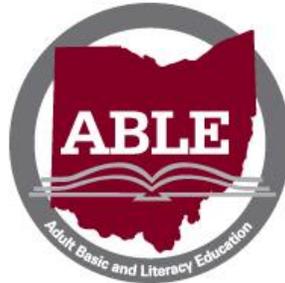


Ohio

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio
Board of Regents



Adult Basic and Literacy Education

Overview and Guidance

Fiscal Year 2013

Submission Deadline
May 4, 2012

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

Background

Ohio Adult Basic and Literacy Education (ABLE) is a program within the Division of Economic Advancement under the Chancellor of the Ohio Board of Regents. The University System of Ohio's network of ABLE programs play a vital role in the economic advancement of Ohio and its citizens by serving the state's adult population—including non-traditional students who left high school early, high school graduates who need additional skills before enrolling in college, working adults who wish to pursue post secondary credentials and employers that want to invest in their workers through customized training. A top priority for continued improvement for the University System of Ohio includes an effort to strengthen the educational pipeline to post secondary certificates and college credentials for learners entering the University System of Ohio through an ABLE provider.

Once basic academic and workforce skills are developed, learners have access to a seamless career pathway by easily transitioning to a credential/certificate program and/or a community college or university within the University System of Ohio. Local ABLE programs collaborate – often co-locating – with other partners within the System, e.g., adult workforce centers, community colleges, universities and their regional branch campuses, allowing continued access to services over a lifetime of learning and career advancement.

Purpose of the Grant

To achieve the goals mentioned above, the Chancellor of the Ohio Board of Regents (the Chancellor) announces the availability of the continuation of state and federal funds for the provision of adult basic and literacy education services.

Adult Basic and Literacy Education (ABLE) instructional funds are authorized to serve adults who have less than a twelfth grade education or its functional equivalent and who are beyond the age of compulsory school attendance (age 18 in Ohio). Grantees will maintain a strong commitment to serving individuals who are most in need of adult education services, including those who are low-income, disabled or have minimal literacy skills.

For purposes of this program, the term direct instructional services means basic educational services and activities designed to increase an adult's ability to read, write

and speak in the English language, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

Subject to confirmation and receipt of the federal grant award for Adult Education and Family Literacy, Title II, Workforce Investment Act (PL 105-220) and state General Revenue Fund appropriations, Fiscal Year 2013 funds are planned for use during the July 1, 2012- June 30, 2013 project period.

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.

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://www.ohiohighered.org/able/reference>

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. Programs will complete an on line Learning Disability Policy and Planning Guide that addresses 12 policy statements. This program guide will be updated annually if needed. For more information, go to <http://www.ouliteracycenter.org/ld-guide/login.php>

Preparing the Continuation Application

Applications must be typed using 12-point in Times New Roman or Arial with one-inch margins. Use the Grant Checklist found in Appendix G to ensure you have completed all required sections of the application. The submitted application consists of three main sections.

Section A: Planning Tool (in CCIP)

Section B: Funding Application (in CCIP)

Section C: Grant Addendum (to be emailed).

Section A: Planning Tool

The District/Agency Plan in the Planning Tool (PT) side is composed of the following parts:

- A needs assessment for the district/agency [*Note: This is different from the needs assessment in the Funding Application (FA).*]
- Goals and fiscal resources
- Strategies
- Action steps, descriptions and program relationships

Starting the Plan

The District/Agency Plan from the previous fiscal year is brought forward and serves as the starting point for the FY 2013 grant. To initiate this process, the following steps should be followed:

1. Log in to the CCIP and go to the CCIP Home page
2. Click on your agency
3. Click on Plan in the menu bar
4. Click on "Create a copy of your 2012 District/Agency Plan for Fiscal Year 2013." (**NOTE: Check with your district/agency administration before conducting this step. An individual within the district/agency may have been assigned the responsibility for starting the FY 2013 Plan.**)
5. A confirmation screen will appear. When "confirm" is selected, the FY 2012 Plan is brought forward to serve as a starting point for the district/agency's FY 2013 Plan. At this point no further changes can be made in the FY 2012 Plan. It is essentially archived.

6. The next screen will show the FY 2013 Plan as active.
7. There also will be a link, "Make Active Plan Public". **DO NOT CLICK THIS LINK.** If you do so, the FY 2013 Plan will be available to the public to view as it is being revised. If a particular grant requires public input as it is being developed, the plan may need to be made public. *But ABLÉ does not have that requirement, so do **not** activate the link.*
8. Open the Plan by clicking on the "District/Agency" link.
9. When you return to work in the Planning Tool, make sure that the Plan year indicates 2013.

Needs Assessment

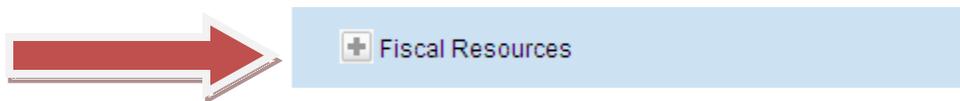
The Needs Assessment section of the Plan requires that districts/agencies address the areas that need to be improved based on the Decision Framework from the Ohio Department of Education. The Needs Assessment applies to the total district/agency and not just to ABLÉ. Therefore, ABLÉ personnel do not need to respond to the Needs Assessment in the Planning Tool, even if the ABLÉ program is a community-based program.

Goals and Fiscal Resources

The ABLÉ and EL/Civics goal should already be in your District/Agency Plan since it was added in FY 2012. You do **NOT** add the goal again. You **MUST**, however, add an amount to your Fiscal Resource for FY 2013.

To add an amount to the Fiscal Resource for FY 2013:

1. Click on the Plus sign (+) in front of the Adult Basic and Literacy Education and EL/Civics link.
2. Click on the Plus sign (+) before Fiscal Resource.



3. Click on the ABLÉ Instructional Link.
4. Enter the tentative allocation for FY 2013.

Update Fiscal Resource

| | |
|---------------------|---|
| Funding Application | <input type="text" value="ABLE Instructional"/> |
| Grant | <input type="text" value="ABLE Instructional"/> |
| Notes: | <div style="border: 1px solid #ccc; height: 20px;"></div> |
| | <input type="button" value="Check Spelling"/> |
| | <input type="text" value="0"/> of 50 characters |

Enter Amounts

| | | |
|------|--------------------------------------|---------|
| 2010 | <input type="text" value="514,639"/> | 514,639 |
| 2011 | <input type="text" value="566,509"/> | 566,509 |
| 2012 | <input type="text" value="0"/> | 0 |
| 2013 | <input type="text" value="0"/> | 0 |
| 2014 | <input type="text" value="0"/> | 0 |
| 2015 | <input type="text" value="0"/> | 0 |

Type the tentative allocation for FY 2013

Strategies

The strategies for the ABLE Instructional and EL/Civics grants for FY 2013 have not changed from the strategies utilized last year in FY 2012. They are:

- Strategy 1: *Improve basic skills performance and GED attainment of Adult Basic Education (ABE)/Adult Secondary Education (ASE) students.*
- Strategy 2: *Improve listening, speaking, reading and writing skills of English for Speakers of other Languages (ESOL) students.*
- Strategy 3: *Assist students to obtain and retain employment and to transition to post secondary education/training*
- Strategy 4: *Increase parental involvement in children’s education and literacy activities. (Family Literacy)*
- Strategy 5: *Improve job-related basic skills through providing Workplace Literacy.*
- Strategy 6: *Improve basic skills for criminal offenders in correctional institutions. This section should only be completed by the applicants requesting funding for corrections services. (Corrections Education)*
- Strategy 7: *Provide a distance education program only option. (Distance Education Component)*

The strategies that you have entered last year will still be in the Plan. Directions for deleting or creating a strategy are as follows:

- **If you need to delete a strategy**, click the trash can icon before the strategy. The strategy and all action steps associated with it will be deleted.
- **If you want to add a strategy**, click on the Create Strategy link. Strategies must be typed in.

Action Steps

The FY 2013 Action Steps are updated from FY 2012; therefore, descriptions for them must be updated. The grant relationships as you defined them in FY 2012 will be brought forward. All of the Action Steps may be found in this Guidance in Appendix E. **An ABL program must enter and respond to action steps for each strategy from Strategy 1 through 3 unless exempted from Strategy 2.**

To edit an Action Step:

1. Click on the Plus sign (+) in front of the pertinent strategy.
2. The strategy will expand and show the Action Steps underneath.
3. Click on the Action Step.
4. Make the changes in the Action Step description.
5. Click on Save.

If you are adding an action step, make sure that the grant relationship is defined. This is important so that the action step will be included within your funding application.

To add an Action Step:

1. Click on the Create Action Step Link.
2. Type in the Action Step title and description.
3. Click on Save.
4. Then click on Plus Sign (+) before the newly created Action Step.
5. Create the Grant relationship.
6. Click on Save.

Section B: Funding Application

The Funding Application is connected to the Planning Tool in two ways.

- The two sides of CCIP are connected through the **fiscal resource**. A dollar amount is recorded for the ABL goal in the Plan. (Refer to explanation above) That amount should equal the total budget amount on the Funding Application.

- The action steps are linked to the Funding Application through the “Action Step/Program Relationship.” When the Funding Application is printed, action steps and their descriptions are also printed.

Getting to the Funding Application

To access the Funding Application portion of the CCIP, see the steps below.

1. Go to the CCIP Login in page;
2. Provide your SAFE Account information and click on “sign in”
3. Click on your organization name
4. Click on the arrow in the date box and select “2013”
5. Click on “ABLE” (Note: The ABLE Instructional and EL/Civics grants will be available on February 1, 2012.)
6. Change status from “Not Started” to “Draft Started”
7. Click on “ABLE Instructional”

Components of the Funding Application

The ABLE Instructional grant Funding Application is composed of the following parts:

- Budget grid
- Needs assessment with
 - ◇ questions requiring the input of data
 - ◇ **make sure you check boxes for the Fiscal year to indicate which component was part of the ABLE program for the fiscal years indicated. (Note: The order of these components is different than in the FY 2012 grant.)**
- Questions requesting information about integration into the district/agency’s continuous improvement plan, partnerships, evaluation, additional or continuation of program components, capacity to implement, professional development and assurances.
- Link to your District/Agency Plan and the goal, strategies and action steps pertaining to your Funding Application.

Please Note: The action steps linked from your Plan cannot be changed from the Funding Application. They may, however, be edited from the Planning Tool.

The Budget Grid

The project budget grid will reflect your proposed project costs. For the Object and Purpose Codes, please refer to Appendix E of this document. In addition to the budget

grid, **you must complete the budget narrative**, which is not in the CCIP Funding Application, but is one of the forms in the ABLE Grant Addendum.

General Budget Guidelines

- All costs should be rounded to the nearest whole dollar.
 - Not less than **85 percent** of allocated funds shall be expended for providing direct instructional services and activities.
 - Not more than **15 percent** shall be used for non-instructional services and activities including planning, administration, professional development and interagency coordination. These would include the administrator’s salary and benefits, fiscal salary and operational cost such as facilities costs, safety costs, indirect costs and One-Stop fair share costs.
- Remember that the costs for the administrator and/or coordinator need(s) to be broken out between administrative costs and support costs based on the function. The budget should reflect these percentages by coding the percent of the salary costs associated to administrative duties as administrative costs and the percent of the salary costs associated to coordination/support service duties as support services. (Refer to Appendix F.)

For example, if a coordinator makes \$18,000 and his/her time is divided as shown below:

- 60% of the time involves administrative duties such as grant writing, directly supervising staff, conducting staff meetings and so on
- 40% of the time involves support services duties such as conducting orientation, meeting with students, answering inquiries from students.

The budget grid would reflect the following costs:

| <i>Object Code</i> | Salaries | Benefits/Retirement |
|-------------------------|-----------------|-------------------------------|
| <i>Propose Code</i> | 100 | 200 |
| Support Services | 7,200 | (reflects 40% of these costs) |
| Governance/Admin | 10,800 | (reflects 60% of these costs) |

60% of 18,000 is 10,800. **AND** 40% of 18,000 is 7,200.
Note: The associated benefits and retirement costs must also be separated by the appropriate percentage.

- Remember in FY 2013, the program will be solely responsible for paying for any expenses for Professional Development. Local Programs will pay their staff as needed for attending professional development activities. The expenses that can be covered are:
 - Registration
 - Travel to the training
 - Overnight stay as a result of attending the training
 - Staff hourly pay for attending Professional Development
 - Other expenses related to the training.

The amount to be covered is a local decision. Professional Development expenses will need to be kept as a separate budget for fiscal accounting.

SPECIAL NOTE: In addition to the staff PD costs, include funds up to \$400 in Professional Development/ Purchased Services to cover registration costs for the Fall 2012 and Spring 2013 ABLE Administrators’ Meetings.

Needs Assessment

The Needs Assessment section in the ABLE Funding Application requests information that substantiates the need for ABLE services. The data includes information for the county or counties served.

- *If you serve more than one county and a percentage is requested, provide an average for the counties served.*
- *If a number is requested, provide the total for the counties served.*

If you are proposing to remove or add a program component, explain the changes later in this application in the “Continuation” question.

Other Funding Application Questions

The responses to these questions address how ABLÉ services are coordinated with the ABLÉ program's fiscal agency and the other partners.

Goal, Strategies and Action Steps

The action steps in the District/Agency Plan are automatically linked to this part of the Funding Application. **Please Note: the action steps linked from your Plan cannot be changed from the Funding Application side of the application. Changes can only be made from the Planning Tool.**

Submitting the Grant

Before you change the application status, read and respond appropriately to messages that appear in the "Validate" column. Click on the Message link to read them. If a "Message" appears, click on it and you will be taken to the location that needs correction.

- An "**Error**" message prevents the application from going forward until the correction is made.
- A "**Warning**" notes an important point that will not prohibit submission but that should be checked.

When the Funding Application is ready to be submitted, the status of the application should be changed to "Draft Completed." If no messages appear, "Draft Completed" may be selected.

- After "Draft Completed" is confirmed, an automatic email goes to the treasurer/fiscal officer saying that the ABLÉ Instructional grant awaits approval.
- The treasurer/fiscal officer must log into the ABLÉ Funding Application and approve or reject the grant.
- When the treasurer/fiscal officer approves the grant, an email goes to the superintendent, who must log in and change the status to "Superintendent Approved" or reject it.
- Only after all of these steps are completed will the grant actually be submitted in CCIP.

Printing the Application

It is a good idea to print the application not only after you have completed it, but also after each session in which you add information. To print the application:

1. Go to the Sections page in the Funding Application.
2. Click on the Print link next to ABLE Instructional

The Review Process and the History of the Grant

Information about the status of the application may be obtained by clicking the “View History Log” link. Specific comments relating to the application and any requested modifications can be added by OBR staff and LEA authorized users. All communications about the grant will be logged in the CCIP History Log. Here you can read or create comments related to the grant.

| | | | |
|--------------------------------|--|--|-----------------------|
| History Log | | | Print |
| History Log | | | Print |
| Create Comment | | | |

Section C: Grant Addendum

The grant addendum is an Excel document. There are several links that are included to assist you and help you check your work. These will be discussed in the appropriate sections.

Part A: General Information

The Grant Addendum is located in the CCIP Doc Library which is listed in the left-hand margin in CCIP and on the ABLE website. Pages one and two of the grant addendum 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 email addresses must be provided for the agency superintendent or CEO/president, treasurer or fiscal contact and the individual who will be the grant contact person.

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

| | |
|--|---|
| • Agency IRN number (Information Retrieval Number) | • Federal Tax ID number (Employer Identification Number or EIN) |
| • DUNS number | • Congressional district(s) served |

| | |
|-------------------------------------|---|
| • County of the Fiscal Agent | • The first day of instruction |
| • The last day of instruction | • The amount of funds requested (Same allocation amount as FY 2012) |
| • One-Stop Contribution NEW! | |

If you are offering a corrections education component and/or if you are distance education hub, you must indicate how much is earmarked for those services. Please include the Economic Development Region (EDR) and Counties served as well.

The applicant also needs to include the Service Option:

- Option 1 is the Consortium Model
- Option 2 is the Full-Service Model

A new section has been added to the bottom of the second page of the General Information Section. This section has a listing of possible components and services. Please mark all that apply for FY 2013. NEW!

Part B: Enrollment Trends and Projections

Information about the number of students that have been provided adult basic and literacy education services in the past two fiscal years and in the current fiscal year must be reported in the table titled “Enrollment Trends and Projections.” Applicants are also asked to project the number of students who will be served during the FY 2013 grant year. If no students are to be served within a particular category, a “0” should be placed in the appropriate box.

ABLE programs must utilize data from past Annual Performance Reports (APR’s) and their current ABLELink data to complete the appropriate columns of the chart.

Part C: 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 a clear understanding of how the proposed dollars for each Object and Purpose Code will be used and the appropriateness of the expenditure.

Table 2 – Administrative Costs

This Table is a check to ensure that the total administrative costs do not exceed 15%. The entries for Governance, Professional Development, Safety, Facilities, non-instructional Capital Outlay, Transportation, and Indirect Cost are pulled from Table 1.

| Table 2 Administrative Costs | | |
|---|-----|---------|
| This Table is a check to ensure that the total administrative costs do not exceed 15%. The entries for Governance, Professional Development, Safety, Facilities, non-instructional Capital Outlay, Transportation, and Indirect Cost are pulled from Table 1. | | |
| Governance/Administrative | \$0 | |
| Professional Development | \$0 | |
| Safety | \$0 | |
| Facilities (including Rent) | \$0 | |
| Capital Outlay (non-instructional) | \$0 | |
| Transportation | \$0 | |
| Indirect Cost | \$0 | |
| Total Administrative Costs | \$0 | |
| Total Budget from Table 1 | \$0 | |
| Percent of Total Budget allocated to Administrative Costs | | #DIV/0! |
| #DIV/0! | | |



Once the table is complete the estimated percent that is being attributed to Administrative costs will be determined. If the percentage is over 15%, the following statement will appear in the blue area shown above indicating the costs are over the maximum allowed.

There is too much allocated for Administrative Costs. Please revise the budget or negotiate the expenses with your state program manager.

If this statement appears, you must either revise your budget or negotiate the costs with your state program manager.

If the costs are 15% or less then the following statement will appear in the blue area.

The Administrative Costs do not exceed the maximum allowed.

This indicates that you are at or below the maximum allowed and you are within the appropriate costs. No changes are needed.

Table 3 – Corrections Education and Table 4 – Distance Education Hub Costs

These tables are specialized to capture the costs for Corrections Education and Distance Education Hubs. The costs listed in the tables and the costs listed on the cover page of your grant should match.

| | | |
|--|-------------------------------------|---|
| TOTAL | - | A |
| B | Total For Corrections on Cover Page | - |
| The corrections totals match, no further changes needed. | | |



If the two totals are not equal you will see the following statement. Adjustments should be made in your estimated costs.

The correction education totals do not match; please check your budget figures.

Part D: Program Personnel

The Program Personnel Table asks for a variety of information about all individuals paid through the FY 2013 grant.

| | |
|---|---|
| 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. |
| Educational Level Attained | For named individuals, enter the highest educational level obtained. |
| Credentials Held | For named individuals, indicate the relevant credentials held. For individuals not yet identified, provide credential expectations. |
| # years of Adult Education Experience | For each staff member, enter the years of adult education experience. |
| # hours/weeks | Indicate the number of hours per week the staff member will devote to ABLE. |
| #weeks/year | Enter the number of weeks per year the staff member will be employed. |
| Hourly Wage | Indicate in dollars and cents the hourly wage of the staff member. |
| Amount from ABLE | Indicate the dollar amount from this grant that will support the staff member's salary. |
| Amount from other sources | If the staff is receiving funding from any other source indicate that in this column. |
| Please check here, if this person is paid from a purchase service contract. | If the staff is paid through a purchase service contract, place an "x" in this column. |

| | |
|-------------|---|
| % from ABLE | Place the total percentage of the staff member salary that is paid from ABLE funds. |
|-------------|---|

Please note you are to place an “X” in the column labeled, “**Please check here, if this person is paid from a purchase service contract.**” In doing this, the spreadsheet will then determine how much of your salary costs are to be charged to salary lines and how much should be included on purchase services lines. **This determination is done for you.** The table that is included summarizes the totals per staff function and is included for your convenience.

| Table 4 Summary Table for Salaries and Purchase Service Contract Personnel | | | |
|--|------------------|-------------------|---------------------------|
| This table is for summary purposes only. All the numbers will be drawn from the above table. The table shows what salaries are paid by ABLE and separates them into those placed in the salary cell in the budget grid from those that go into the purchased services cell in the budget grid. | | | |
| Type of Staff | Amount From ABLE | | Amount from other sources |
| | Salary | Purchased Service | |
| Table 1 Instructional Staff | \$0 | \$0 | \$0 |
| Table 2 Support Staff | \$0 | \$0 | \$0 |
| Table 3 Administrative Staff | \$0 | \$0 | \$0 |
| Totals | \$0 | \$0 | \$0 |
| Total Paid by ABLE | \$0 | | |

Part E: Instructional Sites Page

This page provides details about where and when ABLE instruction will be provided and the nature of the classes offered. In addition, the table asks applicants to estimate the cost of providing instruction for each class.

For the Instructional Site Page, Column G, only identify a class as offering Transitions if this is the priority of this class. For example, an ABE class using contextualized curricula for career pathways would be listed in Column G as ABE and TR.

Part F: Assurances

Please make sure you and your superintendent/president/CEO read the assurances. **No signatures will be needed in the Grant Addendum.** Instead of having to sign the assurances, the superintendent/president/CEO is approving all items in the grant, including the assurances, when he/she approves the grant in CCIP.

Technology and Reporting Requirements

The applicant agency is responsible for providing continued 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 Appendix D. These requirements reflect the needs for the on line version of ABLELink. **NEW**

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, secured computer for reporting through ABLELink, the Ohio ABLE information management system.

Fiscal

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, 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://www.ohiohighered.org/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's 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 of this continuation grant will be notified in writing whether their application(s) will be approved for funding.

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. 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 renewing the Instructional Grant to complete the grant and submit the required documents in CCIP and submit the Grant Addendum by email. **The Grant Addendum must be received by Sharon Brannon, OBR ABLE Administrative Assistant, by May 4, 2012 at 5:00 PM EST via sbrannon@regents.state.oh.us.**

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://www.ohiohighered.org/able>

Appendices

Appendices

APPENDIX A: Minimum Performance Levels FY 2012

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

APPENDIX B: ABLE Transitions Framework FY 2013

This document is a framework constructed broadly to encompass requirements of both post secondary and career/workplace transitions. The framework has three primary categories. The instructional service category addresses the *gaps in knowledge and skills needed for success*. The support service category addresses: *building an awareness of what training and work options are available; learning how to set goals; providing advising services; and providing other comprehensive services needed*. And, the collaboration for transitions addresses *the activities to connect with post secondary agencies*.

APPENDIX C: Definitions FY 2013

These are definitions to accompany the Transitions Framework. Please note that Bridge Programs are described here.

APPENDIX D: Technology Requirements FY 2013

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

APPENDIX E: Action Steps FY 2013

This document provides the listing of each strategy with the action steps associated with them. The action steps have been updated this year. Please check this appendix for the revised action steps.

APPENDIX F: Budget Object and Purpose Codes FY 2013

This document lists the budget object and purpose codes for the grant. Each code has a short description of what type of item would be listed under the code.

APPENDIX G: Grant Checklist FY 2013

This is a checklist of the grant sections that must be completed for the grant. It also has the date the grant is due and where the submission should be sent.

APPENDIX A

Minimum Performance Levels

FY 2012

| ABLE MINIMUM PERFORMANCE LEVEL TARGETS | | |
|--|--|---|
| Core Indicators of Performance | FY 12 Level Completion/Goal Attainment Target | FY 13* Level Completion/Goal Attainment Target |
| Beginning ABE Literacy | 64 | |
| Beginning ABE | 59 | |
| Low Intermediate ABE | 61 | |
| High Intermediate ABE | 59 | |
| Low ASE | 70 | |
| High ASE | 85 | |
| | | |
| Beginning ESL Literacy | 58 | |
| Low Beginning ESL | 70 | |
| High Beginning ESL | 72 | |
| Low Intermediate ESL | 69 | |
| High Intermediate ESL | 64 | |
| Advanced ESL | 61 | |
| | | |
| Placement in post secondary education/ training | 95 | |
| Placement in employment | 93 | |
| Retained employment | 54 | |
| Obtained GED | 90 | |
| GED Completers Entering PSET | 13 | |
| | | |
| Increased involvement in child's literacy activities | 80 | |
| Increased involvement in child's education | 85 | |

*The FY 2013 Minimum Performance Levels are being negotiated with OVAE.

APPENDIX B

ABLE Transitions Framework

FY 2013

Ohio ABLE Transitions Framework

The Ohio ABLE Transitions Framework is organized by three primary categories: instruction, support services, and collaborations. The framework is constructed broadly to encompass requirements of both post secondary and career/workplace transitions.

*For ABLE, **transitions services** are defined as those services that facilitate students successfully transitioning to post secondary education, training, and/or employment as a result of receiving ABLE instructional services.*

INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in post secondary 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 post secondary institution (for example, Adult Career-Technical Education, community colleges).
 - 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 academic content support and monitoring (for example, coaching, and individualized instruction).
 - Build feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).

Implement Contextualized Curricula

- Teach basic education to prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Use curricula aligned with academic and student success skills needed for entry into post secondary education and the workplace.

Model Expectations for Post secondary and Workplace Success

- Provide structure such as monitoring time, tracking attendance, enforcing punctuality, etc.

- Provide other features of post secondary education and training where possible (for example, managed enrollment, class terms¹, classes organized by subject or level).
- Maintain a classroom that supports student aspirations for transitioning to post secondary and workforce education.

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 post secondary option.

Build Awareness of Post secondary and Work Options

- Help students to understand the need to prepare beyond ABE/ESOL 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 post secondary programs (for example, admissions processes, programs of study, credentials).
- Explore different career profiles and entrance requirements for college majors and career fields.

Provide Comprehensive Goal Setting Activities

- Set realistic goals that take into consideration the student's academic achievements and assessment scores and use 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, Ohio Career Information System (OCIS), Economic Modeling Specialists Inc. (EMSI), or other valid systems).
- Offer career, personal and academic advising.
- Utilize evidence-based methods to increase student persistence and retention.

¹ Class terms – as defined to be classes of certain lengths such as 10-week or 15-week classes

COLLABORATIONS FOR TRANSITIONS

Participate in collaborative activities to connect with agencies that can support ABLE students in meeting their goal of completing post secondary education or workforce training.

Integrate University System of Ohio (USO) programs to facilitate student success

- Develop agreements between ABLE and Adult Workforce Education centers to better align remedial services for students.
- Establish and maintain an ABLE presence on USO campuses.

Develop partnerships with other agencies to access comprehensive support services

- Examine and access resources from partners, including public workforce development programs and private employers.
- Link to partners that provide support for education and training, such as financial literacy, career exploration, etc.
- Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
- Continue support² with students enrolled in post secondary for one year.
- **Include at least one Bridge Program (See definition in Appendix C of this document) with a partnership**

² Support – as defined to be academic intervention per the concurrent enrollment policy.

APPENDIX C

Definitions

FY 2013

ABLE Definitions

Administrative functions and support service functions - Ohio ABLE programs function with personnel identified as both director/administrator and coordinator, oftentimes these positions are filled by the same person. The following helps to clarify the **key functions** of these two positions as they relate to management and facilitation of the ABLE grant.

Administrative functions (part of 15% limit)

- ✓ completes or oversees all grant application information including ongoing required reporting of the ABLE grant.
- ✓ monitors ABLE grant budget
- ✓ formally represents the program at required ABLE meetings
- ✓ may formally represent the ABLE program on local WIBs and/or other local/regional committees, as determined by ABLE fiscal agent administrators
- ✓ supervises and evaluates paid ABLE staff

Support Services functions (not part of the 15% limit)

- ✓ conducts orientation for students
- ✓ meets with students
- ✓ answers inquiries from students
- ✓ develops curriculum

Bridge program - Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations.³ In addition, the program is acknowledged by at least one partner.

³ ABLE formally defines a “bridge program” in the OPAS Manual as “a class or series of classes specifically intended to prepare students to enter and succeed in a post secondary degree or certificate program. The core elements of such a course would include: contextualized instruction, career development and transition services. Students who are so referred to an ABLE program should be noted on the Registration form and in ABLELink in the Type of program where student is placed area.”

Transition services – Transition services include a higher level of service that includes a continuum of personal and instructional strategies, collaborative interdisciplinary team supports and the use of technology. Transition services also encompass the awareness of and access to community resources that support individual career and education goals. These services help students develop essential skills for goal setting and the academic and occupational skills for further education and employment.⁴

Workforce credential – A workforce credential represents confirmation of an individual’s competence of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Issued by a third party entity, industry-recognized, portable and stackable credentials allow individuals to work towards both short and long term employment and career goals. Stackable credentials are accumulated over time and move an individual along a career pathway. Types of workforce credentials include the following: occupational licenses (i.e. LPN); industry certifications (i.e. American Welding Society (AWS) certifications; apprenticeship programs; and college degrees).

⁴ ABLE formally defines “transition services” in the Transitions Framework as “*those services that facilitate students successfully transitioning to post secondary education, training, and/or employment as a result of receiving ABLE instructional services.*”

APPENDIX D

Technology Requirements

FY 2013

TECHNOLOGY REQUIREMENTS

FISCAL YEAR 2013

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 FY 2013 PC Specifications. This system will be fully or partially dedicated for ABLE staff use.
- The grantee has Internet access to be used for email 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 Board of Regents, 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 with 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 FY 2013 PC SPECIFICATIONS

Minimum Specifications:

- 2.0 GHz (or greater) processor
- 1 GB (or more) RAM
- 17" monitor (15.9+ viewable area)
- 80.0 GB (or greater) hard drive
- 20x min. /48 max. CD-ROM
- Backup/storage method (e.g. network or CD-RW Drive)
- Internet connection **AND** choose either: 56.6 kbps modem or fax/modem **OR** Network card

Required Hardware:

- Printer

Required Software:

- Operating system – Windows (XP, Vista, or 7)
- Office productivity software - Microsoft Access 2000, 2002, 2003 or 2007 , Microsoft Excel 2000, 2002, 2003 or 2007 (included in Microsoft Office 2000, XP, 2003 or 2007 Professional)
- Anti-virus software – must maintain subscription for updates to virus signatures as long as ABLELink resides on the computer.

Estimated cost: \$500.00 retail

APPENDIX E

Action Steps

FY 2013

Strategy 1: Improved basic skills performance and GED attainment of ABE/ASE students – 15 Action Steps

For Strategy 1, indicate how you will:

| Action Steps | Description Elements |
|---|---|
| 1. Develop and implement a plan for recruiting students. | Explain the methods and techniques to be utilized to inform potential students about your program. |
| 2. Implement and use the elements of an orientation and goal setting process. | Provide an overview of the content you are proposing for your orientation and the processes that you will establish. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted. |
| 3. Identify standardized assessments used. | Name the assessment instruments that will be used in your program such as TABE, CASAS, Workkeys. |
| 4. Follow assessment policies and procedures in your program. | Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program. |
| 5. Monitor student achievement including how a student portfolio is used in this. | Describe the process for reviewing the portfolio with the student and when the reviews will occur. |
| 6. Plan instruction. | Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain process that individual teachers will follow to develop and update lesson plans. |
| 7. Align curriculum and instruction to Ohio's ABLE academic content standards | Describe the processes that will be used to ensure that curriculum and lesson plans align with ABLE Standards and benchmarks and how instruction will be designed to address Ohio ABLE Standards and benchmarks, and ABLE Stackable Certificates. |
| 8. Plan instruction around real-life contexts. | Describe how student needs will be addressed when planning lessons. Give examples of lessons based on real-life situations. |
| | |

| Action Steps | Description Elements |
|--|--|
| 9. Incorporate evidence-based methods in instruction. ⁵ | Indicate how you will identify evidence-based methods to use in the classroom. Provide a brief description of some evidence-based instructional methods you plan to use. |
| 10. Utilize instructional techniques and technology to enhance instruction. | Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominate technique that will be used. Describe how technology is utilized for instruction. Describe technology available for classroom use. Indicate if you plan to make distance education available to your students. |
| 11. Make decisions about selecting, implementing and updating curriculum. | Name the commercial curriculum you will use in your program. Describe other unique instructional items that you will also use. Describe how you will make decisions about selecting and updating curriculum. |
| 12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions. | Identify, by name, the staff who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, i.e., who will use the data and what decisions will be made based on the data. Explain how data will be shared with staff. |
| 13. Ensure student records are secure, confidential and accurately maintained. | Indicate where secure files for student data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink. |
| 14. Ensure that instructional locations are safe and accessible. | Describe how you will select instructional sites and the hours of operations. Indicate the processes you will use to ensure selected sites are and will remain safe and accessible. |
| 15. Assist students to access support services. | Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and how this information is relayed to students. |

⁵ Evidence-based practice refers to the use of research and scientific studies as a base for determining the best practices in the field. The methods chosen for the classroom should be those that have been identified through research (methodological sound, quantitative and /or qualitative studies) as having positive impact on learners and the learning environment.

Strategy 2: Improve listening, speaking, reading and writing skills of ESOL students – 15 Action Steps

For Strategy 2, indicate how you will:

| Action Steps | Description Elements |
|---|---|
| 1. Develop and implement a plan for recruiting students. | Explain the methods and techniques to be utilized to inform potential students about your program. |
| 2. Implement and use the elements of an orientation and goal setting process. | Provide an overview of the content for the orientation process you will use. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted. |
| 3. Identify standardized assessments used. | Name the assessment instruments that will be used in your program such as CASAS or Best Plus. |
| 4. Follow assessment policies and procedures in your program. | Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program. |
| 5. Monitor student achievement including how a student portfolio is used in this process. | Describe the process for reviewing the portfolio with the student and when the reviews will occur. |
| 6. Plan instruction. | Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain the process that individual teachers will follow to develop and update lesson plans. |
| 7. Align curriculum and instruction to Ohio's ESOL academic content and Oral Communication Standards. | Describe the processes that will be used to ensure that curriculum and lesson plans align with ESOL Standards and benchmarks. Describe how instruction will be designed to address Ohio ESOL Standards and benchmarks and ABLE Oral Communication Standards. |
| 8. Plan instruction around real-life contexts. | Describe how student needs will be addressed when planning lessons. Give examples of lessons based on real-life situations. Describe how you identify evidence-based methods to utilize in the classroom. Provide examples of methods used. |
| 9. Incorporate evidence-based methods in instruction. ⁶ | Indicate how you will identify evidence-based methods to utilize in the ABLE classroom. Provide a brief description of some evidence-based instructional methods you plan to utilize. |

⁶ See definition from Strategy 1.

| Action Steps | Description Elements |
|--|--|
| 10. Utilize instructional techniques and technology to enhance instruction. | Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominate technique that will be used. Describe how technology is utilized for instruction. Describe technology available for classroom use. Indicate if you plan to make distance education available to your students. |
| 11. Make decisions about selecting, implementing and updating curriculum. | Name the commercial curriculum you may use in your program. Briefly describe other unique instructional items that you will also use. Describe how you will make decisions about selecting and updating the curriculum. |
| 12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions. | Identify, by name, the staff member who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, e.g., who will use the data and examples of decisions made as a result of data analysis and how will data be shared with staff. |
| 13. Ensure student records are secure, confidential and accurately maintained. | Indicate where secure files for students' data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink. |
| 14. Ensure that instructional locations are safe and accessible. | Describe how you will select instructional sites and the hours of operation. Indicate the processes you will use to ensure selected sites are and will remain safe and accessible. |
| 15. Assist students to access support services. | Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and how is this information relayed to students. |

Strategy 3: Assist students to obtain and retain employment and to transition to post secondary education/training – 6 Action Steps

For Strategy 3, explain how you will:

| Action Steps | Description Elements |
|---|---|
| 1. Promote your career pathway services. | Indicate how you will publicize your transition services to students and the community. |
| 2. Establish partnerships to assist students in transitioning to employment and post secondary education/training. | List any current and proposed partnerships and describe how they will lead to students' entering post secondary instruction and/or employment. |
| 3. Assist students to identify post secondary education/training as a goal. | Indicate activities you will pursue to educate students about career and post secondary options available to them. |
| 4. Describe specific instructional or support strategies that will be utilized to prepare students for post secondary education and training. | Reference the Transition Framework activities that you will undertake to better prepare students for post secondary education and training. |
| 5. Describe how you will work with students to ensure that employment and post secondary goals are current. | Indicate how frequently you will revisit goals with students and what occurs during this process. ⁷ |
| 6. Describe your Bridge Program. | Describe activities and schedule for the Bridge programming for your ABLE program. List the partners that work with you for this programming. Indicate how you will ensure you have at least one Bridge Program available to students transitioning to post secondary education/training. |

⁷ Include documentation of follow-up outcomes.

Strategy 4: Increase parental involvement in children’s education and literacy activities – 4 Action Steps

For Strategy 4, explain how you will:

| Action Steps | Description Elements |
|--|--|
| 1. Partner in providing a four component family literacy program. | List the partners you have identified for providing family literacy services and the roles and responsibilities of each partner. |
| 2. Operate your program. | Provide a description of how your family literacy program will operate. |
| 3. Plan and implement activities that address the needs of family literacy participants. | Describe how activities of particular interest to participants in family literacy programs will be selected. |
| 4. Assess parent participants to determine the impact of the involvement in a family literacy component. | Indicate how the Parent Education Profile will be administered. Describe any additional assessments that will be used to determine the impact of the involvement in a family literacy program. |

Strategy 5: Improve job-related basic skills through providing Workplace Literacy – 2 Action Steps

For Strategy 5, explain how you will:

| Action Steps | Description Elements |
|---|---|
| 1. Collaborate with partner(s) to provide workplace literacy. | List proposed partners for workplace literacy and their roles and responsibilities in relation to the partnership. |
| 2. Conduct the workplace literacy component. | Indicate where instruction will occur, e.g. work site and /or program, what curriculum will be used and how instruction will be adjusted to meet the needs of students in this component. |

Strategy 6: Improve basic skills for criminal offenders in Correctional Institutions – 2 Action Steps

For Strategy 6, explain how you will:

| Action Steps | Description Elements |
|---|--|
| 1. Identify the type of services to be offered. | Describe the type of services you will offer at the correctional site such as basic literacy, ESOL, GED preparation, etc. Provide details about the type of site where the correctional services will be offered, such as a jail, community-based facility, half-way house, etc. |
| 2. Collaborate with partner in providing corrections services including the details of the partner, partners' services and partners' contribution to funding. | Describe how you will ensure that the correctional agency will support ABLE programming. Explain what criteria the correctional agency will use to determine which offenders will be allowed to attend educational services often enough and long enough to show progress. Provide details about the correctional agency's contributions to funding, including in-kind and monetary. |

Strategy 7: Provide a distance education program only option – 5 Action Steps

For the "Program Only" Distance Component indicate:

| Action Steps | Description Elements |
|--|--|
| 1. Your rationale for establishing a distance education option within your program including the number of students you plan to serve at a distance. | Indicate why the decision was made to offer a distance education option, the type of students you anticipate having an interest in distance education, and the number of students you anticipate taking advantage of distance education. |
| 2. How students will be recruited for distance education. | Describe the strategies you will use to inform students about distance education and recruit them to the program. |
| 3. The curriculum you propose to use. | Name the curriculum that you will use and indicate why you selected it. Please be specific. |
| 4. The name, if possible, of the instructional staff member(s) who will be responsible for distance instruction and provide assurances | Provide the name and qualifications of the individual who will provide distance education. If an individual has not as yet |

| | |
|--|---|
| <p>that staff member(s) will be trained through the Ohio ABLE program prior to providing distance education.</p> | <p>been selected, indicate the qualifications of the person selected to provide distance instruction. Indicate your understanding that all staff offering distance education must participate in an Ohio ABLE approved designated training prior to beginning distance instruction.</p> |
| <p>5. Any local partnerships that will be involved in the distance education component.</p> | <p>Indicate names of any possible partners and the role they may play.</p> |

APPENDIX F

Budget Object and Purpose Codes FY 2013

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.

Local Match: Does not apply to ABLE.

Purpose Codes

The Purpose Codes for the proposed project are as follows:

- *Instruction*: The activities/costs directly related to teaching. 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. Expenses may include: parenting-skills training, family literacy, family liaison, parent mentor, communications and purchase of materials that increase student achievement. 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.
- *Safety:* Activities that contribute to creating a safe environment for all persons involved in an educational experience. This includes school safety equipment.
- *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.

- *Nonpublic*: Costs associated with providing services to district students attending nonpublic schools.
- *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 800
- *Support Services*: all codes except 800
- *Governance/Administration*: all codes allowed. However, there is a fifteen (15) percent limit for non-instructional services and activities, including planning, administration, personnel development and interagency coordination.
- *Professional Development*: codes 100, 200, 400, 500 and 800 allowed
- *Family/Community*: codes 400 and 500 allowed (for recruitment and other support services)
- *Safety*: all codes except 100, 200, 800
- *Facilities*: all codes except 100, 200, 800
- *Transportation*: only code 400 allowed
- *Nonpublic*: all codes blocked
- *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."

APPENDIX G

Grant Checklist

FY 2013

**Adult Basic and Literacy Education
Grant Checklist for FY 2013**

- _____ Completed Grant Application
- _____ Section A: Planning Tool in CCIP
- _____ Section B: Funding Application in CCIP
- _____ Section C: Grant Addendum (to be emailed)
- _____ Part A General Information
- _____ Part B Enrollment Trends and Projections
- _____ Part C Budget Narrative
- _____ Part D Program Personnel
- _____ Part E Instructional Site Page
- _____ Part F Assurances for FY 2013

Submission Due

By: 5:00 PM May 4, 2012

Attention:

**Sharon Brannon, Administrative Assistant,
Ohio Board of Regents, sbrannon@regents.state.oh.us**