

ADULT EDUCATION PROGRAM GRANT CONTINUATION

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 continuing 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.

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 extended to eligible providers identified through the competitive application process held in 2010 and as mandated by the Adult Education and Family Literacy Act (AEFLA). An overview of Title II funding guidelines is in Appendix A.

Reimbursement of Funds

Grant continuation 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. For grant continuation purposes, new official fiscal agents cannot be added.

1. Initial Budget form
2. Budget detail pages
3. Assurances
4. 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.

Eligible Applicants for the Title II AEFLA Grant: Eligible grant continuation applicants include recipients of 2010-11 grants in Regions 1, 4, 5, 6, 7, 8, 9, 11 and 12.

APPLICATION GUIDELINES – Funding Period

Grants and contracts will be awarded for the period of July 1, 2011 to June 30, 2012. 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.

2011-2012 NARRATIVE SECTION –

(Limited to 8 pages excluding forms)

I. [Regional Plan Update](#) (Narrative and Forms 2a and 2b – Goals and Objectives and Performance Measures; Form 4 – Program Component Worksheet)

In brief narration and using Form 2a– Goals and Objectives and Form 2b - Performance Measures, clearly update the region’s mission, vision and objectives to

include strategies in terms of measurable outcomes for all program participants. Briefly describe the organization's experience, expertise and future plans in providing the full continuum of services including intake, assessment, academic and career counseling, and delivery of basic skills training. Using Form 4 – Program Component Worksheet, please address how the region is planning time of day of classes, intensity, frequency and duration of services that meets the needs of the target population.

II. Curriculum and Instruction Update (Narrative)

Please present an update on the 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.

III. 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.

IV. Budget and Budget Detail Form (Narrative and Forms 6A-G; Forms 7 and 8)

In addition to completing the budget forms, please 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.

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**. 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 – Grant Continuation Cover Sheet should be completed and used as the cover page for the application. Only eligible applicants/recipients 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 8 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 agreements, and forms required by the application.
5. Assemble your application using the application edit check as a guideline (page 12 of this document).

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

6. Questions regarding this grant continuation 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 continuations 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.

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.

LIST OF FORMS

- FORM 1 - Grant Continuation Cover Sheet
- FORM 2a - Goals and Objectives
- FORM 2b- Performance Measures Worksheet
- FORM 4- Program Component Worksheet
- 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 GRANT CONTINUATION
APPLICATION EDIT CHECK and ASSEMBLY**

Eligible Applicant Agency: _____ EGR Region: _____

Please submit this edit check with your application to DWD

Item	Yes	No	Page #
Grant Continuation Cover Sheet – Form 1			
Regional Plan Update Narrative			
Regional Plan – Goals and Objectives – Form 2a			
Regional Plan - Performance Measures – Form 2b			
Program Component Worksheet – Form 4			
Curriculum and Instruction Update Narrative			
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			
Budget Narrative			
Budget Forms – Form 6 A through G for Title II			
Assurances – Form 7			
WIA Title I Budget – Form 8			

Edit Check Completed by:

Name: _____

Title: _____ Date: _____

ADULT EDUCATION PROGRAM GRANT CONTINUATION

FUNDING ALLOCATION, OVERVIEW, AND MATCH REQUIREMENT – APPENDIX A

Funding: The chart on page 18 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 should be limited to 10% of the federal request per year. If more than 10% is needed to operate the program effectively, regions may complete a waiver for up to 15% for non-instructional costs. 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 monthly. 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%	\$332,733
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, Delaib, 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	\$1,201,692	\$134,342	\$1,069,319	\$489,921	\$1,399,240	\$179,023	-\$64,666	\$77,138	-\$7,248	-0.3%	-\$44,463	-12%	\$248,318
7 Clay, Parke, 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%	\$63,441
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