

Ohio

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

Board of Regents

University System of Ohio

**Adult Basic and Literacy Education
Innovation Grant**

Announcement of Fund Availability

Fiscal Year 2010

Submission Deadline
April 2, 2010

The Chancellor of the Ohio Board of Regents
30 E. Broad Street, 36th Floor
Columbus, Ohio 43215

Background

For Ohio to prosper and grow, more adults must acquire the skills that prepare them for success in postsecondary education and employment. Census data (2000) indicate that almost 1.3 million (18%) Ohioans 18 and over have less than a high school education. Many lack the basic literacy skills necessary to effectively comprehend and use written materials for everyday activities. Other facts to consider include:

- Ohio ranks 38th in the percentage of adults (ages 25 to 64) with an associate degree, and 37th in the percentage with a bachelor's degree.*
- With three out of four current Ohio workers expected to be working in 2020, it is important to provide high-quality education and training opportunities for the state's adult population.*
- Adult workers, particularly low-income workers, face many well-documented barriers to credential achievement.*

**Source: Ohio Labor Market Information (LMI), Ohio Department of Job and Family Services*

Given the number of Ohioans without basic literacy skills or credentials to succeed in postsecondary education or new economy jobs, adult education is crucial in helping Ohio meet the challenge of an underprepared workforce. For Ohio to be competitive in regional, national, and international economies, Ohioans must have options to transition to postsecondary education and training.

A key strategy in the Chancellor's Strategic Plan for Higher Education is the development of pathways to career-oriented postsecondary training and economic success. The pathways will make it easier for adults to prepare themselves for satisfying and productive careers and allow them to connect pre-college academic work to credit-bearing career and technical coursework that can lead ultimately to a college degree.

Source: Strategic Plan for Higher Education: 2008-2017, Ohio Board of Regents, p. 58

Purpose of Grant

To achieve the goals mentioned above, the Chancellor of the Ohio Board of Regents (the Chancellor) announces the availability of federal funds to support the Ohio Adult Basic and Literacy Education (ABLE) programs, adult career-technical programs, and/or community colleges to conduct projects that supports integration of services around career exploration and planning, assessment, curriculum, and instruction.

For purposes of this grant, the basic educational services and activities are to be included in conjunction with a training program with the adult career-technical programs and/or community colleges. In other words, the basic skill instruction is to be provided in a manner that enhances a student's capacity for advancement in a career pathway.

The services must address at least one of the following goals:

- To align the existing ABLE GED preparation program with career pathways so that students who complete their GED are prepared to enter a technical program at an adult career center or college/postsecondary institution.
- To reduce the time and expense of additional ESOL/ESL coursework for ESOL students by focusing on language skills within the context of a career pathway.
- To provide contextualized learning that allows students with limited education to participate in postsecondary/technical education leading to high-growth employment sectors.

Applicants must specify how they will design and deliver an Adult Basic and Literacy Education program (ABLE) in partnership with postsecondary education or training programs that will result in student attainment of the certificate(s) being pursued.

The ABLE Transitions Framework describes two categories that are important in assisting students' success in postsecondary education and employment. These include an instructional component and support services component. These categories should be addressed by applicant agencies and the postsecondary partners. All ABLE programs must play a major role in helping students move beyond ABE and the GED, but the exact activities to be undertaken will vary depending on levels of students served and project outcomes

The funds for this grant opportunity are provided by the FY 2008 WIA Incentive Grant Award. The estimated amount to be awarded is \$813,255. Funds for grant awards will be allocated based on current need in working with individuals without sufficient skills to

fully participate in a postsecondary training program. This is a competitive grant process with up to five (5) grants awarded with a total maximum of \$162,651 allocated to any one applicant.

Eligible Applicants and Students

Eligible fiscal agents include all currently funded Adult Basic and Literacy Education (ABLE) Instructional and EL/Civics programs. This requirement applies at the direct award level. Eligible postsecondary partners include Adult Workforce Programs and Community Colleges of the University System of Ohio.

Applicants shall be willing to serve all eligible students. Pursuant to *Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act of 1998*, eligible students are those individuals who live or work in Ohio and who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law (18 in Ohio); and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education;
 - or
 - unable to speak, read, or write the English language.

**See the ABLE Student Eligibility Policy <http://uso.edu/able/>.*

The students targeted for this grant are those who are not prepared for postsecondary education but are interested in pursuing careers that need additional education or training. These students could be pursuing a GED or need support for academic areas to improve their rate of success in the chosen career program.

Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, the applicant shall not discriminate on the basis of gender, race, color, age, and/or national origin in its adult education and literacy programs, activities, employment, or admission policies and practices. All grantees must meet assurances that address serving adults with special needs, including learning disabilities.

Preparing the Application

Applications must be typed using 12-point in Times New Roman or Arial and one-inch margins. Use the Grant Checklist found at <http://uso.edu/able/> to ensure you have completed all required sections of the application.

The submitted application consists of the following sections:

- Part A: General Information
- Part B: Statement of Need for the Career/Occupational Skills to be addressed
- Part C: Program Overview
- Part D: Implementation Plan
- Part E: Budget Grid and Budget Narrative for Innovation Grant
- Part F: Program Personnel
- Part G: Program Evaluation
- Part H: Assurances
- Addendum: Signature of Partnering Agency Representatives

Part A: General information

Pages one and two of the grant application provide general information for the grant. All sections must be completed since this part serves as a source for contact information during the application process and grant period. Names, addresses, telephone and fax numbers with area codes, and e-mail addresses must be provided for the agency superintendent, CEO/president, treasurer or fiscal contact, and the individual who will be the grant contact person, if the application is funded.

In addition to contact information for the individuals referenced above, applicants must provide the following information:

- Agency IRN number (Internal Retrieval Number)
- Federal Tax ID number (Employer Identification Number or EIN)
- Congressional districts served
- County of the Fiscal Agent
- The first day of instruction
- The last day of instruction
- The amount of funds requested

The applicant also need to include the identification of the Economic Development Region of the fiscal agent, the counties to be served, and a list of the partnering agencies and the role each agency will take in the implementation of this grant.

Part B: Statement of Need for the Career/Occupational Skills to be addressed

In this part, identify the Career/Occupational Pathway(s) that will be addressed for this grant. Then, provide a description that explains the need for emphasis on the particular career/occupational pathway. The statement should reflect on the current and long-term need for more employees in these occupational skill areas for the local region.

Some of the elements that could be included are from transitional labor market data, industry data, trade association data, and other transactional data.

Three of the main resources for these statistics are listed below.

Resources:

Ohio Labor Market Information: <http://ohiolmi.com/index.htm>

United States Department of Labor: <http://www.dol.gov/>

U.S. Census Bureau: <http://unionstats.gsu.edu/>

Part C: Program Overview

In the program overview, describe the proposed activities for this grant. Your project must address at least one of the following goals:

- To align the existing ABLE GED preparation program with career pathways so that students who complete their GED are prepared to enter a technical program at an adult career center or college/postsecondary institution.
- To reduce the time and expense of additional ESOL/ESL coursework for ESOL students by focusing on language skills within the context of a career pathway.
- To provide contextualized learning that allows students with limited education to participate in postsecondary/technical education leading to high-growth employment sectors.

As part of your description, provide a schematic of the career pathway showing the student entry, the skills and topics taught, and the student exit point. In addition, identify when, from where, and what certificates the students will receive along the career pathway.

The description must also include the estimated number of students to be served, the intended student outcomes, the products and/or processes to be developed and how/where you will receive other forms of funding for the project. Make sure all the information covers the entire project period (April 2, 2010 to June 30, 2011).

Listed below are two resources that have examples of career pathway schematics.

Resources

The Career Pathways How-To Guide

http://www.workforcestrategy.org/publications/WSC_howto_10.16.06.pdf

Davis Jenkins and Christopher Spence

OCTOBER 2006

The second report in the 2006 Pathways to Competitiveness series, this report provides step-by-step instructions for building career pathways on the regional level and discusses how state-level officials can support regional efforts.

Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy

http://www.workforcestrategy.org/publications/WSC_pathways8.17.06.pdf

Davis Jenkins

AUGUST 2006

The first of three reports in the 2006 Pathways to Competitiveness series, this white paper lays out the definition, economic justification, process and potential of the career pathways.

Part D: Implementation Plan

In this section, identify the goal, objectives and activities to be implemented. For each project goal to be pursued, provide the measurable objectives to be achieved. Then for each objective, identify the planned activities with the timeline and the staff responsible for the completion of the activity. Ensure that the activities span the entire grant period, April 2, 2010 to June 30, 2011.

Topic	Description
Objectives	<p>The objectives need to be measurable. The objectives should state what the desired outcome is and how it will be measured. This includes identifying the level needed to be successful.</p> <p>Example: By December 2010, student completion rates will increase by 10% as shown by program completion rates from the annual performance report.</p>
Activities	<p>The activities need to explain what actions will be implemented to achieve the identified objectives. The description should clearly explain the activities but it does not need to be a step-by-step, micromanaged list of tasks.</p>

Topic	Description
Timeline	Each activity must have a length of time attached to it.
Staff Member and Agency(ies) Responsible	Include the name or identify the position and agency of each person involved in the completion of each activity. Also, define all the roles of the people attached to each of the activities.

As an example:

Goal: To align the existing ABLE GED preparation program with career pathways so that students who complete their GED are prepared to enter postsecondary education or training

Objective 1:

Activity	Timeline	Staff member and agency(ies) responsible
First activity	Feb	John Doe, ABLE instructor
Second activity	March	Jane Doe, AWE Instructor

Objective 2:

Part E: Budget Grid and Budget Narrative

Section A: Budget Grid

A Budget Grid must be completed. The following pages provide an explanation of the Object and Purpose Codes to obtain an understanding of what items can be included in the budget cells. Please keep these general guidelines in mind as the budget for the grant is being constructed:

- All costs should be rounded to the nearest whole dollar.
- Not less than 85 percent shall be expended for providing direct adult education and literacy instructional services and activities.
- Not more than fifteen percent shall be used for non-instructional services and activities. These would include the director’s salary and benefits, fiscal salary and benefits, rent, administrative operational costs, custodial or security services, and professional development. See allowable ABLE expenditures later in this section. (State requirement)

Ensure that the budget grid is accurate and that the grid and budget narrative are in alignment.

Object Code

Listed below are the object codes that appear on the budget grid.

- 100 *Salaries*: Amounts paid to employees of the agency who are in positions of a permanent nature or who are hired temporarily, including personnel substitutes for those in permanent positions. This includes gross salary for personal services rendered while **on the payroll** of the agency.
- 200 *Retirement Fringe Benefits*: Amounts paid by the employing agency on behalf of employees. The amounts are not included in the gross salary but are over and above. Such payments are not paid directly to employees but may be part of an agency's personnel costs.
- 400 *Purchased Services*: Amounts paid for personal services rendered by persons who are not on the payroll of the agency and for other services which the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided to obtain the desired results. Services provided by other agencies are included under this definition.
- 500 *Supplies*: Amounts paid for expendable materials that are consumed or worn out or that may deteriorate in use. Also included are items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 600 *Capital Outlay*: For the purpose of this grant, expenditures for new or replacement equipment and furnishings.
- 800 *Other*: Amounts for goods and services not otherwise identified above. Included are expenditures for membership in authorized associations and organizations and the prorated charge for the auditing costs of a state examination.

Purpose Codes

The Purpose Codes for the proposed project are as follows:

- *Instruction*: The activities/costs directly related to teaching such as costs for services provided by certificated/licensed teachers, substitutes and tutors, such as salaries, retirement benefits, supplemental contracts and termination benefits. Supplies, materials, technology and equipment for teaching are also included.
- *Support Services*: Services that provide technical and logistical support to facilitate and enhance instruction. This includes expenses for program support, curriculum services, teacher aides, paraprofessionals, secretaries, health services, food services and library/media services.
- *Governance/Administration*: Expenditures for activities related to fiscal operations, process management, along with directing and managing the operation of a particular

program, which may include program oversight and/or direct program supervision. One-Stop infrastructure costs would be placed in this Purpose Code area.

- *Professional Development*: Learning experiences designed to help personnel develop knowledge, skills, attitudes and behaviors that enhance student success. This includes purchased services related to costs for program-related staff development, such as travel, meals, lodging, stipends, substitute teachers and teacher mentors. Memberships in organizations would be placed in this purpose code within the “Other” Object Code.
- *Family and Community Involvement*: Activities and programs designed to encourage families and communities to become involved in education. Costs for recognition ceremonies should be placed in this budget code area. For example, costs for caps, gowns and awards would be placed within Code 500, Supplies.
- *Facilities*: Costs for the provision of appropriate facilities. These may include the costs of acquisition, maintenance, upgrading and care of physical facilities and property.
- *Transportation*: Costs associated with conveyance of individuals to and from school and school-related activities.
- *Indirect Cost*: *An indirect cost figure may be charged only if the district/agency has been approved by the Ohio Department of Education. Non-LEA’s may not exceed an indirect cost rate of eight (8) percent.*

Allowable ABLE Expenditures

Use the following guidelines to determine if a proposed expense is allowable for ABLE grants:

- *Instruction*: all codes except 700, 800
- *Support Services*: all codes except 700, 800
- *Governance/Administration*: all codes except 700, 800. However, there is a fifteen (15) percent limit for non-instructional services and activities, including planning, administration, personnel professional development and interagency coordination.
- *Professional Development*: codes 400, 500 and 800 allowed
- *Family and Community Involvement*: codes 400 and 500 allowed
- *Facilities*: all codes except 100, 200, 700, 800
- *Transportation*: code 400
- *Indirect Cost*: code 800. *“No expenditure is authorized for school districts until the rates for the fiscal year have been approved by Ohio Department of Education. Colleges and universities may not exceed an eight (8) percent indirect cost rate and*

do not need prior approval from ODE. The eight (8) percent may not be applied to capital outlay, sub grants and other unallowable items as specified per 34 CFR 76.759.”

Section B: Budget Narrative

In the Budget Narrative, provide detailed information about proposed expenditures for each cell (NOTE: Details are not needed in the Budget Narrative for the salary item, since additional information is requested in the Personnel Page.) The information provided should give the reader a clear understanding of how the proposed dollars for each Object and Purpose Code will be used and allow the reader to determine the appropriateness of the expenditure.

Part F: Program Personnel

The Program Personnel Table asks for a variety of information about all individuals being proposed to provide services for the grant.

Agency	Enter the agency where the person is employed.
Position/Title	Enter the title of the person on the grant.
Last Name	Enter the last name of the person on the grant. <i>If the person has not been identified, enter “To be named later.”</i>
First Name	Enter the first name of the person on the grant.
Amount from ABLE Innovation Grant	Indicate the dollar amount from this grant that will support the staff member’s salary.
Amount from ABLE and/or EL/Civics	If the staff is receiving funding from either the ABLE and/or the EL/Civics grant indicate that in this column.
Amount from other sources	If the staff is receiving funding any other source indicate that in this column.

Part G: Program Evaluation

In this part, provide a description of how the program’s processes and outcomes will be assessed. The Evaluation Plan should include the design and details of how the evaluation will be conducted. Include what will be evaluated and who will conduct the evaluation. Also, include what data will be collected to support your results. An evaluation should answer questions such as:

1. Were the objectives attained? If not, why not?
2. Were the outcomes attained? If not, why not?
3. What factors facilitated the achievement of the activities?

Part H: Programmatic Assurances

The Programmatic Assurances section of the grant application contains numerous legal and programmatic requirements. Successful Applicants must adhere to all of the Assurances to be in compliance with federal and state grant requirements. Carefully read the assurances and the referred to items on the ABLE web site to become familiar with the expectations for the grant.

Addendum: Signatures of Partnering Agency Representatives

The Addendum needs to be included with the completed grant. This document identifies the partnering agency (ies), the services to be provided, and signatures of the superintendent/president/CEO and the Treasurer/CFO of each partnering agency.

Performance Measures

A program's effectiveness will be determined by evaluating the ABLE student's progress in the following measures.

- Completion of the NRS Educational Functioning Levels (EFLs)
- Obtainment of the GED
- Number of certificates received by type such as Basic Skills, Advanced Skills, Oral Communication Skills, WorkKeys, Technical
- Retention rate
- Placement into postsecondary education and/or training
- Attainment of employment and retention of employment
- Total enrollment

Technology and Reporting Requirements

The Applicant agency is responsible for providing technical support to the adult education program as needed to ensure security of information, computer access for staff and students, and completion of state and federal grant requirements.

Computer equipment purchased with grant funds must meet minimum technology standards. These can be found in the Guidance Document. Applicants must have at least one site with technology and connectivity to offer curriculum and related learning products available on the Internet.

The applicant shall adhere to all grant data collection and reporting requirements as described in the Assurances and the current Ohio ABLE Performance Accountability System Manual. Reporting requirements for approved programs will include Quarterly and Annual Performance Reports and other reports as needed. The Chancellor will provide reporting forms, and instructions for each report. Approval of plans and budget for selected projects beyond this grant will be contingent upon, but not limited to, the submission of complete, timely, and accurate reports. In addition, the applicant shall have a designated computer for reporting through ABLELink, the Ohio ABLE information management system.

Fiscal

Funds for grant awards will be for 15 months (April 2, 2010 through June 30, 2011.) There will be up to five (5) grants awarded with a total maximum of \$162, 651 allocated to any one applicant. Grantees will be selected based upon factors identified in the application including past effectiveness in providing adult literacy services, cost efficiencies, service levels, program plan, and other critical criteria.

Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIA Title II grant program.

The grantee will repay any funds that have been finally determined through federal or state audit resolution processes to have been questioned or disallowed costs or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government (s).

The applicant shall retain all records of financial transactions and accounts relating to this grant for a period of five (5) years and shall make such records available for inspection and audit by the Chancellor's ABLE staff members or an authorized representative of the Chancellor.

A **maximum** of 15 percent of the total allocation may be used for administrative purposes. (State requirement) The 15 percent cap for Administrative costs include any and all administrative costs from the other agencies in the partnership/consortium.

Facilities

Fiscal agents shall ensure that:

- All instructional facilities and services shall be in compliance with the Americans with Disabilities Act of 1990.
- All facilities shall have appropriate exterior and interior signage clearly identifying the adult education programs. (State Requirement)
- All students have a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained with adequate space and equipment. Adult education centers should be in locations that are easily accessible and have adequate parking and/or access to public transportation. If it is determined through a site visit that a facility does not meet requirements, the fiscal agent may be asked to relocate the service to a more appropriate location or correct deficiencies. (State Requirement)

Additional information can be found in the Ohio ABLE Indicators of Program Quality at <http://uso.edu/able/>.

Legal

The applicant understands that if its application is accepted by the Chancellor the applicant shall enter into a contract with the Chancellor

The applicant agrees to comply with all applicable federal, state, and local laws in the conduct of the work hereunder.

The Chancellor reserves the right to fund any application in full or in part, to request additional information to assist in the review process, to require new applications from interested parties, to reject any or all applications responding to this announcement, or to re-issue the announcement if it is determined that it is in the best interests of the State of Ohio. Issuing this announcement does not bind the State to making an award. The Chancellor's staff administers the program. The Chancellor reserves the right to

adjust the dates for this announcement for whatever reasons are deemed appropriate. The Chancellor reserves the right to waive any infractions made by an applicant.

All costs incurred in preparation of an application shall be borne by the applicant institutions including lead applicants and collaborating partners. Application preparation costs are not recoverable under an award. The State of Ohio shall not contribute in any way to recovering the costs of application preparation.

The funding decisions of the Chancellor are final. All lead applicants will be notified in writing whether their application(s) meet the requirements specified in the announcement and, therefore, whether their proposals will be reviewed by the Chancellor for funding consideration. Lead applicants also will be notified of the outcome of their application(s) at the conclusion of the review process.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Chancellor's knowledge, the information provided is accurate. However, the Chancellor does not warrant such accuracy, and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The Chancellor retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these terms.

Submitting the Application

The Chancellor asks agencies interested in applying for the Innovation Grant funding to complete the application and submit an original and three copies of the application (no application on disk will be accepted). The application must be received by Jeff Gove, Acting State ABLE Director at 30 E. Broad St., 36th floor, Columbus, Ohio 43215, by April 2, 2010 at 5:00 PM EST. No faxed or e-mailed applications will be accepted.

This is a competitive grant application process; therefore, no late applications will be accepted or considered.

If you do not receive email notification of receipt of your application materials within three days of submission, please contact Sharon Brannon at SBrannon@regents.state.oh.us or at 614-466-5015.

Process for Proposal Review

Selected applicants shall comply with the Ohio Performance Accountability System (OPAS) as documented in the current OPAS Manual; the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998; and all state and federal assurances. Interested applicants may acquaint themselves with the Ohio ABLE System at <http://uso.edu/able/>.

Applications will be evaluated by a review panel selected by the Chancellor using an established point rating system. Review of proposals will be based on the completion of the grant application and receipt of application by the deadline.

The review panel will then make recommendations to the Chancellor as to which applicants should receive funding. The Chancellor will make a decision and all decisions of the Chancellor are final.

Appendices

Attached with this grant document are three appendices with valuable resources for the grant.

APPENDIX A: Minimum Performance Levels FY 2010

This document provides the minimum performance levels for each of the national and state indicators of performance.

APPENDIX B: ABLE Transitions Framework FY 2010

This document is a framework constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. The framework has two primary categories. The instructional service category addresses the *gaps in knowledge and skills needed for success in postsecondary education and the workplace*. The support service category addresses: *building an awareness of what training and work options available; learning how to set goals; providing advising services; and providing other comprehensive services needed*.

APPENDIX C: Technology Requirements FY 2010

This document provides the technology requirements for the information management system that supports the data collection for all ABLE programs in Ohio.

APPENDIX D: Scoring Rubric

This document provides the rating rubric for the grant. The readers for the grant will use this document to score each grant in the competitive process.

APPENDIX A

Minimum Performance Levels

FY 2010

ABLE MINIMUM PERFORMANCE LEVEL TARGETS FOR FY 2010	
Core Indicator of Performance	FY 10 Level Completion/Goal Attainment Target
Beginning ABE Literacy	61%
Beginning ABE	57%
Low Intermediate ABE	61%
High Intermediate ABE	59%
Low ASE	68%
High ASE	78%
Beginning ESL Literacy	60%
Low Beginning ESL	72%
High Beginning ESL	73%
Low Intermediate ESL	68%
High Intermediate ESL	66%
Advanced ESL	65%
Placed in Postsecondary Education/Training	93%
Placed in Employment	82%
Retained Employment	64%
Obtained GED	86%
GED Completers Entering PSET	12%
Increased involvement in child's literacy activities	75%
Increased involvement in child's education	80%

*FY 2011 Targets are being negotiated with OVAE.

APPENDIX B

ABLE Transitions Framework

FY 2010

Ohio ABLE Transitions Framework

The Ohio ABLE Transitions Framework is organized by two primary categories: instructional and support services. The framework is constructed broadly to encompass requirements of both postsecondary

INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS
<i>Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (for example, algebra, reading, critical thinking).</i>
<p><i>Develop and Deliver Instructional Program that Facilitates Student Transitions</i></p> <ul style="list-style-type: none"> • Provide an instructional program that is more immediately relevant to students' educational/career interests, connected to students' long-term goals (for example, reading/writing or mathematics in the context of a career field) and based on appropriate assessments. • Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities. • Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges). <p><i>Implement Contextualized Curricula</i></p> <ul style="list-style-type: none"> • Teach basic education in context with the College Readiness Expectations and workplace education, and prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9). • Align curricula to include academic and/or student success skills needed for entry into postsecondary education and workplace, using state ABLE benchmarks and/or post secondary and/or workplace education (for example, Ohio College Readiness Expectations, ACHIEVE Benchmarks). <p><i>Model Selected Postsecondary Facets Combined with ABLE Instructional Delivery</i></p> <ul style="list-style-type: none"> • Model postsecondary education and training or the workplace by monitoring time in class, monitoring attendance, enforcing punctuality, etc. • Provide other features of postsecondary education and training where possible (for example, registration, reporting, and assessment).

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (for example, algebra, reading, critical thinking).

Develop and Deliver Instructional Program that Facilitates Student Transitions

- Provide an instructional program that is more immediately relevant to students' educational/career interests, connected to students' long-term goals (for example, reading/writing or mathematics in the context of a career field) and based on appropriate assessments.
- Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities.
- Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges).

Implement Contextualized Curricula

- Teach basic education in context with the College Readiness Expectations and workplace education, and prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Align curricula to include academic and/or student success skills needed for entry into postsecondary education and workplace, using state ABLE benchmarks and/or post secondary and/or workplace education (for example, Ohio College Readiness Expectations, ACHIEVE Benchmarks).

Model Selected Postsecondary Facets Combined with ABLE Instructional Delivery

- Model postsecondary education and training or the workplace by monitoring time in class, monitoring attendance, enforcing punctuality, etc.
- Provide other features of postsecondary education and training where possible (for example, registration, reporting, and assessment).

SUPPORT SERVICES FOR TRANSITIONS

The following set of supports is viewed as important and generally applicable across ABLE, but specific supports can also be developed and implemented for transitions work in the areas of career assessment and counseling, as well as advising when the student has enrolled in a postsecondary option.

Build Awareness of Postsecondary and Work Options

- Help students to understand the need to prepare beyond ABE NRS Level 6 (for example, TABE 12.9) and to understand options beyond the GED as an end goal.
- Provide students with access to information, resources and services (for example, Ohio Board of Regents student portal, Ohio Learning Network), giving an opportunity to become familiar with postsecondary programs (for example, admissions processes, programs of study, credentials).
- Explore different career profiles and entrance requirements for college majors and career fields.
- Define and develop an organized curriculum, provided as a separate class or incorporated into the program, to address transitions issues (for example, course sequences, scheduling).

Provide Comprehensive Goal Setting Activities

- Set realistic goals that take into consideration the student's academic achievements and assessment scores and using appropriate tools for checking goals (for example, SMART criteria).
- Set both long- and short-term transition goals, and review on a regular basis.

Incorporate Individual and Group Advising

- Tailor advising to individual student's needs based on career assessment information, for example from Ohio Career Information System or other valid systems.
- Offer career, personal and academic advising.
- Provide academic support and monitoring (for example, coaching, tutoring).
- Increase feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).

Provide Comprehensive Support Services

- Examine and access resources from partners, including public workforce development programs and private employers.
- Provide links to financial literacy and support for education/training, career exploration, etc.
- Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
- Continue support with students enrolled in postsecondary for one year (this assumes a common database between ABLE and postsecondary).

APPENDIX C

Technology Requirements

FY 2010

TECHNOLOGY REQUIREMENTS

FISCAL YEAR 2010

Technology is an integral part of the ABLE delivery system. All programs are required to maintain a high quality information management system that has the capacity to report participant outcomes and monitor program performance. In Ohio, the ABLELink program is the IMS system required for use by all funded programs.

The program will comply with the following Technology Assurances:

- The grantee has a computer system meeting the requirements and specifications outlined in the FY2010 Computer Specifications. This system will be fully or partially dedicated for ABLE staff use.
- The grantee has Internet access to be used for e-mail and secure electronic data transfer.
- The grantee assures that sufficient and designated staff is available and trained to meet all data entry requirements pertaining to ABLELink and other evaluation systems developed by the Ohio Department of Education, Adult Basic and Literacy Education Program.
- The grantee assures that it will continue to build capacity in the area of technology. This includes expansion of opportunities for instructional staff and students to become more proficient in the use of technology including the use of computers for instructional and management purposes.
- The grantee assures that it will maintain the security of the computer or computers used for ABLELink data entry by:
 - Maintaining security patches on the operating system
 - Maintaining anti-virus software w/ a subscription for virus signature updates
 - Maintaining physical security of the ABLELink data by password protecting any computer ABLELink data resides on
 - Maintaining network security of the ABLELink data by password protecting any network accessible location ABLELink data resides on
- Using secure (encrypted) transmission methods on any transmission of ABLELink data (i.e. wireless Internet access, SFTP for sending reports and/or data matches, etc...)
- The grantee assures that it will adhere to any current and subsequent ABLELink policies.

**Adult Basic and Literacy Education
Computer Specifications
PC SPECIFICATIONS**

General Specifications:

- 2.0 GHz (or greater) processor
- 512 MB (or more) RAM
- 17" monitor (15.9+ viewable area)
- 80.0 GB (or greater) hard drive
- 20x min./48 max. CD-ROM
- Backup/storage system Iomega ZIP Drive (or equivalent) Or CD-RW Drive
- Internet connection **AND** choose either: 56.6 kps model or fax/modem **OR** Network card

Required Hardware:

- Printer

Required Software:

- Operating system – Windows (2000, XP, or Vista)
- Anti-Virus Software – must maintain subscription for updates to virus signatures as long as ABLELink resides on the computer.
- Office productivity software—Microsoft Access 2000, 2002, or 2003 (included in Microsoft Office 2000, XP, or 2003 Professional)
- Note: Access2007 is not currently compatible for ABLELink use.

Possible add-ons (not required):

- Sound system (sound card and speakers)

Estimated cost: \$1,000.00 retail

APPENDIX D

Scoring Rubric

Section A: Process

In order to fairly rate the Innovation Grant, the following scoring process will be followed.

- 1. Each grant will be evaluated by three readers. The grant readers will initially read the entire grant application and then individually make a judgment about the grant.*
- 2. Once all the readers have read and rated the grant individually, the grant team will review the scores. Then, the team members will discuss the grant's merits and reconsider their individual ratings, if necessary .*
- 3. The team will then provide a team rating sheet which shows the individual rating for each section. The grant team will also include any questions, concerns, and issues on the scoring form. These comments may be used to assist in any revisions for the approved grants.*

Section B: Rating Rubric

Assigning scores to various sections of the grant is always a difficult task. This guide has been developed to clarify the rating structure and the expectations of the State ABLE Program. The rubric is separated into the parts within the grant application. Under each part is a guide for the rating scale. There is a total of 150 points per rater for each grant with emphasis on the statement of need, program overview, implementation plan, and evaluation of the project.

Part A: General Information (5 points)

To receive points for this section, the information should be complete. The information is to include the address of the agency; the names, position, and e-mail address for all contact personnel; the identification of the areas to be served; and, the information about all the partner agencies that will be involved in the implementation including the address, contact person for the partnering agency and the role of the agency in the grant.

Ask yourself the following questions:

1. Is the contact information complete including all the personnel that have responsibilities for the grant at the fiscal agency?
2. Are all the partnering agencies identified including the contact person from the agency for the grant and the role the agency will take in the grant?

Part B: Statement of Need for the Career/Occupational Skills to be addressed (25 points)

To receive points for this section, the Career/Occupational Pathway(s) to be addressed must be defined and an explanation of the need must be included. Make sure that data are provided to document the current and long-term need for more employees in these occupational skill areas in the region. This data should be from reliable sources with citations.

Ask yourself the following questions:

1. Is the pathway to be addressed clearly defined?
2. Is there sufficient documentation to show the current and long-term need for this career?
3. Are the sources cited reliable and consistent?

Part C: Program Overview (25 points)

To receive points for this section, identify the goal(s) that will be addressed through this grant. For the career pathway(s) you selected include a schematic of the pathway showing entry points, skills to be taught, and exit points.

Make sure in the description of the program, the estimated number of students is projected, the intended outcomes are identified, and any products that will be developed are described.

Ask yourself the following questions:

1. Are the goal(s) to be addressed identified?
2. Is there a schematic of the career pathway included? Does the schematic include at a minimum the entry point, the content to be taught, and the exit point?
3. Is the number of students projected to be served consistent with the need identified in Part B?
4. Are the student outcomes identified?
5. Are the proposed processes and products identified?

Part D: Implementation Plan (30 points)

To receive points for this section, goal(s) that reflect intended program outcomes along with the measureable objectives and define results must be included. Also, make sure the actions to accomplish the objectives are clearly described with a timeline and a staff member identified.

Ask yourself the following questions:

1. Are all the goals for the program listed?
2. Does each goal have a listing of measureable objectives and outcomes?
3. Does each objective have the activities and timelines defined?
4. Does each activity have a responsible person identified to complete the action?
5. Do the activities span until June 30, 2011?
6. Is the plan consistent with the program overview?

Part E: Budget Grid and Budget Narrative for ABLE Innovation Grant (15 points)

To receive points for this section, the budget grid must be complete and the budget narrative must detail the expenses.

Some notes:

- Not more than 15% can be spent on non-instructional services
- Not less than 85% must be spent on direct services

Ask yourself the following questions:

1. Is the budget grid complete?
2. Does the budget narrative provide descriptions they clearly explain how the proposed expenditures will be spent?
3. Is at least 85% of the budget spent on direct services?
4. Are the proposed expenses reasonable and directly related to the proposed outcomes?

Part F: Program Personnel (15 points)

To receive points for this section, list all personnel that will work on the program making sure that the organization where they are employed and the source of their funding are listed.

Ask yourself the following questions:

1. Are all staff members on this project listed in the chart?
2. Are all the employees listed with the proper employers?

Part G: Program Evaluation (25 points)

To receive points for this section, the program must describe the evaluation process for the grant. Make sure the evaluation design and questions are listed. Also, provide as much information about the person or group who will be conducting the evaluation as possible.

Ask yourself the following questions:

1. Are the questions to be evaluated clearly defined?
2. Is the evaluation design described including what type of report will be included with the final report of the grant?
3. Has the person or group of people who will be conducting the evaluation been identified? (If not my name, by background.)

PART H: Assurances (5 points)

To receive points for this section, make sure the assurances are dated and signed by the authorized person at the fiscal agency.

Ask yourself the following questions:

1. Has the assurance page been signed by the authorized person at the fiscal agency.
2. Is the person's name and position typed on the page?

Addendum (5 points)

To receive points for this section, make sure that each agency has the authorized persons' signatures on the agreement page. Also, make sure the services provided by the agency are listed.

Ask yourself the following questions:

1. Has the assurance page been signed by the authorized person at the fiscal agency?
2. Is the person's name and position typed on the page?
3. Is the service provided listing for each agency complete?

Section C: Rubric Form (To be used by the raters at the time of scoring)

**FY 2010 Team Rating Sheet
Innovation Grant Application Proposal
Adult Basic and Literacy Education**

Applicant:	
Rater 1	
Rater 2	
Rater 3	

Part A General Information

Considerations	Rater 1	Rater 2	Rater 3
1. Is the contact information complete including all the personnel that have responsibilities for the grant at the fiscal agency? 2. Are all the partnering agencies identified including the contact person from the agency for the grant and the role the agency will take in the grant?			
Total possible per rater 5 points	Total Scored Points		

Part B Statement of Need for the Career/Occupations Skills to be addressed

Considerations	Rater 1	Rater 2	Rater 3
1. Is the pathway to be addressed clearly defined? 2. Is there sufficient documentation to show the current and long-term need for this career? 3. Are the sources cited reliable and consistent?			
Total possible per rater 25 points	Total Scored Points		

Part C: Program Overview			
Considerations	Rater 1	Rater 2	Rater 3
1. Are the goal(s) to be addressed identified? 2. Is there a schematic of the career pathway included? Does the schematic include at a minimum the entry point, the content to be taught, and the exit point? 3. Is the number of students projected to be served consistent with the need identified in Part B? 4. Are the student outcomes identified? 5. Are the proposed processes and products identified?			
Total possible per rater 25 points	Total Scored Points		
Part D: Implementation Plan			
Considerations	Rater 1	Rater 2	Rater 3
1. Are all the goals for the program listed? 2. Does each goal have a listing of measureable objectives and outcomes? 3. Does each objective have the activities and timelines defined? 4. Does each activity have a responsible person identified to complete the action? 5. Do the activities span until June 30, 2011? 6. Is the plan consistent with the program overview?			
Total possible per rater 30 points	Total Scored Points		

Part E: Budget Grid and Budget Narrative for ABLE Innovation Grant			
Considerations	Rater 1	Rater 2	Rater 3
1. Is the budget grid complete? 2. Does the budget narrative provide descriptions they clearly explain how the proposed expenditures will be spent? 3. Is at least 85% of the budget spent on direct services? 4. Are the proposed expenses reasonable and directly related to the proposed outcomes?			
Total possible per rater 15 points	Total Scored Points		
Part F: Program Personnel			
Considerations	Rater 1	Rater 2	Rater 3
1. Are all staff members on this project listed in the chart? 2. Are all the employees listed with the proper employers?			
Total possible per rater 15 points	Total Scored Points		
Part G: Program Evaluation			
Consideration	Rater 1	Rater 2	Rater 3
1. Are the questions to be evaluated clearly defined? 2. Is the evaluation design described including what type of report will be included with the final report of the grant? 3. Has the person or group of people who will be conducting the evaluation been identified? (If not my name, by background.)			
Total possible per rater 25 points	Total Scored Points		

Part H: Assurances			
Consideration	Rater 1	Rater 2	Rater 3
1. Has the assurance page been signed by the authorized person at the fiscal agency. 2. Is the person's name and position typed on the page?			
Total possible per rater 5 points	Total Scored Points		
Addendum			
Consideration	Rater 1	Rater 2	Rater 3
1. Has the assurance page been signed by the authorized person at the fiscal agency? 2. Is the person's name and position typed on the page? 3. Is the service provided listing for each agency complete?			
Total possible per rater 5 points	Total Scored Points		

Recommendation for Funding

Indicate by an "X" which of the following recommendations you as a team are making about this proposal.

Recommend for Funding	Make any general comments here about the proposal - both strengths and weaknesses and any changes that should be make for funding the proposal.
Not Recommend for Funding	Make any general comments here about the proposal - both strengths and weaknesses and any changes that should be make for funding the proposal.