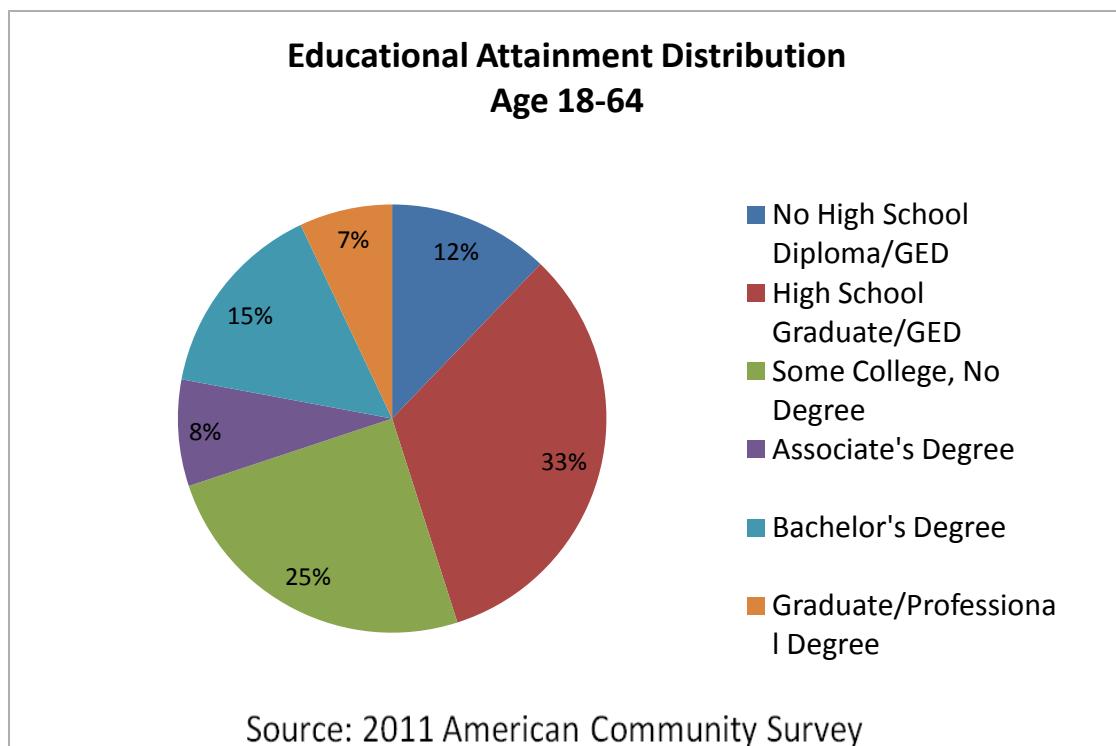




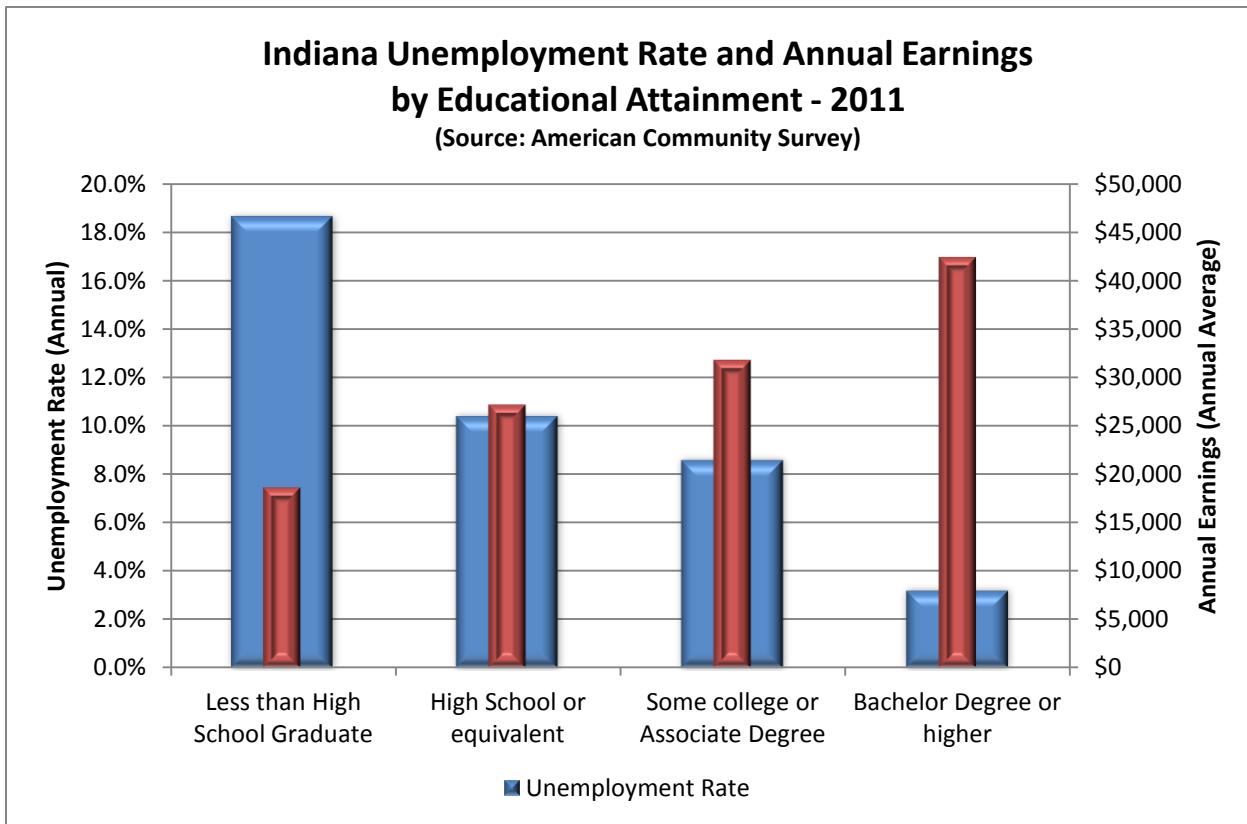
INDIANA NARRATIVE REPORT 2011-12

Indiana's Basic Education Needs

According to the 2011 American Community Survey, Indiana's educational attainment data reflect that nearly one out of every six people in the workforce (just over 500,000 individuals) does not have a GED or high school diploma. At least one out of three individuals in the workforce does not have the post-secondary skills needed to find lasting employment.



Importantly, Hoosiers who are undereducated are more likely to be unemployed and less likely to earn a sustainable wage. Data from the 2011 American Community Survey reflects this gap:

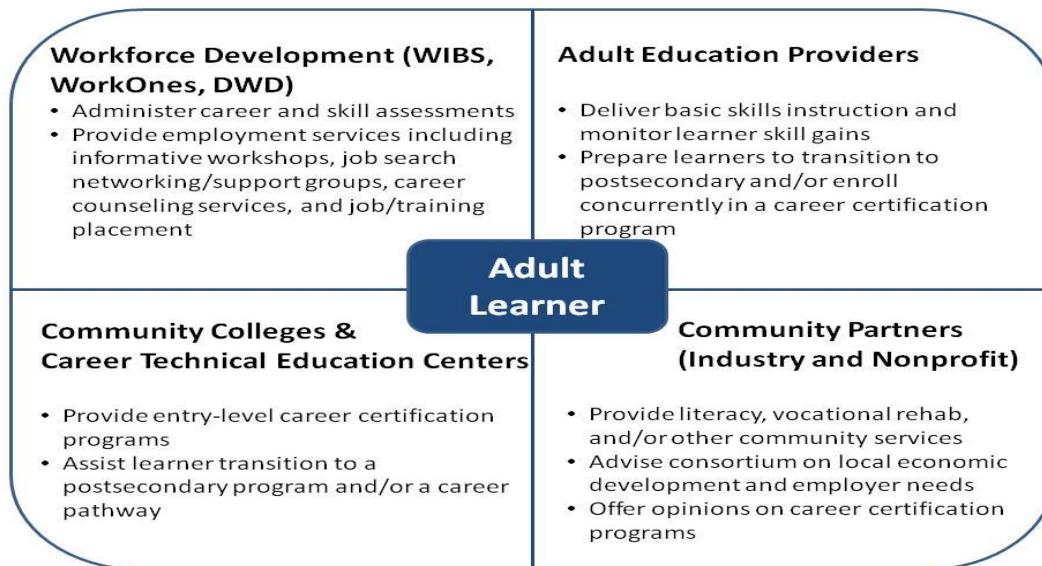


Integrated Activities: Adult Education Under DWD

The association between skills attainment and self-efficacy is evident. As projected by the Department of Workforce Development's Research and Analysis Unit, by 2020 a majority (57%) of all high-wage or high-demand jobs in Indiana will require higher education attainment of at least a post-secondary vocational certification and/or associates degree to meet middle skills demand by employers.

DWD assumed responsibility for the adult basic education program from the Indiana Department of Education (DOE) on April 1, 2011 through a unanimous decision by the Indiana General Assembly (PL 7-2011). DWD has implemented a new approach to addressing the many workforce challenges Indiana faces, including increased employer demand for middle skills, high unemployment and limited adult education delivery capacity. It is believed that by aligning adult education and workforce development services, unemployed and underemployed clients will be better served.

To advance adult education at the state level, DWD instituted a regional consortia platform establishing a framework for seamless adult education programming linked to post secondary training and workforce development. A primary feature of this alignment was creating these consortia along the same geographic boundaries of Indiana's workforce service areas, which ensures consistent, statewide coverage of the program. Critical to this new paradigm was regional representation of adult education providers, one stop (WorkOne) partners, post-secondary institutions, local nonprofit organizations and employers. These partners determined a specific regional plan for serving adult education clients and implemented those plans during PY11. A depiction of the consortia model and the respective roles of partners follow:



Each regional consortium (eleven in all) was responsible for the integration of services ensuring that all adult learners in a region have access to educational, career advising, workforce training and employment assistance, among other supportive services. Moreover, each regional Workforce Investment Board included a representative from Adult Education, and in accordance with state statute (PL 7-2011), the Governor appointed an Adult Education representative to the State Workforce Innovation Council. Each regional consortium convened with all local partners on a regular basis (usually at least every other month) to coordinate delivery of services in accordance with the regional plan. Many positive outcomes were realized early on from coordinated efforts, including programs that decided to offer or expand the number of co-located services in WorkOne centers and at select Ivy Tech Community College sites. A number of programs moved to managed enrollment practices and, as part of intake, offered an overview of workforce services that may be available to eligible clients. Further, career counseling became more prevalent for purposes of establishing academic and career goals of clients. DWD extended statewide contracts for common use, including for educational assessment (TABE and TABE CLAS-E) and career interests/aptitude assessment (Kuder, aka: Indiana Career Explorer): www.indianacareerexplorer.com.

DWD developed in PY10 and extended PY11 formula allocation rules that focus on competitively awarding federal and state funds. The formula was weighted to consider the unemployment population, the number of enrollees in adult education and performance outcomes for each region. In order for any region to earn performance funding, the region had to achieve a certain level of outcomes. This reimbursement schedule encouraged best practices in enrollment, curriculum delivery, GED or high school diploma attainment and post-secondary transitions. DWD has been able to closely track the outcomes in every region due to a new and powerful data system, InTERS.

Program Year 2011 Results

Even though adult education has only been under DWD's jurisdiction for a year, providers throughout the State have succeeded in adapting to a new system and a renewed focus on performance and accountability. To explain the new vision to a variety of stakeholders, DWD developed the following graphic that outlines the major shifts in paradigm as it relates to adult education services aligned with the State's workforce and economic development initiatives. The new paradigm places increased emphasis on getting adults the skills they need to be successful along a continuum of academic and career readiness:

Eligible Agency	Department of Education	→	Department of Workforce Development
Service delivery structure	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
Customer	Students	→	Students and employers
Adult learning objectives	Remembering and understanding concepts in literacy and numeracy	→	Applying various concepts in literacy and numeracy to create, synthesize, problem-solve, and innovate
Student goals	Attainment of basic skills and a GED certificate	→	Transition to occupational certification program and/or postsecondary education
Student support for employment	Adult Educators	→	WorkOnes provide career counseling, academic advising, and reemployment services
Monitoring student outcomes	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

During PY11, total enrollment in adult education was 28,791, a slight increase from the previous year. While average participant proficiency upon entry into adult education was at the 7th grade, 84 percent of the participants functioned below the ninth grade level or were learning English as a second language. Indiana's PY11 outcomes for educational gain increased to just over 45 percent. Of enrollees pre- and post-tested, the number of students

completing a gain increased was over 83 percent, and 5,683 high school diplomas/GEDs were awarded during the program year (a 17% increase over PY10).

The state placed additional emphasis on the integration of workforce development and occupational training by awarding vouchers (supported through WIA Title I funds for PY11) via one stop partners. The WorkINdiana program (formerly GED+) offered curriculum in six industry clusters whereby programs were delivered simultaneous or subsequent to clients obtaining their GED/HSD in adult education. Curriculum was delivered in fewer than sixteen weeks, represented short-term and long-term job opportunities to clients, was often stackable to additional credentials and/or associated degree programs among Indiana's community college partner, and aligned with many secondary career and technical education programs of study. Career certification options for PY11 included:

PY11 - WorkINdiana Career Certifications	
Industry Sectors	Certifications
Health Care	Certified Nurse Aide (C.N.A.)
	Pharmacy Technician (C.Ph.T.)
	Emergency Medical Technician (E.M.T.)
	Medical Coder (C.P.C.)
	Expanded Duties Dental Assistant (L.R.C)
	Patient Access (C.H.A.A)
Information Technology	Computer Support Specialist (Comptia A+)
	Electronics Installer/Repairers (ESPA/EST)
Business Admin & Support	Bookkeeper (AIPB)
	Tax Preparer (IRS Certification)
	Admin Assistant (IC3 or Microsoft Office)
Advanced Manufacturing	Production Worker (MSSC C.P.T.)
	Entry Welder (A.W.S.)
	CNC Operator (NIMS Level 1)
	Heating and Cooling Technician (HVAC)
	Underground Coal Mining (MSHA 502)
Transportation and Logistics	Truck Driver, Light and Tractor Trailer (CDL-B)
	Truck Driver, Heavy and Tractor Trailer (CDL-A)
	Laborers and Material Movers (MSSC C.L.A.)
	Laborers and Material Movers (MSSC C.L.A. +)
	Automotive Service Technician (A.S.E.)
Hospitality	Hospitality Staff (START)

Across the state, more than 400 vouchers were awarded in less than nine months to co-enrolled clients (co-enrolled in adult education and WIA). Initial outcomes included 288 clients completing the program of study, 199 of which earned the associated certification, and 100 of which found employment prior to the start of PY12 activities. Other clients continued their progress as the WorkINdiana program rolled into its second year beginning in July 2012.

State Leadership Highlights

Overall Mission

During PY11, state leadership funds supported key staff (including Adult Education Coordinators assigned to each of the state's economic growth regions) and Indiana's competitively procured adult education professional development contract with EDSI. Professional development efforts focused initially on offering guidance on the transition of adult education toward the new vision and paradigm already described. Additionally, professional development grants were made available to each region for locally identified training needs. EDSI also conducted a gap analysis and formulated professional development opportunities to meet ongoing regional and statewide needs.

Professional development was provided statewide, regionally, and at the local level. In addition to other professional development efforts, local adult education directors requested training to address special topics. These requests were met by Adult Education Coordinators or EDSI consultants to maximize all providers' and partners' contributions to the region's performance. Technology-based instructional training was utilized via online training, webinars and asynchronous offerings.

Staff Development Priorities and Provision of Services

I. Addressed staff development needs for each region as outlined in regional applications by:

- Assigned Adult Education Coordinators to each region to coordinate staff development initiatives to support statewide initiatives and address local needs;
- Offered training to meet the unique needs of the regional local plan, which included working with focus groups, study groups, personal mentoring, collaborative planning among partners across workforce development, adult education, economic development, post-secondary partners and local organizations;
- Promoted improved program performance by coordinating and/or providing technical assistance within each region with special emphasis on low performing providers.

II. Designed, developed and delivered state training initiatives requiring broad dissemination for administrative and instructional staff through:

- Provided on-site, centrally located and webinar training on InTERS data entry and NRS reporting standards and requirements;
- Continued to offer training for TABE and TABE CLAS-E assessments among adult education providers and WorkOne sites; offered PD guidance and technical

assistance on effective use of assessment results for developing Adult Learning Plans;

- Offered training in-person and via webinar on performance standards, funding streams and common goals among regional partners;
- Provided technical assistance in the implementation of program plans with consideration of state and federal policies;
- Assisted teachers in blending instructional approaches that include tradition classroom instruction, web-based learning, and the future of occupational components to support career pathways for students beyond the GED;
- Disseminated and promoted professional standards for AE instructors and directors; policies governing adult education programs and services; and a range of ongoing training opportunities and resources for adult education programs and administrators. Posted these and other resources to the Adult Education website for easy reference: <http://www.in.gov/dwd/adultedadmin/>.

III. Assessed opportunities and challenges within each Economic Growth Region as it relates to effectively working with students toward making educational gains, attaining a GED/HS Diploma and making transitions to post-secondary, including:

- Established regional common methods and policies to address student recruitment, orientation and enrollment practices, attendance expectations, academic persistence and right-fit goal-setting as overseen by counselors in the workforce system;
- Worked on adult education capacity and curriculum goals to support instructors increasing the speed at which students may improve basic skills;
- Began to establish strategies for assisting students in transitioning , in-greater numbers and with more success, to postsecondary education, occupational training, and ultimately to employment;
- Through efforts of Adult Education Coordinators and EDSI consultants, worked to deepen partnerships among each regional consortium to support coordination of funding streams and alignment of services across adult education, workforce development and post-secondary partners, among other local partners.

IV. Focused on critical leadership success factors and strategies for program management and continuous improvement by:

- Continued training by EDSI consultants and Adult Education Coordinators to include: local plan development, project management development, partnership best practices, documenting performance for adult education programs, preparing required reports and providing technical assistance to meet funding requirements;
- Offered technical assistance on a number of topics related to data capture and reporting, and coordinating efforts of multiple partners focused on improving student success.

Finally, EDSI conducted a benchmarking study to assess the current landscape of adult education activities and partnerships, ongoing opportunities for expansion of adult education services, and to garner future professional development needs of adult education providers and consortia partners. A few conclusions include:

- Set up a structure and process for regular Adult Education/WorkOne staff interactions;
- Continue to refine/improve referral processes between adult education, WorkOne providers and post-secondary institutions; increase co-location of services where possible;
- Explore methods of providing shared access to the Adult Education InTERS student data system and WorkOne TrackOne case management system;
- Work with providers who have gaps between “physical capacity” and “instructional capacity” to expand system capacity;
- Teachers, provider staff and consortium staff all indicated they want guidance on identifying effective adult education curricula;
- Create a curriculum workgroup (standards in action workgroup) to identify the curriculum standards and evaluate curricula;
- Increase emphasis on integration of academic and career assessments;
- Convene Professional Development sessions specifically for directors and teachers of Adult Education and provide teacher mentoring options.

EL/Civics Grant Highlights

During the spring of 2011, DWD conducted a competition for one-year contracts to be awarded to programs delivering EL/Civics curriculum. DWD developed in PY10 and extended PY11 formula allocation rules that focus on competitively awarding federal and state funds. The formula was weighted to consider the population in need of language instruction, the number of enrollees in adult education and performance outcomes for each region. As in previous years, programs were allowed to purchase materials, software, or equipment; develop curriculum to integrate civics education and citizenship preparation; and enhance instruction by providing outside speakers and field trips. In some cases, programs added an ESL class with civics instruction to increase participation. Others enhanced instruction by integrating civics instruction within existing ESL classes.