

# Grant Writing 101

November 6, 2023

Indiana Association for Adult & Continuing Education

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# LEARNING TARGETS

1. I can identify potential grant funders for my adult education program.
2. I can find resources to justify a need and a proposed solution in my grant application.
3. I can answer grant application questions completely, clearly, and concisely.



# SEARCHING FOR GRANTS

Who has a similar mission to yours.....but also has money?

Monroe County Community Schools Adult Education	Organization with money	Potential Funder?
Empowering <b>adult</b> students to enhance <b>career opportunities, further their education,</b> and become <b>global citizens.</b>		



# SEARCHING FOR GRANTS


Who has a similar mission to yours.....but also has money?

Monroe County Community Schools Adult Education	DWD Adult Education	Potential Funder?
Empowering <b>adult</b> students to enhance <b>career opportunities, further their education,</b> and become <b>global citizens.</b>	The DWD's Division of Adult Education strives to ensure delivery of foundational <b>skills development, career pathways,</b> and <b>academic and career counseling services</b> to <b>adults</b> and <b>out-of-school youth</b> for the purposes of <b>employment, reemployment,</b> or enhanced employment.	



# SEARCHING FOR GRANTS

Who has a similar mission to yours.....but also has money?

Monroe County Community Schools Adult Education	DWD Adult Education	Potential Funder?
Empowering <b>adult</b> students to enhance <b>career opportunities, further their education,</b> and become <b>global citizens.</b>	The DWD's Division of Adult Education strives to ensure delivery of foundational <b>skills development, career pathways,</b> and <b>academic and career counseling services</b> to <b>adults</b> and <b>out-of-school youth</b> for the purposes of <b>employment, reemployment,</b> or enhanced employment.	



# SEARCHING FOR GRANTS

Empowering **adult** students to enhance **career opportunities**, **further their education**, and become **global citizens**.

Potential Funder?	Mission
Dollar General Literacy Foundation	As an extension of Dollar General's corporate commitment to literacy, the Dollar General Literacy Foundation was established in 1993 to help <b>increase the functional literacy of adults, families and children</b> .
Foundation of Monroe County Community Schools	The Foundation of Monroe County Community Schools engages community support to <b>inspire learning, enrich teaching, and enhance educational opportunities</b> for all MCCSC students.
Monroe County Community Foundation	We Invest in a <b>Better Future for our Community</b> .
Smithville Charitable Foundation	The Smithville Charitable Foundation was established in 2007 in outpouring of the family's generosity and desire to <b>enrich the lives of people</b> served by Smithville Communications. The family continues to support the communities around the area. Each year Smithville Charitable Foundation generously gifts to many different causes.

# THE NEED

What is



What  
could  
be

THE NEED

What is



What  
could  
be

↑  
Your  
Proposal



# THE NEED

Our region's educational attainment levels are below state average.

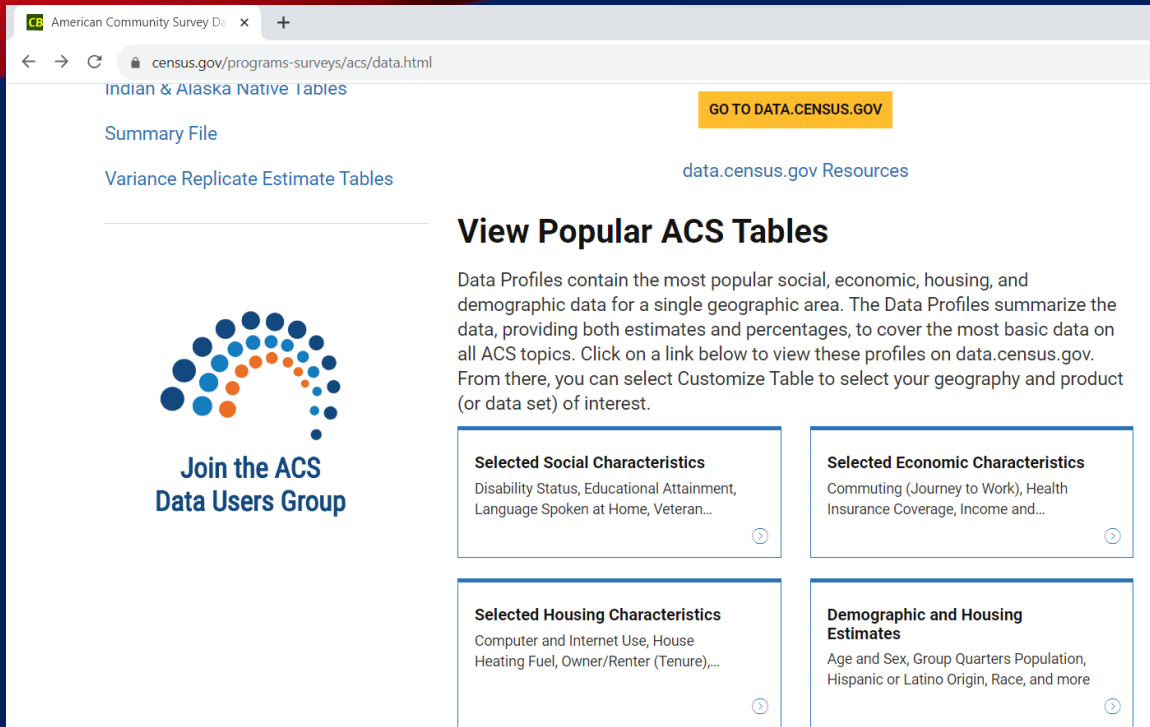


Our adult education program



Our region's levels of educational attainment are at or above state average.

# THE NEED



A screenshot of a web browser showing the American Community Survey Data website. The address bar displays "census.gov/programs-surveys/acs/data.html". The page features a navigation menu with "Indian & Alaska Native Tables", "Summary File", and "Variance Replicate Estimate Tables". A prominent orange button reads "GO TO DATA.CENSUS.GOV". Below this, there is a link to "data.census.gov Resources". The main content area is titled "View Popular ACS Tables" and includes a paragraph explaining that Data Profiles contain social, economic, housing, and demographic data for a geographic area. To the left of this text is a graphic with the text "Join the ACS Data Users Group". Below the text are four boxes, each representing a category of data profiles: "Selected Social Characteristics", "Selected Economic Characteristics", "Selected Housing Characteristics", and "Demographic and Housing Estimates". Each box lists specific data points and includes a circular arrow icon for more information.

United States Census  
American Community Survey



A screenshot of the National Center for Education Statistics (NCES) website, specifically the PIAAC (Program for the International Assessment of Adult Competencies) page. The header includes the IES and NCES logos, the text "National Center for Education Statistics", a search bar, and a menu icon. The main heading is "PROGRAM FOR THE INTERNATIONAL ASSESSMENT OF ADULT COMPETENCIES (PIAAC)". Below this, there are navigation tabs for "IAP", "PIAAC", and "Study Participants", along with a "Select Another IAP Study" dropdown. The main content area is titled "Program for the International Assessment of Adult Competencies (PIAAC)" and includes a paragraph describing the program as a large-scale international study of key cognitive and workplace skills of adults. To the right, there is a "What's New" section with links to "PIAAC 2022-23 Data Collection Begins (October 2022)", "Updated Skills Map: County-level Results for Education and Age Subgroups (September 2022)", and "Skills Map: County-Level Estimation for Age and Education Groups Methodology Report (September 2022)". Below the main text, there is a "PIAAC Results" section with four featured items: "U.S. State and County Estimates Resources", "Skills Map", "Highlights of U.S. National Results", and "U.S. Performance in International Context". Each item includes a representative image and a "GO TO RESULTS" or "GO TO RESOURCES" link.

National Center for Education Statistics  
PIAAC



# THE NEED

stats.indiana.edu

## STATSINDIANA

Indiana's Public Data Utility

What are you looking for?  
ENHANCED BY Google

Get even more workforce data at Hoosiers by the Numbers



### Indiana's Leading Source for Economic & Demographic Data

STATS Indiana provides easy, one-stop access to critical statistics for states, counties, cities and towns, townships, regions, census tracts and more.

[Explore Indiana's weekly unemployment claims by county, industry or tract »](#)

**NEW: Futurecast 2024 Economic Outlook - Coming to a city near you »**

Use our profiles to quickly access data by geography

- Indiana Regions**  
At-a-glance details about Indiana's counties, regions
- States**  
Compare your state to others, complete with
- U.S. Counties**  
Compare your county to others nationwide
- U.S. Cities/Towns**  
Access city and town data with state comparisons
- Anywhere USA**  
Access demographics for counties, cities, school

Indiana Business Research Center  
Stats Indiana

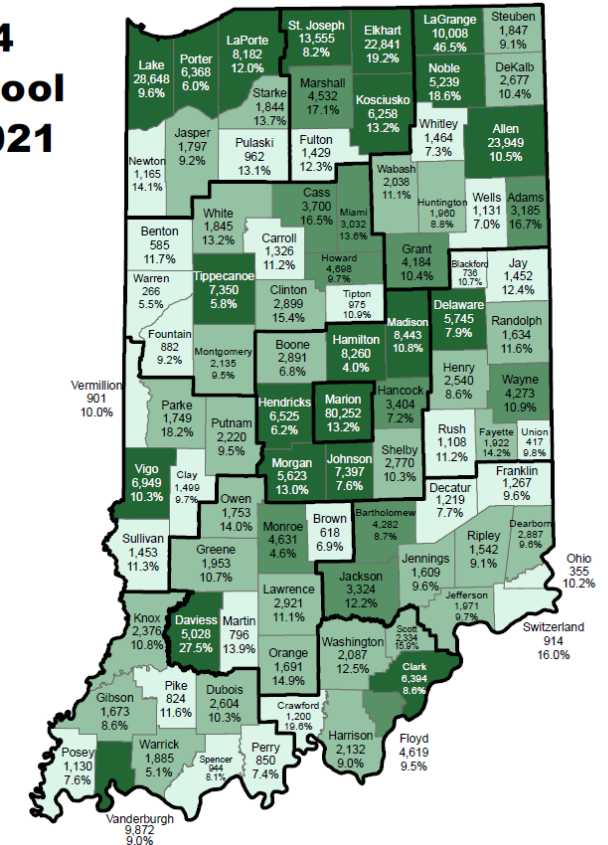
## Adults Age 18 to 64 without a High School Diploma or HSE, 2021

Indiana = 424,804 adults (10.4% of total age group)

### Number of Adults

- 266 - 1,500 (28)
- 1,501 - 3,000 (31)
- 3,001 - 5,000 (12)
- 5,001 - 80,252 (21)
- Economic Growth Region

Labels also show the percent of adults in this age group without a high school diploma or high school equivalency (HSE).



Map produced by the Indiana Business Research Center using the American Community Survey 2017-2021 five-year estimates that were released by the U.S. Census Bureau in December 2022.

# THE NEED

## HOOSIERS BY THE NUMBERS

Your premier source for labor market information for Indiana.

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- Home
- Data by Region ▾
- Data by Topic ▾
- Tools & Resources ▾
- Data Request Portal
- What's New? ▾

### County Highlights Quick Stats

Select a county to view a profile containing population and workforce statistics.



### WORKFORCE ECONOMY DASHBOARD »

**3,273,100**

[Total Non-Farm Jobs \(SA\)](#)



Indiana saw a monthly increase of **6,700** jobs

**2,850,000**

[Private Sector Jobs \(SA\)](#)



Indiana saw a monthly increase of **7,300** jobs

**541,500**

[Manufacturing Jobs \(SA\)](#)



Indiana saw a monthly increase of **500** jobs

**3.6**

[Unemployment Rate \(SA\)](#)



Indiana saw a monthly increase of **0.2** points

**0.2%**

[Employment \(SA\) Monthly Change](#)



Indiana saw a monthly increase

**63.4%**

[Labor Force Participation Rate \(SA\)](#)



Indiana saw a monthly decrease of **-0.10%** percent

**3,077**

[Unemployment Insurance Initial Claims](#)



Indiana saw a weekly increase of **54** claimants

**2.1%**

[Business Establishments \(annual percent change\)](#)



Indiana saw a quarterly increase

[View all indicators here »](#)

Indiana Department of Workforce Development  
Hoosiers By The Numbers



on & Literacy Reso x +

lincs.ed.gov/resource-collection

Community Courses **Resource Collection** State Resources

**LINCS**  
SEARCH ADULT EDUCATION AND LITERACY RESOURCES

Topic Areas About the Collection

Home > Adult Education & Literacy Resource Collection

**Topic Area**

- Career Pathways and Postsecondary Transitions
- Civics Education and Citizenship
- Correctional and Reentry Education
- Diversity, Equity, and Inclusion
- English Language Acquisition
- Integrating Technology
- Learners with Disabilities
- Math and Numeracy
- Professional Development
- Program Management
- Reading and Writing
- Science
- Teaching and Learning

**Adult Education & Literacy Resource Collection**

Explore a collection of 822 high-quality multimedia instructional resources, informed by research, for use by adult educators. These resources have been reviewed by subject matter experts and recommended and approved by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), Division of Adult Education and Literacy. Search the collection by category, keyword, date and more.

Enter a keyword or phrase **SEARCH RESOURCES** **RESET**

Displaying 1 - 25 of 822 results

**Beyond the Box 2023**  
2023 | Policy Brief

Persistent barriers to accessing high-quality, affordable postsecondary education remain for currently and formerly incarcerated individuals. This guide was developed by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE).

For: Administrators, Instructional Staff, Policymakers and Implementers

**Dr. Martin Luther King Jr.**  
2023 | Website

This resource links to various collections from the Smithsonian through which to learn about about Dr. Martin Luther King Jr.

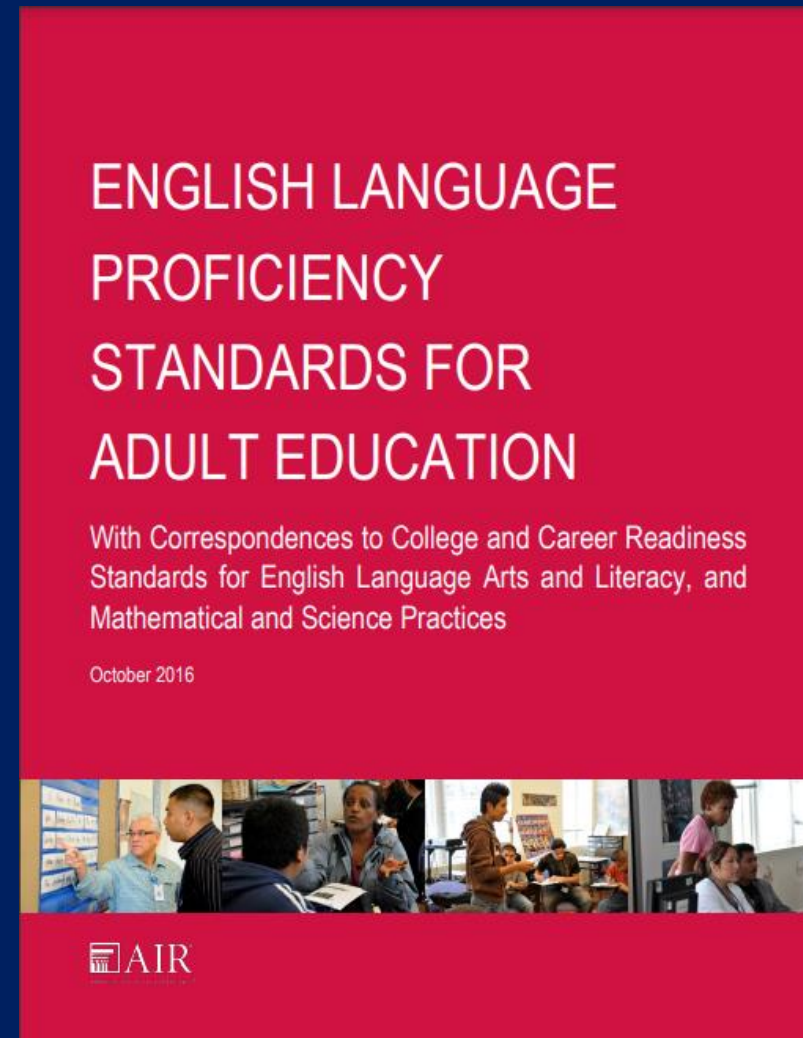
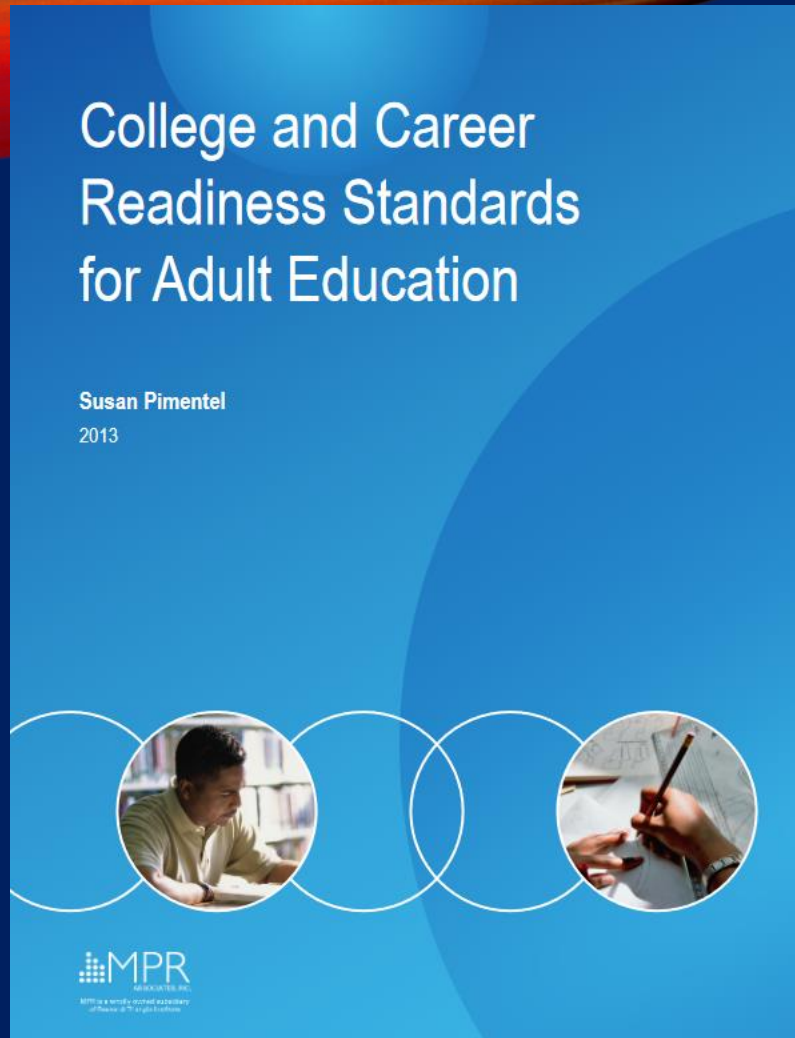
For: Adult Learners, Instructional Staff

# THE SOLUTION

US Department of Education  
LINCS



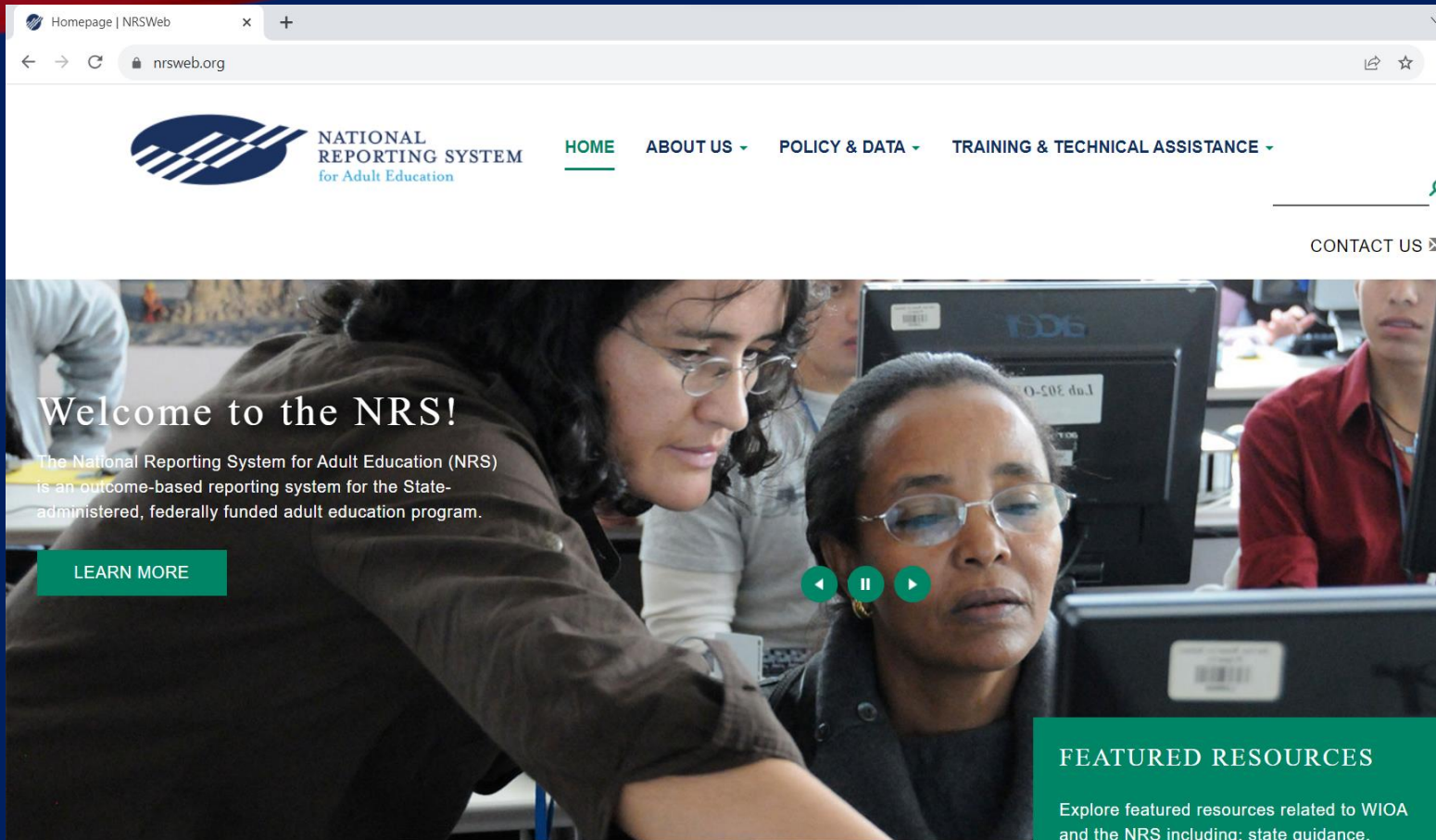
# THE SOLUTION



Office of Career, Technical, & Adult Education  
Adult Education Learning Standards




# THE SOLUTION



Homepage | NRSWeb

nrsweb.org

 NATIONAL REPORTING SYSTEM  
for Adult Education

[HOME](#) [ABOUT US](#) [POLICY & DATA](#) [TRAINING & TECHNICAL ASSISTANCE](#)

[CONTACT US](#)

## Welcome to the NRS!

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program.

[LEARN MORE](#)

[FEATURED RESOURCES](#)

Explore featured resources related to WIOA and the NRS including: state guidance,

## Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act

*National Reporting System for Adult Education*

MARCH 2021

Division of Adult Education and Literacy  
Office of Career, Technical, and Adult Education  
U.S. Department of Education  
Contract No. GS-00F-347CA



US Department of Education  
National Reporting System



# THE PROPOSAL

## 1. Keep the grant readers happy.

- Pretend the readers know nothing about your subject or your program.
- Avoid jargon
- Define acronyms
- Explain simply





# THE PROPOSAL

**Consideration IX: Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.**

- 1. Describe the minimum qualifications for employment used by the applicant in hiring:*  
*a. Instructors; b. Teaching assistants; c. Counselors; d. Life coaches; and e. Administrators.*

In accordance with Indiana Department of Workforce Development policy (2015-11), adult education teachers will hold at least a bachelor's degree, and if they teach Integrated Education & Training courses, they will hold the appropriate industry-recognized certifications. Teachers in the Monroe County Community School Corporation and Turning Point Education Center also requires instructors to hold a valid Indiana teacher license. Teaching assistants must have at least a high school diploma or equivalent in accordance with the same policy. Administrators must have at least a bachelor's degree, and MCCSC requires a valid Indiana school administrator's license. Counselors or life coaches must also have at least bachelor's degree.

# THE PROPOSAL

**2. Describe the applicant's professional development plan. Explain how the applicant is ensuring, or plans to ensure: a. Instructors and staff have the opportunity to work collaboratively; and b. Have continual training on research and evidence-based best practices in: i. Adult education; ii. English language acquisition; iii. Workforce preparedness; and iv. College and career readiness.**

Professional development is built into teachers' weekly and monthly work schedule by the means of Professional Learning Community and/or program staff meetings, in which teachers work collaboratively to implement evidence-based practices that will address students' learning needs. Secondly, as employees of Monroe County Community Schools or its subcontractors, staff members attend their organizations' in-service events. Topics ordinarily pertain to best practices in instruction that are salient in adult education (e.g., technology, literacy, diversity and cultural awareness, etc.). Thirdly, we will provide staff professional development specific to adult education by attending learning events sponsored by the Indiana Department of Workforce Development and the Indiana Association for Adult & Continuing Education to learn best practices in adult basic education, English language acquisition, workforce preparedness, and college and career readiness. Fourthly, a Professional Development Facilitator, who is an adult | education teacher employed by the Monroe County Community School Corporation or one of its subcontractors, provides technical assistance on topics requested and to teachers who are having trouble producing student outcomes. Finally, the teachers are observed and evaluated by program administrators, and part of the observation and evaluation plan includes rubrics to assess their efforts in working collaboratively, participating in professional development, and implementing best practices in their classrooms.

## Project Design and Evaluation

\*Project/Program Design The Monroe County Community Schools will conduct an adult education class by a certified teacher. As a partner organization, the Bloomington Parks & Recreation Department will provide child care for participating parents via its 21st Century Community Learning Center.

The class will be conducted for 12 hours per week at Fairview Elementary School for 30 weeks between July 1, 2014, and April 1, 2015. The number of class hours per week and the number of weeks has been shown by the adult education program to be sufficient in intensity and duration to enable adult students to achieve the outcomes described above.

The class will consist of:

1. Targeted recruitment strategies. The adult education program will develop printed materials for distribution to the parents of Fairview Elementary School students. The principal, guidance counselor, social worker, and teachers of Fairview Elementary School will identify children who are lacking grade-level skills and invite their parents to participate in the adult education class.
2. Managed enrollment and orientation. The intake process will consist of an ice-breaker activity, overview of class attendance expectations, assessment of math, reading, and language skills on the Test of Adult Basic Education (TABE), and setting of goals on an Adult Learning Plan pertaining to the program's measurable outcomes described above.
3. Active learning strategies. Since adults typically value learning in a collaborative structure, each class session will consist of warm-up, introduction, presentation, individual practice, evaluation, and closure activities.
4. Technology. Students will be given subscriptions to PLATO Edmentum, an online remediation tool to use at home between class meetings.
5. Pre- and post-testing and follow-up. After every 40 hours of classroom instruction, students' skills will be assessed on a post-test using the TABE. The students' Adult Learning Plan will be updated in terms of goals achieved.

# THE PROPOSAL

# THE PROPOSAL

Monroe County Community School Corporation Multi-Year Adult Education Competitive Grant PY2020

## 2. Use charts and tables.

**Consideration I: The degree to which the eligible provider would be responsive to: a. Regional needs identified in the local workforce plan; and b. Serving individuals in the community who are identified as most in need of adult education and literacy activities, including individuals: i. Who have low levels of English literacy; or ii. Who are English language learners.**

*1. Describe how the organization/program continues to identify those who are in need of adult education and literacy activities in the communities served by the program. Be specific and discuss any demographic analysis or data analytics utilized by the applicant for this purpose.*

Demographic data from the 2018 American Community Survey (5-Year Estimate) of the United States Census show a need for adult education and literacy services in the counties in Regions 7 and 8 served Monroe County Community Schools and its subcontractors.

	Brown County	Greene County	Monroe County	Owen County	Sullivan County	Indiana
Population 25 years of age and older with less than 9 <sup>th</sup> grade education	2.0%	3.5%	2.1%	4.5%	3.2%	3.7%
Population 25 years of age or older with 9 <sup>th</sup> to 12 <sup>th</sup> grade education but no diploma	6.8%	8.8%	5.7%	10.3%	8.0%	7.7%
People whose income is below poverty	9.4%	14.0%	24.3%	16.2%	13.1%	14.1%
Population who speak a language other than English at home.	1.4%	1.6%	10.3%	2.1%	1.1%	8.6%
Population who speak English less than very well	0.4%	0.9%	4.1%	0.9%	0.4%	3.2%
Population foreign-born	1.7%	0.8%	8.3%	1.3%	0.8%	5.2%
Population 16 years of age and over, unemployed	2.7%	3.2%	4.0%	3.3%	3.2%	3.5%
Population age 18-64 with disability	10.5%	15.3%	9.2%	16.7%	14.6%	11.9%

2. Explain the concrete steps the applicant will take to meet Indiana's PY2020 performance targets.

We will take the following steps to meet Indiana's PY2020 performance targets:

Performance Area	Steps We Will Take to Achieve
Measurable skill gains (post-tests, completion of Carnegie Units, and entry into postsecondary education or training)	<ol style="list-style-type: none"> <li>1. Pre-test using the Test of Adult Basic Education to determine students' areas of academic need.</li> <li>2. Use targeted instruction to address the areas of academic need.</li> <li>3. Utilize social workers and academic &amp; career coach to connect students with childcare, transportation, health, and other resources they need to overcome barriers to class attendance.</li> <li>4. Utilize online and other distance education activities to accelerate learning.</li> <li>5. Post-test students when they reach attendance hours defined by the test publisher's guidelines.</li> <li>6. Offer both adult high school diploma and high school equivalency options to students who lack a secondary credential.</li> <li>7. Utilize academic &amp; career coaches to facilitate transition of adult education students to postsecondary career training programs, such as colleges, apprenticeships, military, or short-term training for certifications.</li> </ol>
Credential attainment	<ol style="list-style-type: none"> <li>1. Utilize academic &amp; career coaches to facilitate transition of adult education students to short-term training for certifications (e.g., <del>WorkIndiana</del>, Next Level Jobs) and other postsecondary programs.</li> <li>2. Offer a variety of Integrated Education &amp; Training courses to adult education students based on Indiana's five in-demand job fields (i.e., Advanced Manufacturing, Building &amp; Construction, Health &amp; Life Science, Information Technology &amp; Business Services, and Transportation &amp; Logistics).</li> </ol>
Employment rate	<ol style="list-style-type: none"> <li>1. Credential attainment steps listed above to increase students' employability.</li> <li>2. Utilize academic &amp; career coaches to offer students workforce preparation activities, such as job searching, resume development, and interview practice</li> <li>3. Refer students to <del>WorkOne</del> career advisors for on-the-job training and paid work experiences.</li> </ol>
Median earnings	Credential attainment and employment rate steps listed above to increase students' eligibility for high-wage, in-demand jobs.
Effectiveness in serving employers	<ol style="list-style-type: none"> <li>1. Partner with <del>WorkOne</del> Business Services to identify employers who (1) have employees deficient in basic skills and desire to maintain jobs or improve performance, or (2) need support in hiring and retaining employees.</li> <li>2. Offer at least one Workforce Education Initiative in each county in which adult basic education or English Language Learning instruction is delivered in partnership with an employer.</li> </ol>

# THE PROPOSAL

# THE PROPOSAL

## Consideration IV

(4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners:

1. Describe how the applicant organization plans to align its services with the workforce development regional plans (local plans). Include an explanation of how the organization plans to ensure continuous alignment with local plans.

The Regional Plan of the South Central Region 8 Workforce Board envisions a workforce development system that helps employers to identify the skilled workers needed to successfully maintain and expand their companies and makes education and training opportunities available to prepare workers to successfully compete for jobs with wages that allow for self-sufficiency. Specifically, the Regional Plan has the following goals. Adult education services that align to those goals are on the right.

Regional Plan Goals	Adult Education Services
1. Region 8 residents will have accessible services from WorkOne partners available close to their homes.	Some WorkOne services will be co-located in adult education facilities as available.
2. Services will be provided through a coordinated WorkOne system where staff are knowledgeable about services available from partner agencies and share resources effectively to meet the needs of job	WorkOne staff and adult education staff will be members of the Region 8 Adult Education Consortium that meets quarterly to update one another on programs.

seekers and employers.	services, performance, and goals.
3. Customers of the WorkOne system will have an identified career pathway and a plan to help them prepare for regional in-demand occupations by gaining the education and skills needed by employers.	Adult education students will have an Adult Learning Plan formed jointly with their teachers and will complete assessments in Indiana Career Explorer.
4. Work-based learning opportunities will be available to those who lack the skills necessary to compete in the labor market.	Eligible adult education students will co-enroll as WorkOne clients and participate in paid work experiences and on-the-job training.
5. Individuals who lack basic literacy skills and/or a high school diploma or HSE will be connected with Adult Education and Literacy programs in the region so they can focus on earning a diploma or HSE, and improving their skills to a level where they can benefit from further training and be competitive in the labor market.	Adult education and WorkOne staff will cross-refer and co-enroll customers and students who are eligible for education and training services. Adult education and WorkOne services will be co-located where possible.
6. In School Youth will complete high school and graduate with a plan for postsecondary training or employment. The WorkOne system will coordinate with local schools to ensure high school seniors have an opportunity to connect with WorkOne services.	Not applicable. (Adult education does not serve in-school youth.)
7. Out of school Youth who lack a high school diploma or HSE will be encouraged to enroll in Adult Education to earn their diploma or HSE and improve basic skills. They will also be encouraged to pursue postsecondary training that aligns with the region's in-demand occupations so they can prepare for their future and compete for jobs.	Region 8's Out-of-School Youth Training Coordinator will refer out of school youth to adult education classes. Adult education programs will enroll out of school youth who are referred from juvenile probation officers and school districts in each county. Programs will also refer adult education students who are out of school youth to WorkOne for training and employment services they are eligible for.

# THE PROPOSAL

**Consideration XVI: Whether the integrated education and training services offered by the provider meets the requirements set forth in WIOA (29 USC §3174).**

**4. Explain which workforce training activities will be used in any proposed IET program(s) for PY2020. a. How will the applicant provide these activities?**

Workforce Training Activity	How provided
Occupational skill training	Online and/or teacher-led instruction; whole class or individual student depending on setting
On-the-job training	To <u>WorkOne</u> customers who qualify for paid work experience or on-the-job training and participate in the IET.
Incumbent worker training	Class is formed with the cooperative effort of <u>WorkOne Business Services</u> , adult education program, and the employer.
Skill upgrading and retraining	Online and/or teacher-led instruction; whole class or individual student depending on setting.
Transitional job training	To <u>WorkOne</u> customers who qualify for paid work experience or on-the-job training and participate in the IET.
Customized training with employers' commitment to employ individuals upon successful completion	Class is formed partnership with an employer through the cooperative effort of <u>WorkOne Business Services</u> , adult education program, and an employer.
Training ending in certification or credential	All IETs will offer students the opportunity to take an industry-recognized certification or credentialing test.



Multi-Year Adult Education Competitive Grant Application (Request for Application)

<sup>ix</sup> **Eligible Individual** is defined as an individual (a) who has attained 16 years of age; (b) who is not enrolled or required to be enrolled in secondary school under state law; and (c) who—(i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner.

<sup>x</sup> **Workforce Preparation** is defined as activities, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: utilizing resources; using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (29 USC § 3272(17)).

<sup>xi</sup> **Workforce Training** may include: (a) occupational skill training; (b) on-the-job training; (c) incumbent worker training; (d) training programs operated by the private sector; (e) skill upgrading and retraining; (f) entrepreneurial training; (g) transitional jobs training; (h) customized training conducted with a commitment by an employer or group of employers to employ an individual on successful completion of the training; (i) training ending in an industry recognized certification or credential; and (j) WorkINDiana training.

<sup>xii</sup> **Secondary school credentials** are defined as a high school diploma (HSD) or its equivalent (HSE).

# THE PROPOSAL

## 3. Copy the questions into the narrative.

### Consideration XII

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance:

*1. Describe how the applicant organization's current data system is utilized.*

Students' general, demographic, pre-test, and goal information is collected on paper forms during the intake process and entered into InTERS, the Department of Workforce Development's student data reporting system. Attendance hours are entered daily from sign-in sheets in each classroom. Information is updated in InTERS when students' information changes, students take a post-test, and goals are achieved. After exiting the program, InTERS is used to record follow-up information on students' employment status, and entry into postsecondary education or training. This data system is used in several ways. First, a Student Enrollment Report is shared with adult education staff weekly to identify students who are eligible to post-test. Secondly, student and classroom performance reports are shared with adult education staff to evaluate the effectiveness of instruction and programming and find areas in need of improvement. In addition, InTERS is used to identify students' focus subjects (i.e., subject most in need of improvement) and the Test of Adult Basic Education Online Individual

Profile reports identify specific skills students have mastered and not mastered when pre-testing and post-testing. Finally, the Test Assessing Secondary Completion Online Reporting System produces reports that are shared with adult education staff to show subjects and skills in which candidates are showing mastery and non-mastery. These TABE and TASC reports are used to plan and modify instruction.

*2. Describe any data-related training that current instructors, administrators, and data entry staff employed by the applicant organization attend.*

Administrators and data entry staff who have access to the InTERS Client attend data-related trainings that are conducted and required by the Indiana Department of Workforce Development. Instructors and others who enter data attend training in our local program conducted by the adult education director at the beginning of each program year. Updated training is provided throughout the year as needed. These trainings include the topics of entering data, interpreting data into useful and actionable information, and changes in reporting and follow-up requirements.

*3. Explain how the applicant organization will ensure that instructors, administrators, and data entry staff will meet state and federal data entry and management requirements, including timely data entry and the monitoring of data quality.*

In addition to the trainings described above, local program policies contained in our Staff Handbook align to the Indiana Department Workforce Development's Adult Education Data Collection and Reporting Policy (2013-04), which requires that data be entered by the tenth day of each month. In reality, local policy requires that attendance is entered daily. Pre-test, post-test, high school equivalency, and Accuplacer assessment data are entered as they are completed. Goal achievements are updated monthly on students' adult learning plans so they can be entered into InTERS. Adult Learning Plans and Exit & Follow-up forms document that goals are entered



# THE PROPOSAL

into InTERS as soon as they are achieved and during follow-up periods identified in state and federal guidelines. The director examines the InTERS clients weekly for errors in data entry and makes necessary corrections.

→ ***4. Describe how the applicant organization intends to use program data to evaluate and improve any services delivered to eligible individuals.***

Program data is used to evaluate and improve instructional delivery as well as supportive services. We use reports from TABE Online and the TASC Reporting System to identify skills students need more instruction in or different instructional methods. Educational gain reports from InTERS (Tables 4 and 4b) identify needs for professional development that teachers need in order to improve instructional delivery. Core and secondary outcome reports from InTERS (Tables 5 and 11) identify improvements in the employment and training services and referrals our program provides. A “Program Status” report from InTERS (Table 6) and the Needs & Barriers Report from Indiana Career Explorer identify and evaluate the supportive services our program provides to keep students on the pathway to completion of goals.

# THE PROPOSAL

## 4. Turn the questions into topic sentences in your answers.

**Consideration II: The ability of the eligible provider to serve eligible individuals with disabilities, including those with learning disabilities.**

*1. Describe how the applicant organization intends to identify eligible individuals with learning disabilities and persistent barriers to employment. This includes students who may not have received an individualized education plan (“IEP”) prior to enrollment in adult education.*

We will identify eligible individuals at several points. During orientation, new students have the opportunity to identify disabilities and barriers to employment on the Learner Registration Form. Within the first 12 hours of attendance, students complete an Adult Learning Plan with their teachers, on which they can identify factors that might affect their progress. Also within the first 12 hours, students set up their accounts on Indiana Career Explorer, which asks them to identify any needs or barriers to learning. Thirdly, during instruction, if a teacher notices that a particular student seems to have difficulties in learning or finding employment, we refer the student to Vocational Rehabilitation or an on-site psychologist for evaluation for learning disabilities and/or specialized employment services.

# THE PROPOSAL

*2. Explain how the organization/program has met, and plans to meet, the needs of eligible individuals with disabilities, learning disabilities, and persistent barriers to employment (address all three). a. Describe the tools, schedules, curriculum, and services the organization/program has provided, and will provide, this population.*

To meet the needs of individuals with learning or other disabilities, we use students' previous Individual Education Plans or Section 504 Plans from their last schools, if available, to identify the tools and services that are needed to serve them appropriately. We also partner with Vocational Rehabilitation to have individuals evaluated for disabilities and accommodations that are necessary. So the tools, schedules, curriculum, and services depend on an individual's disabilities and the accommodations that are recommended by the evaluator. These may include frequent breaks, extended time for testing, individual tutoring for some subjects, use of calculator, use of manipulatives and multi-sensory strategies, large-print books or books printed in Braille, audio or alternate presentation of learning tasks, etc. We also partner with local volunteer literacy organizations for individual tutoring of students with low levels of literacy and numeracy as an instructional accommodation. The classroom sites are compliant with the facility requirements of the Americans with Disabilities Act (ADA).

To serve students with persistent barriers to employment, our curriculum incorporates workforce readiness activities that include resume writing, communication and teamwork skills, thinking critically, and problem-solving, all taught directly or imbedded into other learning activities. We partner with ~~WorkOne~~ to provide eligible individuals subsidized work experiences and with Vocational Rehabilitation if the barrier to employment is disability-related.

# THE PROPOSAL

*3. Explain how the organization/program has met, and plans to meet, the needs of teachers and staff with disabilities, learning disabilities, and persistent barriers to success.*

The adult education providers meet the needs of teachers and staff with disabilities and special challenges to success. The classroom sites are compliant with the facility requirements of the Americans with Disabilities Act (ADA). Employment processes prohibit discrimination against candidates based on disability. The human resources department of each adult education program provides reasonable accommodations and accessibility to staff with disabilities, such as furniture, parking spaces, communication methods, and technology equipment, as long as they do not present an undue financial hardship on the organization. Staff members may utilize an Employee Assistance Program to receive individualized and confidential assistance with barriers to successful work performance, such as crisis intervention, counseling, mediation, referral to long-term therapy, and recovery from addiction.

# THE PROPOSAL

## \*Criteria for Success

The criteria for success and effectiveness for this project are as follows:

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1. At least 50 eligible adult education students will enroll in the adult education class. "Eligible adult education students" is defined by the U.S. Department of Education as persons who are 16 years of age who have left high school. "Enroll" means to accumulate at least 12 hours of class participation.
2. At least 30 students will increase their literacy or numeracy skills by two equivalent grade levels as measured on the Test of Adult Basic Education given as a pre-test upon registration and as a post-test after 40 hours of instruction.
3. At least 25 students will earn the Indiana High School Equivalency Diploma by passing the Test Assessing Secondary Completion (which replaced the GED Tests and diploma in Indiana in January 2014).
4. At least 40 students will increase their involvement in their children's literacy activities by reading to them, purchasing books, and visiting the library. This outcome will be measured by an initial goal-setting conference with each student and follow-up during each month of instruction.
5. At least 40 students will increase participation in their children's education by helping with homework, conferencing with teachers, and participating in school-wide activities. This outcome will be measured by the same goal-setting and follow-up procedures described above, as well as by reports from the children's teachers at Fairview Elementary School.

These criteria are based on the 2014-2015 goals for Indiana's Region 8 Adult Education Consortium, to which Monroe County Community Schools Adult Education Program belongs.

# THE PROPOSAL

## 5. Make the narrative visually appealing and easy to read.

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Behavioral Health	Centerstone. Hamilton Center. Open Arms Family & Educational Services social worker.
Food and Nutrition	Family & Social Services Administration IMPACT program. Community Kitchen and other food pantries
Career Planning	WorkOne South Central; Ivy Tech; Vocational Rehabilitation; U. S. armed services recruiters.
Disability assessment and evaluation	Vocational Rehabilitation.

**Consideration XII: Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.**

**1. Describe how the applicant currently tracks program data. a. Explain how the applicant uses program data to evaluate and improve any services offered to eligible individuals.**

Students' general, demographic, pre-test, and goal data are collected on paper forms during the intake process and entered into InTERS, the Department of Workforce Development's student data reporting system. Attendance hours are entered daily from sign-in sheets in each classroom. Information is updated in InTERS when students' information changes, students take post-tests, and goals are achieved. After exiting the program, InTERS is used to record follow-up information on students' employment status, and entry into postsecondary education or training. This data system is used in several ways. First, a Student Enrollment Report is shared with adult education staff weekly to identify students who are eligible to post-test. Secondly, student and classroom performance reports are shared with adult education staff to evaluate the effectiveness of instruction and programming and find areas in need of improvement. In addition, InTERS is used to identify students' focus subjects (i.e., subject most in need of improvement), and the Test of Adult Basic Education Online Individual Profile reports identify specific skills students have mastered and not mastered when pre-testing and post-testing. Finally, the Test Assessing Secondary Completion Online Reporting System produces reports that are shared with adult education staff to show subjects and skills in which candidates are

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showing mastery and non-mastery. These TABE and TASC reports are used to plan and modify instruction based on student performance.

Program data is used to evaluate and improve instructional delivery as well as supportive services. We use reports from TABE Online and the TASC Reporting System to identify skills students need more instruction in or different instructional methods. Educational gain reports from InTERS (Tables 4 and 4b) identify needs for professional development that teachers need in order to improve instructional delivery. Core and secondary outcome data from InTERS (Table 5) identify improvements in the employment and training services and referrals our program provides. A "Program Status" report from InTERS (Table 6), the Statewide Joint Reporting Template (Table SJRT), and the Needs & Barriers Report from Indiana Career Explorer identify and evaluate the supportive services our program provides to keep students on the pathway to completion of goals.

**2. Explain how the applicant ensures that instructors, administrators, and data entry staff will meet state and federal data entry management requirements, including timely data entry and the monitoring of data quality.**

Our local program policies contained in our staff handbooks align to the Indiana Department of Workforce Development's Adult Education Data Collection and Reporting Policy (2013-04), which requires that data be entered by the tenth day of each month. In actual practice, attendance is entered daily. Pre-test, post-test, high school equivalency, and Accuplacer assessment data are entered as they are completed. Goal achievements are updated monthly on students' adult learning plans so they can be entered into InTERS. Adult Learning Plans and Exit & Follow-up forms document that goals are entered into InTERS as soon as they are achieved and during follow-up periods identified in state and federal guidelines. The adult education directors in each subgrantee program examine the InTERS reports weekly for errors in data entry and makes necessary corrections.

# THE PROPOSAL

**3. Describe any data-related training current instructors, administrators, and data-entry staff have received.**

Administrators and data entry staff who have access to the I<sup>2</sup>TERS Client attend data-related trainings that are conducted and required by the Indiana Department of Workforce Development. Instructors and others who enter data attend training in our local programs conducted by the adult education director at the beginning of each program year. Updated training is provided throughout the year as needed on the topics of entering data, interpreting data into useful and actionable information, and changes in reporting and follow-up requirements.

**Consideration XIII: Whether local areas have a demonstrated need for additional English language acquisition programs and civics education programs.**

**1. Describe how the applicant measures the need for English language acquisition services in the community that it serves: a. If the applicant does not provide, and does not intend to provide, English language acquisition services, describe how the applicant uses, or plans to use, partnerships to ensure those services are provided to eligible individuals in need.**

According to demographic data from the 2018 American Community Survey (5-Year Estimate) of the United States Census, a pocket of need exists for English language acquisition services in Monroe County, owing to the high percentages of residents who are foreign-born, of Asian or Hispanic or Latino background, who speak a language other than English at home, or are non-citizens.

Population Characteristic	Indiana	Brown County	Greene County	Monroe County	Owen County	Sullivan County
Foreign born persons	5.2%	1.7%	0.8%	8.3%	1.3%	0.8%
American Indian and Alaska Native	0.8%	0.8%	0.8%	0.9%	1.0%	0.9%
Asian	2.7%	0.6%	0.6%	7.9%	0.8%	0.7%
Hispanic or Latino	6.8%	1.7%	1.4%	3.4%	1.2%	1.7%
Native Hawaiian and Other Pacific Islander	0.1%	0.0%	0.2%	0.1%	0.0%	0.0%
Speak English less than "very well"	3.2%	3.6%	0.9%	4.2%	0.9%	0.4%
Not a U.S. Citizen	3.1%	0.4%	0.5%	6.0%	0.5%	0.1%

In addition, we used the enrollment data in the existing adult education programs for the past two complete years to measure the need for English language acquisition in the communities we serve. In each of the past three program years, between 16 and 19% of the counties' adult education enrollment was comprised of students who pre-tested into English as a Second Language educational functioning levels. The largest population of English Language learners over those past three years have had the lowest level of English proficiency.

Educational Functioning Level	Enrollment 2017-2018	Enrollment 2018-2019	Enrollment 2019-2020 to date	Total
ELL Beginning Literacy (Level 1)	38	41	32	111
ELL Beginning Low (Level 2)	17	14	16	47
ELL Beginning High (Level 3)	30	24	20	74
ELL Intermediate Low (Level 4)	20	29	16	65
ELL Intermediate High (Level 5)	30	27	38	95
ELL Advanced (Level 6)	19	11	8	38
Total ELL Enrollment	154	146	130	430
Total Adult Education Enrollment	811	873	793	2,477
Percentage ELL Enrollment	19%	17%	16%	17%

**Consideration XIV: Whether the applicant is in compliance with §427.1.2.b of the General Education Provisions Act (20 USC §1228a).**

**1. Attach a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program (.pdf or .doc format). This attachment does not count toward the RFA narrative length maximum.**

Our description of the steps we are taking to ensure equitable access is attached.

**Consideration XV: Whether the eligible provider has the capacity to meet the Indiana Department of Workforce Development's goal of having twenty percent (20%) of program enrolled eligible individuals participating in integrated education and training (IET); and has a strategic plan to: a. Develop integrated education and training curriculum; and b. Ensure that integrated education and training offerings are aligned with employment opportunities available in the counties it (IET) is offered:**

**1. Describe the type(s) of integrated education and training services the applicant currently offers, and/or plans to offer.**

Currently, we offer the following IETs: Automotive Maintenance & Light Repair, Certified Nurse Aide, Computer Numeric Control, Home Health Aide, Retail Industry Fundamentals,



# THE PROPOSAL

Hospitality Careers, ~~Security~~ Food Manager, Child Development Associate, Teacher Assistant Training, Welding, and Certified Driver License-A, Retail Industry Fundamentals, Google Suite, QuickBooks, Manufacturing Quality Assurance Technician, Certified Clinical Medical Assistant, Microsoft Word, Microsoft Excel, Welding, Construction Trades, Electronics Systems Technician, Electrician's License, and Master Electrician License.

*a. Explain how the applicant identified, and/or plans to identify, the types of IET programs that it offers.*

We identify IETs to offer from the following sources. First, we use the WIOA Plans for 2016-2020, in which Regions 7 and 8 identified these top six industry sectors for employability: Education Services, Manufacturing, Health Care and Social Services, Accommodation and Food Services, Retail Trade, and Government. These industries account for over 70% of the total employment opportunities available within each region. Growth projections for 2022 indicate these key industry sectors will continue to expand and more workers will be needed to fill openings. Secondly we use Indiana's 3- to- 5-flame occupations as listed on Indiana Career Ready, in which flame rankings are calculated for each occupation by using short-term (2018-2020) and long-term (2016-2026) job projection data. Thirdly, we glean our IET offerings from Indiana's five high-growth, high-income job categories identified on Next Level Jobs: Advanced Manufacturing, Building & Construction, Health & Life Science, IT & Business Services, and Transportation & Logistics.

*b. Describe the process by which the applicant ensures, and/or plans to ensure, that IET programs are aligned with the employment demands of the communities in which they are offered.*

We ensure that our IET courses are aligned with the employment demands in our communities in two ways. First, the local adult education director for Monroe County Community Schools reviews each IET application from its subcontractors to validate that the

area of training is in demand according to the WIOA plan for Regions 7 or 8 as well as Indiana's flame rankings as described above. Secondly, we endeavor to have an employer partner in each IET training program when possible in order to connect adult learners with job opportunities.

*c. List the career pathways the applicant's proposed IET programs lead to.*



Career Pathways/Occupation Sectors	Proposed IET Programs
Advanced Manufacturing	Welder, Quality Assurance Technician, Automotive Maintenance & Light Repair, Computer Numeric Control
Health & Life Science	Certified Nurse Aide, Certified Clinical Medical Assistant, Home Health Aide
Information Technology & Business Services	Administrative Assistant, Microsoft Word, Microsoft Excel, QuickBooks, Google Suite
Education Services	Teacher Assistant, Child Development Associate
Accommodations & Food Services	<del>Security</del> Food Manager, Hospitality Careers
Retail Trade	Retail Industry Fundamentals
Transportation & Logistics	CDL-A
Building & Construction	Construction Trades, Electronics Systems Technician, Electrician's License, and Master Electrician License.



**Consideration XVI: Whether the integrated education and training services offered by the provider meets the requirements set forth in WIOA (29 USC §3174).**

**1. What specific occupation or occupational sector will applicant's proposed IET for PY2020 cover?**

Our proposed IETs for PY2020 and the occupation sectors they cover are listed in the table in Consideration XV above (Question 1, Part C).

**2. Describe the intensity and quality of the adult education and literacy component of current and proposed IET course(s).**

To maintain a high level of intensity, each IET class is designed to meet 9 to 12 hours per week for 9 weeks, for a total of 81 to 108 hours of instructional time. According to the guidelines of the publisher of the Test of Adult Basic Education (TABE), these hours represent more than a sufficient amount of class participation to make a measureable skill gain in literacy



# THE PROPOSAL

## 6. Use transition and sequencing words.

*3. Explain how the applicant intends to ensure that all eligible individuals who desire adult education and literacy activities will be served.*

As per Indiana Code 22-4.1-20, we will register individuals who are 16 years of age or older, not attending a K-12 school, and have a basic academic skill deficit into our adult education programs. In order to identify these eligible individuals, we will carry out the following activities. **First**, we will continue and expand our partnerships with community organizations who serve eligible individuals so we can cross-refer clients (e.g., libraries and literacy organizations, colleges and other post-secondary career training organizations, military recruiters, school corporations, probation and corrections officials, employers, WorkOne offices, housing authorities, and social service agencies). **Secondly**, we will enable individuals to self-identify their eligibility by making our adult education services known through various forms of media (e.g., print, online, and broadcast). **Finally**, we will conduct new student orientation activities that will identify participants' age, educational status, and basic skill strengths and deficiencies, and empower them to set appropriate education, training, and career goals.

# THE PROPOSAL

#### *4. Describe the applicant's outreach plan for PY2020.*

As part of our marketing and recruiting efforts in PY2020, we will distribute literature and announcements to family literacy programs, elementary schools, social service agencies, county community corrections departments, the Ivy Tech admissions department, and places of business patronized by our target and priority populations. Secondly, we will maintain social media presences through websites, Facebook, and Twitter accounts to make eligible individuals aware of adult education and training services. Thirdly, we will reach out to employers (identified below in Consideration XVII, Question 2) to partner with them for incumbent worker training. Finally, we will offer Integrated Education & Training classes to attract new individuals to adult education beyond the “traditional” population of those who need a high school credential or English language instruction only.

# THE PROPOSAL

c. *Describe the steps the applicant will take to increase the use of distance education in their program(s).*

To increase the use of distance education, we will take the following steps. First, we will acquire seats and licenses in instructional software products that can be used for distance learning (e.g., PLATO Edmentum, Burlington English, WIN). Secondly, we will train teachers in the use of those instructional software products, learning management systems (e.g., Canvas, Google Classroom), video conferencing platforms (e.g., Zoom), and in the proper documentation of student attendance hours in distance education. Thirdly, we will include an expectation of distance learning activities in student attendance policies. Finally, we will monitor teachers' use of distance education through observation and documentation on federal adult education performance reports.

# THE PROPOSAL

## 7. Follow the instructions for formatting.

### Application

All applications for the PY2020 AE grant submitted to DWD must:

1. Use 12-point font;
2. Be double spaced;
3. Not exceed thirty five (35) pages in length<sup>12</sup>;
4. Be submitted electronically; and
5. Include all of the following:
  - a. Part I: Program information and cover sheet **embedded in the narrative**<sup>13</sup>;
    - i. Allocations and funding request document (submitted separately);
  - b. Part II: Narrative:
    - i. Demonstrated effectiveness data template (submitted separately);
    - ii. GEPA plan (submitted separately and in .pdf or .doc format);
    - iii. Narrative response to IOODE distance education section if applicable (submitted separately in .pdf or .doc format)<sup>1415</sup>;
    - iv. The narrative responses to all considerations that apply to the applicant<sup>16</sup>;
  - c. ABE Partnership attachment<sup>17</sup> (submitted separately);
  - d. Subcontractor attachment if applicable (submitted separately);
  - e. Itemized budget attachment (submitted separately);
  - f. Signed assurances document (submitted separately); AND
  - g. Signed administrative cap waiver, if the applicant is requesting that more than five percent (5%) of the potential grant allocation be designated for administrative costs.

# THE PROPOSAL

## 8. Get a proofreader or two.



The class will consist of:

1. Targeted recruitment strategies. The adult education program will develop printed materials for distribution to the parents of Fairview Elementary School students. The principal, guidance counselor, social worker, and teachers of Fairview Elementary School will identify children who are lacking grade-level skills and invite their parents to participate in the adult education class.

2. Managed enrollment and orientation. The intake process will consist of an ice-breaker activity, overview of class attendance expectations, assessment of math, reading, and language skills on the Test of Adult Basic Education, and setting of goals on an Adult Learning Plan pertaining to the program's measurable outcomes described above.

3. Active learning strategies. Since adults typically value learning in a collaborative structure, each class session will consist of warm-up, introduction, presentation, individual practice, evaluation, and closure activities.

4. Technology. Students will be given a subscription PLATO Edmentum, an online remediation tool to use at home between class meetings.

5. Pre- and post-testing and follow-up. After every 40 hours of classroom instruction, students' skills will be assessed on a post-test using the TABE. The students' Adult Learning Plan will be updated in terms of goals achieved. The project will be conducted with 12 instructional hours each week per student for 30 weeks during the 2014-2015 school year. The particular timeline of activities is as follows:

June 2014: Employ the teacher and purchase instructional resources, and develop the curriculum.

# THE PROPOSAL

## 9. Submit the whole application by the deadline.

### Timeline

The below chart shows the timeline established by DWD for this RFA:

Event	Date
RFA Issued	Friday, February 14, 2020
RFA Questions Due	Monday, February 24, 2020
RFA FAQ Released	<del>Monday, March 2, 2020</del>
RFA/Grant Application Submission Deadline	Friday, March 27, 2020 5:00PM EST (GMT - 5)
Award Decisions Issued	Early May

### DWD Contact Information

<b>DWD Adult Education Grants Manager</b>	<b>Email</b>
Scott Mills	<a href="mailto:smills1@dwd.in.gov">smills1@dwd.in.gov</a>
<b>DWD Adult Education Grants Coordinator</b>	<b>Email</b>
Donna Lovelady	<a href="mailto:Dlovelady@dwd.in.gov">Dlovelady@dwd.in.gov</a>
Application and RFA Question Submission	
<a href="mailto:AdultEd@dwd.in.gov">AdultEd@dwd.in.gov</a>	

# THE BUDGET

The screenshot shows a web browser window with the URL [iaace.com/mentoring-goat/](https://iaace.com/mentoring-goat/). The page features the IAACE logo and a navigation menu with links for ABOUT US, BLOG, NEWSLETTER, MEMBERSHIP, ADVOCACY, CONFERENCE, and MORE... A video player is embedded in the main content area, displaying a video titled "Budgeting for your Adult Education Program with Rob Moore, IAAC...". The video player includes a "Watch later" button and a "Share" button. Below the video player, there is a "Watch on YouTube" button. On the right side of the page, there is a list of resources:

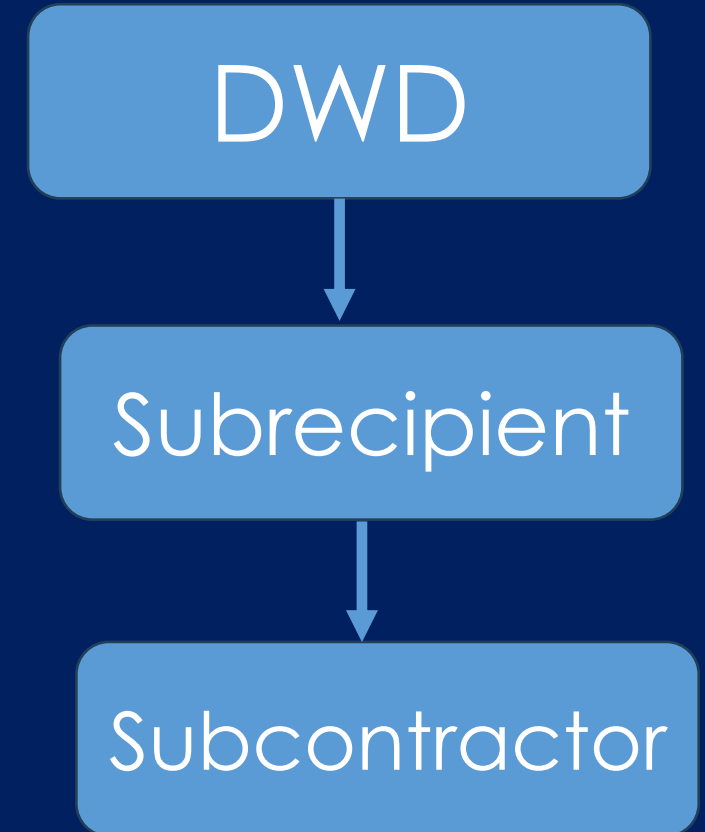
- Adult Education Fact Sheet
- Indiana Adult Learning Landscape
- Indiana Adult Education Providers
- Professional Development**
- Virtual Institute
- Fall Conference
- virtual.iaace.com platform
- Digital Skills Lab

<https://iaace.com/mentoring-goat/>



# A WORD ON SUBCONTRACTING

- Less than 80 students.
- Ways to subcontract: by geography, by service, by. . .
- Subcontractor's performance is your performance.
- Collaborate, guide, monitor, but don't govern.
- Identity
- Fiscal agent fee?
- Allocation
- Memorandum of Understanding





# WHAT TO DO STARTING **NOW**

- **Read the past Request for Application and start writing.**  
<http://amplifyae.org>
- **Get your demographic and economic data together.**
- **Read your regional workforce development plan.**  
<https://www.in.gov/dwd/compliance-policy/plans-resources/lp/>
- **Research adult education best practices.**  
<https://www.proliteracy.org/resources/>  
<https://lincs.ed.gov/>

**GO**



# ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

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Thank you  
Thank you  
Thank you

Rob Moore



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