The Indiana Department of Workforce Development (DWD), Division of Adult, Career and Technical Education oversees the delivery of Adult Education in the State of Indiana. DWD has implemented a comprehensive, regional structure 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.

The goals of the system are: leveraging all available resources toward increasing the capacity of Indiana's adult education system; increasing accessibility to adult education services in areas of the state most in need of these services; meeting and exceeding learner performance goals; creating a seamless transition to postsecondary education; and building an educated and competitive Indiana workforce.

The target population for adult education services and instruction includes individuals who fall into one or more of the following categories as defined by the Adult Education and Family Literacy Act, Sec. 203(1): 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.

DWD announces the availability of approximately $21,096,995 in state and federal funds to support the regional provision of the services discussed above for the period of July 1, 2013 to June 30, 2014.  This competitive grant opportunity is open to eligible providers as defined by the AEFLA, Sec. 203(5).  Specifically, the term "eligible provider" refers to one of the following: (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; and (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H). Entities that did not receive funds in the previous grant cycle are strongly encouraged to contact the regional consortium representative found in Appendix A – Regional Consortium Contacts to coordinate services and maximize partnerships.

Successful applicants will be awarded funds from July 1, 2013 through June 30, 2014 with the possibility of continued funding based on satisfactory program performance and future federal and state appropriations.

Sections I and II provide guidance on eligibility, formula allocations, fiscal processes, and performance metrics. Sections III and IV provide narrative and application requirements. Applicants must address all requirements, and *one hardcopy application* must be **received** at DWD by **April 5, 2013**. In addition to a hard copy, electronic copies of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel must be submitted via

email. **Additional application requirements and submission details are included in Section IV.**

**A webinar to discuss this grant opportunity and its requirements is scheduled for Tuesday, February 5th from 2:00pm – 3:30 pm EST.** Interested applicants may access the webinar by going to http://www.webinar.in.gov/r21238998/. Attendees may be prompted to enter as a guest and submit their name, but a password is not required. Attendees may also wish to join by conference call: (605) 781-1000; Code: 1025009#
A recording of the webinar will be made available at:
http://www.in.gov/dwd/adultedadmin/grants.htm

# SECTION I: Program and Fiscal Overview

DWD will issue grants designed to support Adult Education and WorkINdiana programs. Together, these grants support DWD's vision of holistic service delivery. The following sections describe each grant and funding.  As part of this section, each fiscal agent is required to fill out the following forms: Form 2A – Budget and Cost Analysis Form; Form 2B – Administration Cap Waiver Request, if applicable.

### A.  Adult Education Program

Indiana Adult Education (AE) is a federally and state-funded program that delivers foundational skill instruction in reading, writing, and/or math to adults whose skills are below the 12th grade level. Additionally, AE provides instruction in English as a Second Language (ESL) for students who cannot speak, read, or write the English Language.

*Allocation*

DWD has projected the allocation of the Workforce Investment Act (WIA) Title II and state adult education funds for these activities to each region based on a funding formula that accounts for enrollment in Adult Education, unemployment claimants, and performance. Table 1 below shows the variables, description, and formula weight. See Appendix B – Adult Education Funding Formula and Allocation for each region's estimated allocation.

**Table 1:  Adult Education Formula Allocation**

| Variable | Description | Weight |
|---|---|---|
| % of Statewide Enrollment | • Enrollments from PY 2011 (July 1, 2011 - June 30, 2012) from NRS Table 4<br>• Adult Secondary Credit (ASC) enrollments for PY 2011<br>• Enrollments from PY 2012 to date (July 1, 2012 – December 31, 2012) from NRS Table 4 | 40% |
| % UI Claimants | • Calendar year 2011 UI Claimants without a credential ages 18-44<br>• Source:  DWD Claimant Pool Analysis | 10% |
| % Reimbursements Earned for Outcomes | • Reimbursements earned less enrollments ($60) and EL Civics according to the Adult Education Reimbursement Schedule for PY 2011 and PY 2012 to December 31, 2012. | 50% |

Regions may also be eligible for a performance allocation if they earn their base allocation in outcomes according to the Adult Education Performance Incentive Schedule, which is included in Appendix C – Performance Incentive Schedule. The amount of performance dollars earned will also be determined through the Performance Incentive Schedule and will be awarded for program year 2014-2015. Guidance regarding the use and budgeting of performance dollars will be given to regions once they become eligible for such funding.

*Maintenance of Effort*

For the State to achieve and maintain the necessary non-federal expenditure on an equitable basis, DWD requires each region to contribute local match against federal funds. This level is included in Appendix B under the heading "FY14" under the column labeled "MOE." Maintenance of effort can include the following types of resources:

- Any non-federal or non-state funds that are used to provide adult education services. This does not include costs related to GED testing services.
- In-kind contributions to adult education services such as facility/office space costs, utilities, custodial services, copying and printing costs, and phones and other technology costs.
- Cost of staff time spent in service to the adult education program paid from other non-federal or non-AE state funds. These costs may be pro-rated by percentage of time used to provide adult education program related services.

The expenditure must be documented and that documentation must be kept with the fiscal records of the program for the purposes of an audit.

*Budget & Cost Analysis*

Each regional fiscal agent must submit a budget and cost analysis for state and federal funds. Form 2A - Budget and Cost Analysis has detailed budget categories and subcategories for both program and administrative costs. Fiscal agents must categorize costs on this form into program (instructional), administrative (non-instructional), or maintenance of effort.

Program (instructional) costs have direct and immediate benefit to the participant and are incurred in direct instruction. Examples include instructional staff salaries, instructional materials and supplies, instructional software, classroom fixtures/space, and data collection and processing relative to individual students.

Administrative (non-instructional) costs are for planning, administration, personnel development and interagency coordination per Section 233(a)(2) of the Workforce Investment Act (WIA). These costs may not exceed 5% in state and federal funds unless a waiver is submitted with appropriate justification (See Form 2B—Administration Cap Waiver Request), in which case costs may go up to 15% of state and federal funds. Costs that fall under this category relate to the following activities: administration, program management, fiscal, clerical, advertising, and professional development.

*Procurement and Reimbursement Processes*

All procurement must follow DWD procurement guidance issued in Fiscal Guidance as found on the DWD website: http://www.in.gov/dwd/abe/files/2012-2013FiscalGuidanceWithAttachments.pdf. Any equipment or software purchase in excess of $500 requires a state tag according to DWD Policy 2007-21.

Beginning July 1, 2013, the fiscal agent of successful applicants may submit reimbursements against the budget form for actual expenditures once a month. DWD will post a revised reimbursement form on the Adult Education Program Management website.

**B. WorkINdiana**

The WorkINdiana training program offers eligible adult education students the opportunity to build their foundational skills, earn a GED certificate or high school diploma (HSD) while also earning an industry-recognized occupational training certification concurrently or shortly after completion of their adult education program. Individuals eligible to participate in WorkINdiana training are:

- Adult and youth participants who are co-enrolled in Workforce Investment Act Titles I and II (referenced as Adult Education program); and
- Pursuing a GED certificate, high school diploma or remediation through an Adult Education program; or
- Earned GED certificate or high school diploma within the past twelve (12) months through an Adult Education program; or
- Completed remediation through an Adult Education program in the past twelve (12) months; and
- Passed a drug test.

*Allocation*

To support this program, DWD will allocate funds from the Special Employment and Training Services Fund (SETSF) to each region using the WorkINdiana formula allocation. Table 2 below shows the variables, description, and formula weight. Each region will receive a minimum of $30,000 if the region would otherwise be allocated less by the formula. These funds will be granted to each Workforce Investment Board (WIB) by DWD effective July 1, 2013 to June 30, 2014.  Up to 10% may be used for administration; the WIB may use a portion of the 10% to supplement regular WIA Title I funds to ensure that participants using SETSF funds receive case management and academic and career counseling as appropriate. The remaining 90% of grant funds must be dedicated to WorkINdiana vouchers following the grant statement of work (SOW) and any program guidelines and policies.

**Table 2: WorkINdiana Formula Allocation**

| Variable | Description | Weight |
|---|---|---|
| % WorkINdiana Enrollment | The number of students enrolled in WorkINdiana per the monthly report for the following timeframes: <br> • PY2011 (July 1, 2011 – June 30, 2012) <br> • PY2012 (July 1, 2012 – December 31, 2012) | 40% |
| % Adult Education Enrollments | The number of students enrolled in Adult Education from NRS table 4 for the following timeframes: <br> • PY2011 (July 1, 2011 – June 30, 2012) <br> • PY2012 (July 1, 2012 – December 31, 2012) | 10% |
| % Completion | • Of those enrolled in WorkINdiana per the monthly report for the same time frames, the number who completed the program | 15% |
| % Certification | • Of those who completed WorkINdiana per the monthly report for the same time frames, the number who earned a certification | 15% |
| % Placement | • Of those who completed WorkINdiana per the monthly report for the same time frames, the number who were employed | 20% |

*WorkINdiana Vouchers*

WorkINdiana vouchers are established to cover tuition costs at approved WorkINdiana programs on behalf of qualified WorkINdiana participants. WorkINdiana programs and tuition costs must be approved by DWD and listed on INTraining. Grantees must submit monthly fiscal reports to DWD and enrollment reports at the request of DWD and as specified in the SOW.

*Performance*

DWD will continue to monitor WorkINdiana enrollment and performance and may choose to reallocate funds mid-year if performance in a region is not acceptable. In subsequent program years, regional WorkINdiana program enrollment and performance will continue to be a factor in allocating WorkINdiana funds.

## Section II. Performance Metrics

At the federal level, the National Reporting System (NRS) has defined measures of student outcomes, including literacy gains, improved English proficiency, and attainment of postsecondary credential and student advancement to further education. The Office of Vocational and Adult Education (OVAE) requires DWD to set Indiana targets for these measures and report performance on them annually. To ensure Indiana meets OVAE targets, DWD requires each consortium to establish regional targets in Form 3-Regional Performance Measures Worksheet. DWD may negotiate different targets with each region than those proposed in Form 3 for this grant application.

In addition to the NRS measures, DWD has established seven measures for each consortium listed in Table 3 below. The first five measures have commonalities between WIA Title I & II. DWD will not ask regions to set targets for the consortium metrics for the 2013-14 program year.

DWD will track the data through AE InTERS and will set target measures in subsequent program years. Each region's performance on these metrics for PY 2011 (July 1, 2011 through June 30, 2012) can be found in Appendix C – DWD Consortium Metrics.

**Table 3: DWD Consortium Metrics**

| Measure | Description |
|---|---|
| Entered Employment[1] | *Of those who are not employed at the date of application:* # of adult participants who are employed in the first quarter after the exit quarter *divided by* # of adult participants who exit during the quarter |
| Employment Retention[1] | *Of those who are employed in the first quarter after the exit quarter:* # of adult participants who are employed in the third quarter after the exit quarter *divided by* # of adult participants who exit during the quarter |
| Wage gain[1] | *Of those participants who are employed in the first quarter after exit:* Total earnings in the second and third quarters after the exit quarter *minus* pre-program earnings (earnings in the two quarters prior to participation) *divided by* # of adult participants who exit during the quarter |
| Entered postsecondary education/training | *Of those who are not in post-secondary education or occupational training at the date of application:* # of participants who are enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter *divided by* # of participants who exit during the quarter |
| Obtained GED Certificate/High School Diploma | *Of those enrolled in education (at the date of application or at any point during the program):* # of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter *divided by* # of participants who exit during the quarter |
| Percent of Co-Enrollment with WIA[1] | Percentage of adult education students who are co-enrolled in WorkOne services |
| Enrollment Persistence & Retention from NRS Table 4: Number separated before completion | # of students who separated before completing a level (Column F) |
| Number completed a level | # of students who completed a level (Column D) |
| Number remaining in level | # of students who do not complete a level and remain enrolled (Column G) |

[1]These numbers are limited to those students for whom all data necessary for a data match is available for PY 2011.

## SECTION III: Narrative Requirements

DWD has identified four program areas for applicants to address in the narrative portion of the application: Consortium Management, WorkINdiana, Adult Education Learner Engagement, and College and Career Readiness. DWD has identified key values in each of the four areas and posed questions to guide the narrative responses required. Applicants must respond to each of the narrative questions as a consortium, unless DWD requests individual program responses.

Applicants must respond to each question in order and in the format required. Each answer should be numbered to reflect the section, question, and sub-question it answers. Answers should be as specific as possible.

A. **Consortium Management –** *20 Points Possible*

DWD believes that students are best served through a consortium model where partners can provide an array of services. Consortia are required to include: adult education providers, WorkOne partners, post-secondary institutions and training providers (CTE providers), business, and nonprofit organizations. Scoring is weighted to favor: broad understanding of stakeholder strengths, resources, and metrics; regional representation both geographically and in numbers served; and commitment and emphasis on professional development.

It is imperative for regions to maximize capabilities and acknowledge the contributions of consortium partners' services and resources. Values related to consortium management are listed below. Responses to this section should be written on behalf of all consortium partners.

In addition to the required narrative in this section, please fill out the following forms: Form 4 - Consortium Partnership Agreement Form; Form 3 – Consortium Performance Measures Worksheet.

| Consortium Management | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Leverage all available resources to increase the capacity of Indiana's adult education system | Regional partners from adult education, the community (industry & nonprofit), other educational institutions (community colleges & career-tech centers), and the workforce investment system should collaborate to deliver adult education and employment services. In addition to formal consortium members, DWD encourages collaboration with a multitude of other community partners. | **A1.** List all formal consortium members and their organization category (i.e. WorkOne, Adult Education, Post-Secondary Institution, etc.) <br> a) Each formal consortium partner is required to sign and submit a consortium partnership agreement form (Form 4). <br> b) The consortium must fill out the Consortium Performance Measures Worksheet (Form 3). <br> c) How often does or will the consortium meet? <br> d) Does the consortium have sub committees or are there plans to create them? If so, what are their purposes and how often do they meet? |

| Consortium Management | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| | | e) Do AE providers meet regularly outside of the consortium setting or are there plans to do so? If so, how often?<br>f) Is there a process or policy to add new members? Please explain.<br>g) Is there a process or policy to add new Adult Education providers? Please explain.<br><br>**A2.** Does the consortium have any existing informal partnerships, e.g. with K-12, postsecondary, business, nonprofits, or literacy groups or plans to create or increase them?<br>a) What services or resources do these partnerships provide?<br>b) How do these partnerships affect regional performance?<br>c) Are there plans to increase the number of partnerships or enhance existing partnerships? Please explain.<br><br>**A3.** How will the consortium work to increase enrollments?<br>a) If the consortium is allocated funds to increase enrollment in the next program year by 50%, what concrete steps will it take to do this?<br>b) Will the consortium look to add additional AE providers? Please explain. |
| Ensure referral process between WorkOnes and adult education is seamless. | Every consortium should have a defined referral process between WorkOne offices and adult education providers to ensure that learners have access to holistic services. | **A4**. What is the referral process from Adult Education providers to WorkOnes utilized for the general population (not WorkINdiana students)? Specifically consider WIA Out of School Youth and employment referrals.<br>a) Is the process working? Have referrals improved?<br>b) Will you revise these in the coming year and, if so, why? If no, why not?<br>c) Is there continuous communication between the providers and WorkOne? |

| Consortium Management | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| | | **A5.** What is the referral process from WorkOnes to Adult Education providers utilized for the general population (not WorkINdiana students)? Specifically consider WIA Out of School Youth and remediation referrals. <br> a) Is the process working? Have referrals improved? <br> b) Will you revise these in the coming year and, if so, why? If no, why not? <br> c) Is there continuous communication between WorkOnes and providers? |

| Consortium Management | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Deliver quality adult education. | DWD emphasizes effective and efficient regional delivery of services to adult learners for the purposes of employment, reemployment, or enhanced employment. To ensure effective and efficient delivery, the consortium should monitor program and regional performance, assist low performing programs in improving performance, and implement regional policies on subjects such as persistence and attendance. | **A6**. How does the consortium evaluate regional and program performance?<br>a) How does the consortium define and identify low performing programs?<br>b) How does it address low performing programs?<br><br>**A7**: Each consortium must have policies to govern consortium and AE program operation and ensure that all AE providers have required policies in place.<br>a) Does the consortium have existing policies or plans to implement policies to govern its operations? Please describe.<br>b) Does the consortium have a policy for the following topics? Please describe minimum requirements for:<br>(1) Student persistence (number of hours a student can attend a program without making progress); and<br>(2) Student attendance (required hours per week); and<br>(3) Data collection for PY 2013-2014<br>c) Does the consortium have a policy or plans to implement a policy to govern or require managed enrollment, which includes: fixed class times/dates; orientation at a centralized location outside of instruction time; and class leveling? Please describe. |

| Consortium Management | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Active participation in professional development | Professional development (PD) is a critical piece of ensuring teacher, administrator, and program effectiveness. It is also of particular importance in 2013-14 due to level of rigor expected of students in the Common Core State Standards to which GED 2014 and other assessments will be aligned. A calendar of professional development offered through DWD is in Appendix E – DWD Professional Development Calendar. Programs that are identified by the consortium as lower performing programs are required to have a PD plan in place, which should include a partnership/mentorship by a high performing program. DWD anticipates that the budget should reflect any activities outlined. | **A8:** How does the consortium plan to support the PD needs of its members? <br> a) What are the greatest PD needs of its members? <br> b) How will the consortium work to ensure AE providers are prepared for the increased rigor of GED 2014 and other assessments? <br> c) Does the consortium plan to provide any PD? Please describe. <br> d) How will the PD provided by the consortium align to and support the values of DWD and its professional development activities? <br><br> **A9:** How will the consortium use PD opportunities to support low performing programs? <br> a) Will any programs in the consortium have a PD plan? <br> b) Are there plans to establish mentorships? <br><br> **A10:** How will the consortium ensure that members have the opportunity to attend PD events outside of those offered through the consortium? <br> a) Will members have the opportunity to attend events offered through DWD? <br> b) Will members have the opportunity to attend events offered through other entities such as COABE or IAACE? <br> c) How will attendance at these events benefit the region? |

**B. WorkINdiana** – *20 points possible*

Students who participated in WorkINdiana had high completion rates due to the program's model of short term certifications in targeted industries with wrap-around services. In addition, research indicates that using job training as a way to contextualize learning effectively helps adult learners improve their basic skills, which further prepares them for employment.

By participating in WorkINdiana**,** students receive GED instruction, occupational training *and* a credential valued by employers. These activities take place concurrently or shortly after earning a high school diploma or GED certificate. WorkINdiana is designed to be short-term training that prepares students for entry-level employment in one of six industry sectors. Upon successful completion of the training, students earn one of 23 industry specific certifications. The training programs require a minimum of 40 hours and up to a maximum of 14 weeks to complete. The entry-level preparation provides a beginning that hopefully will lead to obtaining other certifications and/or additional post secondary education and training. Currently approved WorkINdiana certifications can be found in Appendix F – WorkINdiana Certification Framework.

For the 2013-2014 program year, DWD has established three primary objectives for WorkINdiana: 1) expand the number of certifications and training programs offered, 2) increase enrollments, and 3) build business partnerships. DWD has set target enrollment numbers in Table 4 below based on average tuition costs (roughly $1,200 per student) and available funding.

**Table 4: WorkINdiana Regional Enrollment Targets**

| Region | AE Enrollment PY 11-12 | Initial Target | Secondary Target |
|---|---|---|---|
| 1 | 3,134 | 157 | 251 |
| 2 | 3,165 | 158 | 253 |
| 3 | 2,696 | 135 | 216 |
| 4 | 2,727 | 136 | 218 |
| 5 | 2,153 | 108 | 172 |
| 6 | 1,766 | 88 | 141 |
| 7 | 893 | 45 | 71 |
| 8 | 1,022 | 51 | 82 |
| 9 | 1,336 | 67 | 107 |
| 10 | 1,120 | 56 | 90 |
| 11 | 1,074 | 54 | 86 |
| 12 | 4,196 | 210 | 336 |
| Total | | 1,264 | 2,023 |

The required WorkINdiana narrative must address how the consortium intends to meet all three objectives. Responses to this section should be written on behalf of all consortium partners. In addition to the required narrative in this section, please fill out the following form: Form 5 - WorkINdiana Programs and Providers.

| WorkINdiana | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Increase the number of certifications and training programs that offer regularly scheduled courses | A wide array of training programs and providers geographically dispersed throughout the regions must be made available in order to accommodate all eligible students. Each region must increase the number of certifications and/or training programs offered in the 2013-2014 program year. The primary focus should be upon approved WorkINdiana industry sectors, which have been identified as critical to the state's economy; however new sectors may be considered. | **B1.** Fill out Form 5 - WorkINdiana Programs and Providers.<br><br>**B2:** What plans does the consortium have to add new certifications, WorkINdiana programs, and WorkINdiana providers based upon the entry-level job openings and the skills required to earn them? Please list new certifications, providers and programs on Form 5.<br><br>**B3:** What plans does the consortium have to add additional training locations to ensure students have easy access to training programs? |
| Increase enrollments | WorkINdiana provides an opportunity for students to earn certifications valued by employers. It is critical to increase the number of students who take advantage of this opportunity. DWD has set target regional enrollment goals in Table 4 on page 12 based on funding available and Adult Education enrollment numbers. | **B4.** Describe how the region will reach its initial goal as listed in Table 4 on page 12.<br><br>**B5.** Describe how the region could reach its secondary goal as listed in Table 4 if funding allows.<br><br>**B6.** How will the region improve the student flow between adult education programs, WorkOnes and WorkINdiana programs?<br>a) Is there a formal process?<br>b) Is the process working? Have referrals improved? Will you revise these in the coming year and, if so, why? If no, why not? |
| Build strong business partnerships | Successful career pathway and bridge programs continuously point to strong partnerships with businesses as a key to their success. Stronger business partnerships will be required. Roles of the business partners are to: identify the skills required for employment; evaluate certifications and the skills necessary; ensure the training program is relevant; recruit students; assist with job placement information; offer internships; place graduates in good jobs; serve as mentors; provide feedback on students they have hired. | **B7**. What business partnerships currently exist?<br>a) What do those partnerships look like? Are any formal?<br>b) How can they be strengthened?<br><br>**B8.** How will the consortium increase and improve business partnerships?<br>a) What are the plans to engage them in meaningful activities such as those outlined by DWD?<br><br>**B9**. What plans are in place to connect students to internships, work experience, and employment? |

**C. Adult Education Program Learner Engagement and Completion** - *20 points possible*

Adult Education programs should implement components that help students participate, engage, and persist in learning so that they reach their goals. DWD has identified four values associated with program learner engagement and completion. Please describe how Adult Education providers in the consortium will address these values during the grant period. *Questions about provider policy should be answered on a programmatic level rather than at the consortium level.*

Answers should be as specific as possible, and applicants are encouraged to utilize tables to differentiate how answers to a question differ between adult education providers. An example table is provided in Appendix G.

| Adult Education Program Learner Engagement and Completion | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Accelerate learning | Time is the enemy of the adult learner. As much as possible students should be progressing through educational levels as quickly as possible, and programs should be taking steps to enable students to do so. | **C1.** How will programs accelerate learning? Specifically, speak to any programs' plans for implementation or expansion of the following:<br>• frequency of classes<br>• integration of distance-learning<br>• fast track GED classes<br>• accelerated curriculum<br>• tutoring, etc. |
| Managed intake, orientation, and enrollment | Managed enrollment includes:<br>• Fixed class times/dates<br>• Orientation at a centralized location outside of instruction time<br>• Class leveling, i.e. placing students in class levels (e.g. beginning, intermediate, advanced) based on students' abilities and needs.<br>• The cohort model, which includes the leveled class and the same start/stop time, increases student retention rates. | **C2.** Explain the enrollment process for each program and what parts of managed enrollment are required.<br>a) Do providers have a managed enrollment policy or plans to implement one this year? If so, what are the major components of the policy? Are there fixed class times and dates?<br>b) Describe the orientation process in particular for each program.<br>c) Do providers level classes? Please explain.<br><br>**C3.** Do providers have a policy or plans to implement one that is different than any at the consortium level for the following topics? Please describe:<br>a) Attendance (required hours per week)<br>b) Data collection |

| Adult Education Program Learner Engagement and Completion | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Student Recruitment, Retention, and Completion Support | Student recruitment, retention, and completion support includes the offering of courses on a continual, regular basis and the provision of supportive services (transportation, childcare, tutoring, mentoring). | **C4.** How will each provider increase enrollments?<br>a) If the program is allocated funds to increase enrollment in the next program year by 50%, what concrete steps will it take to do this?<br>b) Will programs look to increase the number of teachers, sites, or physical capacity?<br><br>**C5.** Do providers have a policy or plans to implement one for student persistence (number of hours a student can attend a program without making gains) that is different than any at the consortium level? Please describe.<br><br>**C6**. How will each provider offer classes on a continuous basis throughout the year?<br>a) If a break is scheduled for any provider for longer than 3 weeks at one time, please provide an explanation.<br><br>**C7**. Do providers identify clients' needs for supportive services and meet these needs?<br>a) Do programs provide or plan to provide any of the following supportive services, transportation assistance, childcare assistance, tutoring, or mentoring?<br>b) How will programs work to address these needs? Specifically, please speak to any other personnel support for students such as transition coaches, tutors, etc. |

| Adult Education Program Learner Engagement and Completion | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Professional Development | Professional development (PD) is a critical piece of ensuring teacher, administrator, and program effectiveness, It is also of particular importance in 2013-14 due to level of rigor expected of students in the Common Core State Standards to which GED 2014 and other assessments will be aligned. A calendar of professional development offered through DWD is in Appendix E – DWD Professional Development Calendar. Programs and staff that are identified as lower performing are required to have a PD plan in place, which should include a partnership/mentorship. DWD anticipates that the budget should reflect any activities outlined. | **C8:** How will providers support the professional development needs of their staff? <br> a) What are the greatest PD needs of staff? <br> b) How will providers ensure teachers are prepared for the increased rigor of GED 2014 or other assessments? <br> c) Do providers plan to provide any PD? Please describe. <br> d) How will the PD provided by providers align to and support the values of DWD and its professional development activities? <br> e) Will lower performing programs and/or staff from those programs receive mentorship? If yes, which programs/staff will receive it and from whom? <br><br> **C9:** How will the providers ensure that staff have the opportunity to attend PD events outside of those offered through the consortium? <br> a) Will staff have the opportunity to attend events offered through DWD? <br> b) Will staff have the opportunity to attend events offered through other entities such as COABE or IAACE? <br> c) How will attendance at these events benefit the region? |

**D. College and Career Readiness** – *20 points possible*

DWD's goal for Adult Education is to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of college and career readiness. Please describe how Adult Education providers in the consortium intend to address these values in the grant period, including demonstrating improved practices beyond those previously implemented. Answers should be as specific as possible, and applicants are encouraged to utilize tables to differentiate how answers to a question differ between providers. An example table is provided in Appendix G.

| College and Career Readiness | | |
|---|---|---|
| **Value** | **Value Description** | **Narrative Questions** |
| Learners are prepared to transition to postsecondary education and ultimately employment. | Learners should be college and career ready and prepared to transition from AE programs to further education and/or enhanced employment. DWD offers tools such as Indiana Career Explorer as well as professional development opportunities to assist regions in achieving this goal. | **D1**. What specific instructional or support strategies do programs use to prepare students for postsecondary education/training? How will programs incorporate more strategies this year?<br>a) Do programs integrate career awareness into their classrooms? Please explain.<br>b) Do programs incorporate Indiana Career Explorer (ICE) into programming? If not, how will they do so?<br>c) How do programs assist students in identifying postsecondary education/training as a goal? |
| Meaningful partnerships exist with post-secondary providers and other partners. | Consortium and programs should have meaningful partnerships with programs to assist in the seamless transition of students to post-secondary education. | **D2.** What partnerships exist between postsecondary education (academic) providers? How will providers increase or improve these relationships this year?<br>a) What specific processes are in place to assist in the transition between adult education programs and post-secondary institutions? Please describe.<br>b) Is WorkOne involved in preparing students for the postsecondary transition? For example, does a WorkOne representative visit adult education programs to discuss career/training topics? |

## SECTION IV: Grant Submission Guidelines

### A. Application Format

Applications must be typed, single spaced in size 12 font on 8 ½" by 11" paper with all pages sequentially numbered and the Consortium Region number at the top of every page. The narrative for Section III may be no longer than twenty-five (25) pages, including any answer tables used. Applicants must respond to each question in order and in the format required. Each answer should be numbered to reflect the section, question, and sub-question it answers.

Required forms do not count against the page limitation and are not required to have page numbers. The first page must be Form 1 – Grant Application Cover Sheet. A Grant Application Checklist is provided. Please submit all application documents in the order listed on the Grant Application Checklist.

### B. Submission Requirements

Applicants must address all requirements and *one hardcopy application* must be **received** at the Indiana Department of Workforce Development by **April 5, 2013**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. Applications should be sent to:

Attn: Donna Lovelady
Indiana Department of Workforce Development
Adult Education
10 N. Senate Ave., SE 203
Indianapolis, IN 46204

*In addition to a hard copy, electronic copies* of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel must be submitted via email to Donna Lovelady at dlovelady@dwd.in.gov with the subject "Region #: Grant Competition Application."

A confirmation email will be sent when both the electronic and hardcopy versions of the application are received. Use the Grant Application Checklist to check that all components have been submitted.

### C. Technical Assistance

Questions about this grant opportunity may be addressed to Monica Markovich at mmarkovich@dwd.in.gov or 317-232-7375.

**A webinar to discuss this grant opportunity and its requirements is scheduled for Tuesday, February 5th from 2:00pm – 3:30 pm EST.** Interested applicants may access the webinar by going to http://www.webinar.in.gov/r21238998/. Attendees may be prompted to enter as a guest and submit their name, but a password is not required. Attendees may wish to join by conference call: (605) 781-1000; Code: 1025009#
A recording of the webinar will be made available afterwards at:
http://www.in.gov/dwd/adultedadmin/grants.htm .

A frequently asked questions (FAQ) document will be updated on a rolling basis and will be included at http://www.in.gov/dwd/adultedadmin/grants.htm.

## SECTION V: Forms and Appendices

### A. Forms

2013 Grant Application Checklist (one per grant application)
Form 1 – Grant Application Cover Sheet (one per fiscal agent)
Form 2A – Budget and Cost Analysis (one per fiscal agent)
Form 2B – Administration Cap Waiver Request (as needed, by fiscal agent)
Form 3 – Consortium Performance Measures Worksheet
Form 4 – Consortium Partnership Agreement Form
Form 5 – WorkINdiana Programs and Providers
Form 6 – Assurances (one per fiscal agent)

### B. Appendices

Appendix A – Regional Consortium Contacts
Appendix B – Adult Education Formula and Allocation
Appendix C – Performance Incentive Schedule
Appendix D – DWD Consortium Metrics
Appendix E – DWD Professional Development Calendar
Appendix F – WorkINdiana Certification Framework
Appendix G – Example Application Answer Table