected to come to adult education programs in increasing numbers.

## CHAPTER 9

### Integration with Other Adult Education and Training Activities

*Section 224(b)(11) requires a description of how the adult education and literacy activities that will be carried out with any funds received under the Title II will be integrated with other adult education, career development, and employment and training activities in the state.*

#### **9.0 Integration with Other Adult Education and Training**

##### **9.1 Description of Planned Integrated Activities**

DWD recognizes the significance of the Workforce Investment Act of 1998 that requires coordination of adult education, literacy, and workforce development with those of other agencies working with similar populations. The collaborative efforts of adult education and workforce development will continue to be encouraged. Indiana's Adult Education consortia optimize the full collaboration possible between Adult Education and workforce development, nonprofit organizations, community colleges and business. The consortia, consisting of partners from each of those entities work together to design regionally-focused programs that integrate basic skills remediation and occupational training. By focusing on regional provision, the consortia optimize resources in ways that reflect local economic and workforce priorities.

##### **9.2 State Unified Plan**

The state may submit a unified plan as described in the Workforce Investment Act (Sec.501(a)) during PY13.

## CHAPTER 10

### Direct and Equitable Access to Apply for Funding

*Section 231(c) requires that each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the state.*

*Section 224(b)(12) requires a description of the steps that the eligible agency will take to ensure direct and equitable access.*

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#### 10.0 Description of the Steps to Ensure Direct and Equitable Access

##### 10.1 Description of Steps

DWD ensures direct access to apply for grants or contracts to all eligible providers in Indiana. All applicants eligible under Section 231 of the Workforce Investment Act of 1998 will submit applications to DWD. They will not be required to apply through another agency or agencies in a multi-tiered process. The application processes will be designed so that direct application to DWD is clearly evident, customary, and nonnegotiable. Direct application will be the norm regardless of whether an applicant, if awarded funds, would be considered a grantee or a contractor. Refer to Chapter 6.1, Applications, and Chapter 6.2, Eligible Providers, for further information.

DWD ensures equitable access to apply for grants or contracts to all eligible providers in Indiana. The processes used for announcing the availability of federal funds under Section 231 is designed in such a way that no distinction is made in the type of eligible provider. The application process used to award funds for comprehensive adult education providers is the same for all eligible applicants.

##### 10.2 Notice of Availability

All notices announcing the availability of federal funds will specify that all eligible providers have the right and are required to apply directly to the funding source. The same grant or contract announcement process and application process will be required for all categories of eligible providers under Section 231 Local Activities. A variety of methods of public notice will be used, including:

- Notice will be posted on the department's web site.

- Announcements will be emailed, to the extent possible, to potential applicants.

Refer to Chapter 6.3, Notice of Availability, for further information.

### **10.3 Further Information**

For further information about how applicants apply for state leadership funds, refer to Chapter 12.0, Description of Proposed Leadership Activities. Refer to Chapter 6.0, Procedures and Process of Funding Eligible Providers, and Chapter 11.0, Programs for Corrections Education and Other Institutionalized Individuals, for further information about how applicants apply for funds to serve individuals in correctional and other institutions.

## CHAPTER 11

### Programs for Corrections Education and other Institutionalized Individuals

*Section 225(a) requires that for each fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals from funds authorized by Section 222(a)(1). Section 232(1)(1) allows not more than 10 percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs or education for other institutionalized individuals. Section 225(c) requires that priority be given to those individuals who are likely to leave the institution within five years of participation in the program.*

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#### **11.0 Programs for Corrections Education and Other Institutionalized Individuals**

##### **11.1 Types of Programs**

Federal funds available to carry out educational programs for criminal offenders and other institutionalized individuals in Indiana will be used to provide adult basic education, English literacy, and secondary level or GED® certificate preparation programs.

##### **11.2 Priority**

For programs serving criminal offenders in a correctional institution, priority must be given to serving individuals who are likely to leave these institutions within five years of participation in the program. Eligible providers intending to offer classes for incarcerated adults must consult with facility staff about expected release dates of potential students to assess eligibility and to determine class locations. Programs will be asked to address this requirement in their applications, and DWD will monitor compliance.

##### **11.3 Types of Institutional Settings**

Under the Workforce Investment Act of 1998, the definition of “correctional institution” includes prison; jail; reformatory; work farm; detention center; and halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

##### **11.4 Further Information**

The Indiana Department of Workforce Development will spend at least one percent but not more than 10 percent of its federal allocation for local activities on corrections education or education for other institutionalized individuals, as required by the act.

Policies, procedures, and activities for carrying out educational programs for criminal offenders and other institutionalized individuals are similar to those discussed in Chapter 3.0, Description of Adult Education and Literacy Activities, and Chapter 6.0, Procedures and Process of Funding Eligible Providers.

Correctional education funded by DWD has largely been provided by the Indiana Department of Correction.. Other providers have served individuals at county jails and individuals in and/or from various types of institutions other than correctional facilities through the comprehensive adult education programs. Traditionally, outreach programs also have offered services to inmates and other institutionalized adults. It is expected that these target populations will continue to be served through comprehensive programs but with more attention given to the funding constraints and to individuals who are likely to leave the facilities within five years.

## CHAPTER 12

### State Leadership Activities

*Section 223(a) requires that each eligible agency shall use funds made available under Section 222(a)(2) for one or more adult education and literacy leadership activities. Activities include: professional development; technical assistance to local providers; technology assistance including staff training; support of state or regional literacy resource centers; monitoring and evaluation; incentives for coordination, integration, and performance; curriculum development; other activities of statewide significance; coordination with support services; integration of literacy and occupational skills training and linkages with employers; and linkages with post-secondary institutions. Section 222(a)(2) limits the funding for this purpose to a maximum of 12.5 percent of the state grant.*

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#### 12.0 State Leadership Activities

##### 12.1 Description of Activities

The need for adult education services in the state of Indiana is significant. According to the 2011 American Community Survey, 45 percent of 18-64 year olds in the workforce in Indiana have not received any post-secondary education. According to the same survey, 12 percent, which is nearly 500,000, have less than a high school diploma or GED® certificate. In addition, many do not have the occupational training necessary to find or remain gainfully employed in the growing sectors of Indiana's recovering economy.

Beginning in PY09, DWD outlined a new comprehensive, seamless regional approach to delivering adult education. Thus, professional development activities are centered around the following goals:

- To increase enrollment in adult education statewide and to speed learner progress through the required level gains by targeting retention, increasing service hours, expanding the use of online learning and to deepen learning through enhancing strategies in the coordination and delivery of instruction;
  - To partner high school equivalency assessment preparation with occupational skills training (supported by alternative funding streams) so that late stage learners work simultaneously to earn a high school equivalency certificate and an occupational skills certification among a defined list of options;
  - To use outcomes data to drive program improvement and performance funding to drive outcomes;
  - To create a streamlined transition to postsecondary education and training.
-

In the summer of 2011, DWD conducted a competition for professional development consultants to assist the state leadership team and regional consortia in achieving the vision outlined above through the provision of the following critical services:

- Intensive needs evaluation and consulting services at the regional and local level;
- Development of a new comprehensive professional development paradigm and associated curriculum that reflects the new vision for adult education as outlined by the state leadership team;
- Delivery of professional development to teachers and administrators of adult education.

In PY12, DWD launched an aggressive professional development schedule in response to the needs identified by the intensive needs survey and evaluation. The schedule included the following activities:

- Summer Institute – DWD hosted two statewide adult education conferences to communicate the vision for adult education and provide baseline professional development on a number of topics relevant to adult education staff including data management, effective teaching methods, and effective program models.
- Administrator meetings – Because of the changes implemented by DWD over the previous two years, adult education programs sought guidance on a number of issues of an administrative nature in order to implement promising practices and run more efficient and effective programs. In response, DWD provided three administrator meetings covering data driving performance management, strategic consortium and program development, and implementing change.
- Instructor meetings – DWD determined the professional development curriculum content that included development of training modules and materials sequencing associated deliverables with delivery of content along the new paradigm that took trainees through all three levels of learning: mechanical, functional, and communicative. DWD provided two teacher meetings covering implementation of the common core and deepening lesson planning, and college and career readiness.
- ESL Institute – The intensive needs survey identified a particular need for focus on professional development for ESL teachers. DWD provided an ESL Institute focused on lesson planning to increase speed and effectiveness.
- Adult Numeracy Institute – Working with LINCS, DWD implemented ANI and had 24 teachers participate. DWD added additional requirements to ANI including four webinars and two separate peer observation sessions.
- Workgroups – To further engage the field, DWD launched three workgroups to assist in the development and delivery of future professional development. The workgroups are Standards in Action, Administrator, and Professional

Development Advisory group and are described in more detail below in 12.1.2, 12.1.7, and 12.1.8.

In PY13, DWD ~~intends to build~~ built upon and deepened the professional development offerings to ~~further~~ meet the needs of educators, raise the quality of services, and increase overall performance. Activities ~~will~~ focused in particular on two topics: (1) increasing quality and performance of instructors and programs, and (2) college and career readiness, which includes implementing college and career readiness standards, preparing for a more rigorous high school equivalency assessment, and transitioning to postsecondary and training.

In PY14, DWD will continue to expand its professional development opportunities for all adult education practitioners. See Appendix X-F for a list of professional development offerings. DWD has also allocated additional leadership funds to each regional consortium to ensure that all practitioners will have an opportunity to participate in a state-sponsored professional development event.

Additionally, DWD will conduct a grant competition to procure a professional development contractor to assist in building a comprehensive standards-based system of adult education in Indiana. The winning contractor will also assist DWD in the logistics of its many professional development activities as well as the development of some content.

See 12.1.1 – 12.1.11 for further descriptions of PY13 activities.

#### **12.1.1 Establishment or Operation of Professional Development Programs -**

~~DWD will host the Summer Institute that will cover an array of topics relevant to adult education professionals including strands specifically for ESL professionals and those serving the out-of-school youth population. In addition DWD plans to hold two statewide teacher meetings and a series of webinars with topics related to college and career readiness.~~ DWD has expanded its professional development opportunities considerably over the last few years. For more information, please visit [www.amplifyae.org](http://www.amplifyae.org).

#### **12.1.2 and 12.1.3 Provision of Technical Assistance –**

DWD has Adult Education Coordinators who are responsible for providing members of each consortium with technical assistance on a variety of topics. The administrator workgroup launched in PY12 will continue in PY13 ~~4.3 and one of its~~ The workgroup will help to implement goals is to develop and implement the Administrator 500 Series, ~~which will be a series of five trainings for inexperienced or new administrators.~~ Additionally standardized, in-depth, multi-leveled training on the InTERS system will be developed and offered. Training

will include both how to use the system as well as how to use the data to manage and increase performance.

#### **12.1.7 Developing and Disseminating Curricula**

~~DWD is utilizing the Standards in Action process to help programs across the state unpack and implement the College and Career Readiness standards. The Standards in Action (SIA) workgroup formed in PY12 will continue in PY143 and follow the Standards in Action process to unpack OVAE's College and Career Readiness standards and develop a plan and process to implement them.~~ The implementation plan will include how to adapt current curricula used in programs as well as suggesting new curricula.

#### **12.1.8. Other activities of statewide significance**

~~The Professional Development (PD) Advisory Group formed in PY12 will continue in PY13 and provide insight and guidance to DWD to ensure PD being designed and delivered at the state level meets the expressed needs of the field.~~ DWD will embark on an aggressive standards implementation plan over the next three program years (through PY16) to ensure that the system not only has solid content standards, but also administrator standards, paraprofessional standards, teacher standards, and more.

#### **12.1.10 Integration of literacy and occupational skill training**

DWD will continue to promote the importance of occupational skills training through WorkINdiana and general career awareness to its adult education professionals through professional development events and trainings provided on an ad hoc basis to consortia and providers.

#### **12.1.11 Linkages with Postsecondary Educational Institutions**

DWD will continue to emphasize the importance of building partnerships with postsecondary institutions as well as the successful transition of adult education students to them. The focus of professional development events for PY143 is college and career readiness, with an emphasis on successful transition to college or occupational training.

### **12.2 Collaboration with Other Related Agencies and Programs**

Indiana did not submit a unified state plan this program year.

### **12.3 Descriptions of Activities under Section 427 of the General Education Provisions Act (GEPA)**

During PY143, DWD will utilize both AEFLA and EL/Civics Leadership funds to provide significant professional development and technical assistance to build capacity and quality of its ESL programs. Providing targeted professional development to ESL programs will enable them to increase capacity and access

to services and better serve Indiana's growing ESL population. DWD is working with two national contractors to develop an 8-month cohort style training that will focus provide instructors with the knowledge and skills necessary to equip their ESL students to succeed. In addition, DWD is researching and developing academic content standards for ESL. Using data collected during PY132 focus groups with ESL teachers and administrators, DWD will offer a series of professional development events targeting ESL teachers and administrators including: a separate strand at the Summer Institute for instructors of ESL; an ESL Institute; development of a series of in-person and webinar trainings.

#### **12.4 One-Stop Participation**

The paradigm for adult education delivery will be focused primarily on adult education directors, coordinators, and teachers. However, it will impact the entire adult education and workforce investment system. Consequently, professional development offerings must be created for administrators and educators working in different situations that may include: regional consortium leadership settings; adult high school settings; community-based organization settings; co-located settings; other settings as outlined by particular regions; and programs that are offered at community college locations or other settings not outlined above.

In PY12 DWD focused on building WorkINdiana, Indiana's career pathway bridge program that is funded through alternative streams and targets adult education students. Professional development offerings at a local, regional, and state level brought together one-stop partners and adult educators to encourage communication and collaboration between the entities around both WorkINdiana and other training and employment goals. In addition, DWD placed special emphasis on collaboration between one stop partners that serve out of school youth, as defined by WIA Title I, and adult education partners. A statewide professional development event brought together all partners to focus on preparing for college and career readiness and targeting this population in particular.

In PY143 DWD will continue to emphasize the importance of collaboration between one-stop partners and adult education by: providing a strand at the Summer Institute for those who serve WIA Title I Out of School Youth; professional development around WorkINdiana; and representation of the WIA Title I Out of School Youth staff on the PD advisory board.

#### **12.3 Collaboration with Other Agencies and Programs**

DWD collaborates with other agencies and organizations in planning and conducting professional development activities. Particular effort is made to train one-stop partners, their case managers and academic and career counselors.

In PY13 additional emphasis will be placed on further continuing to develop, integrate, and streamline collaboration with economic development partners and post-secondary institutions.