



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

Adult Education and Workforce Development Statewide Webinar

June 13, 2018

Marilyn Pitzulo | Adult Education Staff

Department of Workforce Development | Indiana ADULT EDUCATION
10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204

AdultEd@dwd.in.gov





Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

“My Journey to Literacy”

Margaret

Mills

Indianapolis, Indiana



“I am the youngest child of eight siblings. As you can imagine, living in a household with eight children got pretty crazy at times. Money was tight but my parents worked hard.

“My father was the biggest **advocate** of education because he did not have a high school diploma. I enjoyed reading books throughout my elementary school years.”

Unfortunately, that **changed** when she went to middle school.

2017 INDY READS Student of the YEAR

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“The bullies made my middle school years as well as my high school years **UNBEARABLE.**”

“My Journey to Literacy”
Margaret
Mills

Indianapolis, Indiana



“My middle school peers began to bully me because my family was poor. I didn’t have the best clothes or shoes so I did look different than everyone else. It was then that my personality changed and the things I enjoyed, such as reading, went to the wayside.”

“What used to be a love for school turned into feelings of dread and depression.”

“I stopped attending school during my junior year of high school.”

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“Knowing how unhappy my parents would be that I quit school, I decided not to tell them.”

“My Journey to Literacy”
Margaret
Mills

Indianapolis, Indiana



“I got dressed every morning just like I was going to school – **but** I never attended classes. I hid in the bathroom and killed time during the school day by walking aimlessly around the school campus.”

“I went home and acted like it had just been another school day.”

“I was able to keep this deception up until my parents received a letter from school inquiring about the reason for my absences. Both of my parents were **devastated.**”



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INDY READS –

“Our mission is to promote and improve the literacy of adults and families in Central Indiana.”

“Make Indianapolis 100% Literate”

“My Journey to Literacy”

Margaret

Mills

Indianapolis, Indiana



“My Life Became
Extremely Tough.”

“I got pregnant at the age of 18 and had my first baby at 19. My parents were not happy and refused to help me raise the baby. Over the next 10 years I got married and had another child, got divorced, was fired from my job, and ended up having to move in with my parents.”

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“Finding a good (job) was extremely difficult because I did **not** have a high school diploma.”

“I ended up working for 13 years and was frustrated the entire time because I couldn’t accept better opportunities due to my lack of education. On a trip to the library to check out a book, I saw an advertisement for a (high school equivalency) program. I started the program at the young age of 58.”

Eventually she earned a high school equivalency.

“However, I was still not happy about my low reading ability (and) I began searching for reading tutors, which is how I learned about Indy Reads.”

“My Journey to Literacy”

Margaret

Mills

Indianapolis, Indiana





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“Starting the (Indy Reads) program was a real struggle but I have made great progress thanks to amazing volunteer tutors as well as instructors. It feels amazing to pick up a newspaper, magazine, book, the Bible, and even my own mail, and read and understand it!

“I am planning for a bright future as a **certified medical assistant** working at a family practice clinic.”

“Age is **just** a number so I won't let my 'young age' stop **me** from completing my goals!”

-Margaret Mills



MY FAMILY

“I want more for my children and grandchildren than I achieved myself.”

“I am proud to say that all of my children are high school graduates and my oldest grandson is . . . in college.”

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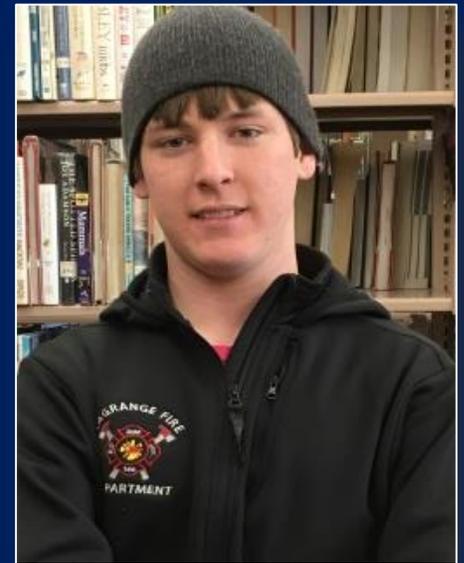
Jason Miller began adult education classes at Impact Institute's LaGrange class site in May 2016. Jason is a young Amish man who originally quit formal schooling after eighth grade to begin learning a family trade. Once Jason began ABE classes, he quickly realized that if he wanted to accomplish his goal of becoming an EMT, he would need to overcome some obstacles, not the least related to technology and academics.

"For me, the biggest challenge was probably learning just how to study. I haven't been in school in five years, so things like vocabulary and studying were hard."

Jason overcame these challenges and earned his HSE, and is well on his way to realizing his dream.

Jason Miller

LaGrange, Indiana



"I've got to know a lot of different words for training, and the adult ed classes really helped me with that."



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A portrait of Leslie Gibson, a woman with long, wavy blonde hair, wearing large, ornate earrings. She is looking directly at the camera with a slight smile.

Leslie

Gibson

New Albany, Indiana

“I am a single mother of an eight year old little girl, continuing my education is the most important goal I have set for myself.

“While I was enrolled at the classes at the (RVR) adult education center I was approached by a career coach from the WorkOne office. A week later I decided to call the career coach I had met; I came in the same day to meet with her. That week I was signing up for classes that **forever** changed my life. I was able to attend classes through youth services to gain better experience in the career field.”

“Entering into the RVR Region 10 adult education center has opened many doors in my life.”



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Leslie

Gibson

New Albany, Indiana

“I completed my classes, and then I was to be placed into an internship at a place of *my* choice as long as the employer of the company would agree.

“One week later I received a phone call, (and) I was being asked if I would like to come in for an interview for the WorkOne office. They were offering me to do my internship there, as an administrative assistant.”

“The best opportunity that I have received in a long time became a dramatic life changing experience for me.”

became a dramatic life changing experience for me.”



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STRENGTHEN YOUR
Skills
CULTIVATE YOUR
Career
DEVELOP YOUR
Potential



Leslie

Gibson

New Albany, Indiana



“Being on an internship has been an amazing attribute to my life. The experience along with the knowledge, and now knowing I can do anything I put my mind to has made me much more confident than I once was.

“Both the Region 10 adult education center and the WorkOne office have helped me grow into the woman and mother I wanted and needed to be.

“I now have the tools I need to grow in life, career wise and at home.”

WorkOne
Southern Indiana



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New NRS TABLES

PROGRAM YEAR **2018-19**

REPORTING ON OCTOBER 1, 2019

<https://nrsweb.org/>

Statewide Webinar

7.18.18

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

*National Reporting System for
Adult Education*

DECEMBER 2017

Division of Adult Education and Literacy
Office of Career, Technical, and Adult Education
U.S. Department of Education
Contract No. ED-VAE-15-O-8027



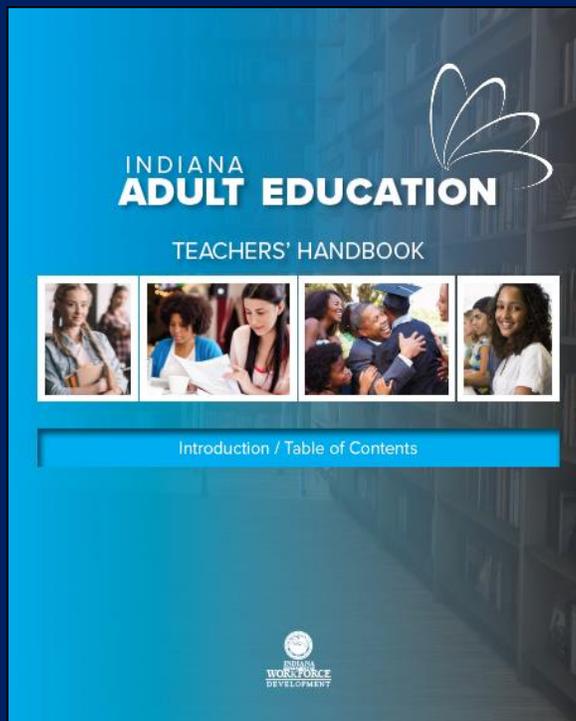
BEGINS
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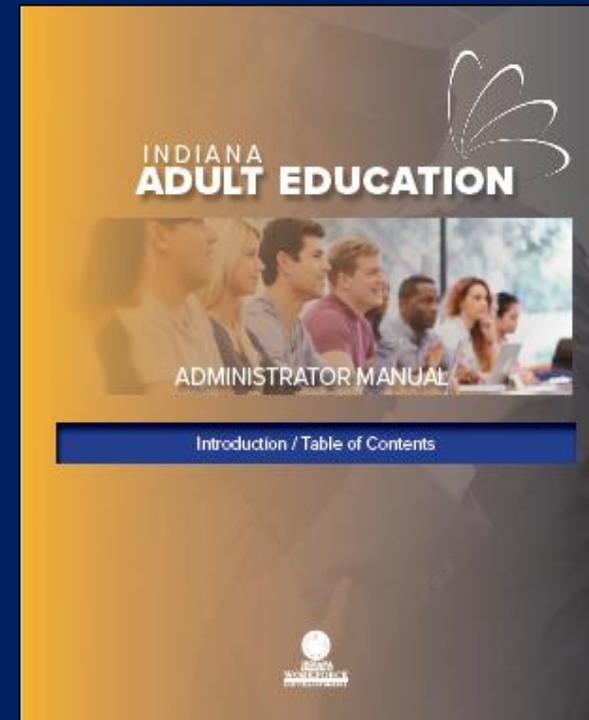
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Assessment Policy – July 1, 2018*
Distance Education Policy – July 1, 2018*
Data Policy – July 1, 2018*
HSE Honors Diploma – July 1, 2018*
Manuals – May 2018*

***Posted –
AmplifyAE.org**



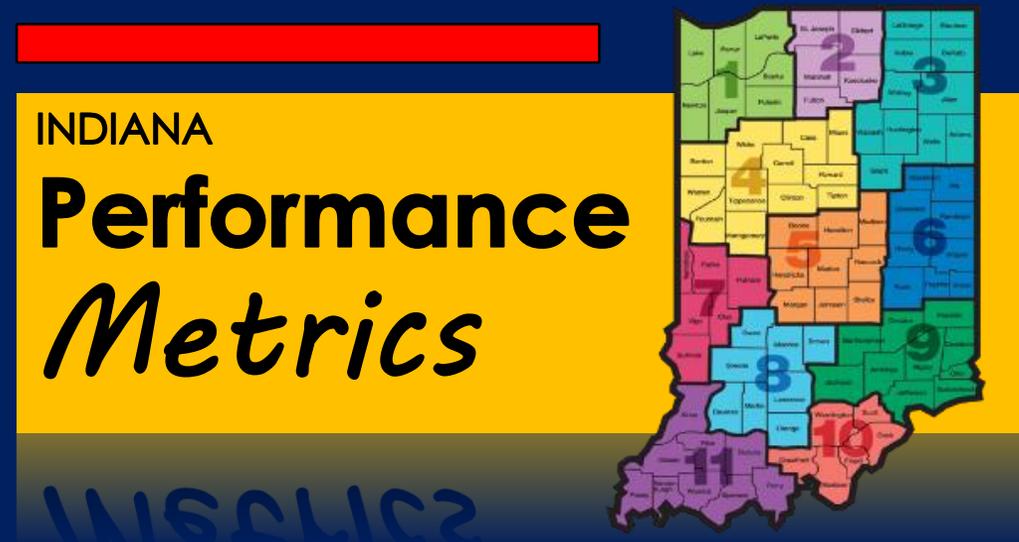


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How Are We Doing?

- #1 Basic Skills
- #2 High School Equivalency



NRS State Table 4 6-11-18

Date Printed: 6/11/2018 7:51 AM

Table 4 - Educational Gains and Attendance by Educational Functioning Level

School: All Programs

Term: 20172018

Audit Type: Calc and Manual

Enter the number of participants for each category listed, total attendance hours, and calculated percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Gain (D)	Number Attained HSE/Diploma (E)	Number Separated Before Gain (F)	Number Remaining Within Gain (G)	Percentage Achieve Gain (H)	Total Periods of Participation (I)	Total Periods With Measurable Gain (J)	Percentage of Periods With Measurable Gain (K)
ABE Level 1	280	25068	152	7	62	59	56.79%	296	170	57.43%
ABE Level 2	2628	252264	1384	80	683	481	55.71%	2898	1566	54.04%
ABE Level 3	5993	504381	2978	639	1414	962	60.35%	6281	3732	59.42%
ABE Level 4	6330	461039	2467	1550	1395	918	63.46%	6487	4083	62.94%
ABE Level 5	2715	161036	941	955	482	337	69.83%	2763	1925	69.67%
ABE Level 6	1944	98650	280	853	468	343	58.28%	1963	1143	58.23%
ABE Total	19890	1502438	8202	4084	4504	3100	61.77%	20688	12619	61%
ELL Level 1	2092	162250	1087	2	594	409	52.06%	2130	1101	51.69%
ELL Level 2	935	80608	573	1	239	122	61.39%	959	584	60.9%
ELL Level 3	1031	85040	605	1	257	168	58.78%	1040	608	58.46%
ELL Level 4	721	61425	427	1	192	101	59.36%	750	435	58%
ELL Level 5	503	33690	210	2	178	113	42.15%	513	212	41.33%
ELL Level 6	78	3229	21	0	45	12	26.92%	79	21	26.58%
ELL Total	5360	426242	2923	7	1505	925	54.66%	5471	2961	54.12%
Grand Total	25250	1928680	11125	4091	6009	4025	60.26%	26159	15580	59.56%



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MEASURABLE SKILL GAIN

Basic Skills Remediation

NRS Table 4

2017-2018

ABE 61.77%

ELL 54.66%

TOTAL 60.26%*

2016-2017

59.66%

50.81%

57.60%



60%
- Indiana Target

- Instructional

IMPACT

*Data as of 6.11.18



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#1 MEASURABLE SKILL GAIN

Basic Skills Remediation
NRS Table 4

ABE 61.77%

ELL 54.66%

60.26%

60%
- Indiana
Target



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Applause

Give Yourself a Hand
Celebrate

“This data is phenomenal!” – Dan DeVers

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Distance Education Measurable Skill Gains

Distance Ed

2016-2017

2017-2018

Data as of 6.11.18

6.30.17
2016-2017
NRS **Table 4C**
Column H
64.96%

6.11.18
2017-2018
NRS **Table 4C**
Column H
67.58%

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Distance Education Measurable Skill Gains

Distance Ed

2017-2018

ABE/ASE

ELL

6-11.18
2017-2018
ABE/ASE
NRS **Table 4C**
Column H
66.70%

6.11.18
2017-2018
ELL
NRS **Table 4C**
Column H
72.01%

Data as of 6.11.18



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How Can Indiana Still Improve?

Basic Skills Remediation

- Target Instruction
- Track Students
- Post-Test (Assessment Policy)
- Follow-up



Post-Test Through 6.30.18



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



How Are We Doing?

High School Equivalency

Pass Rate

77.21%*

2017-2018

75.55%

2016-2017

*Data of 6.11.18



INDIANA

Performance

Metrics



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TASC Summary All Indiana Examinees

2017-2018* 4,943
2016-2017 5,388

- **445**

*Data of 6.11.18

InTERS Summary All Enrolled Indiana Examinees

2017-2018* 4,091
2016-2017 4,870

- **779**



TEST
ASSESSING
SECONDARY
COMPLETION™



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No. Separated Before Gain

- ABE/ASE Levels 1-6 (22.64% Separated)
- ELL Levels 1-6 (28.07% Separated)

No. Remaining

- ABE/ASE Levels 1-6 (15.58% Remaining)
- ELL Levels 1-6 (17.25% Remaining)

6,009

No. Separated Before

GAIN

23.79%



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Focus Remaining

4,025 Students

1,598 ABE/ASE

Levels 4-6

4,025

15.94%

*Data as of 6.11.18



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Enrollment

2017-1018

2016-2017

25,250

26,993

- 1,743

Down

*Data as of 6.11.18

Federal Adult Education Enrollment

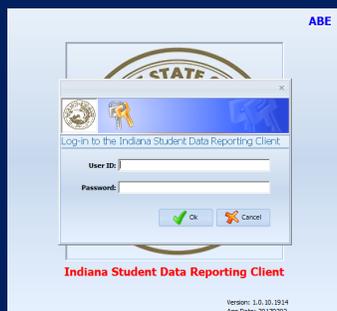
Down 4% 2015-2016

43 States Decreased – Ranging 1 to 20%



InTERS Errors

Clean up Data for Reports



Reason: Invalid Age	120
Reason: No ParSig	27
Reason: Race Missing	8
Reason: No App Date	97
Reason: No Entry Level	1893
Reason: Missing PreTest	1862
Reason: No Focus Subject	970
Reason: No Enroll Type	463
Reason: Not Enrolled	6247
Reason: No Prog Type	1857
Reason: Dup Enroll	51

*Data as of 6.11.2018



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YOUR To
Do LIST ...

Through
6.30.18
Start Today
Don't Delay



Clean Up InTERS Errors



POST-TEST 60% TARGET



Get Students Ready for the HSE



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Pete Yonkman

President, Cook Medical and Cook Group



COOK[®]

GROUP

“Approximately 5,000 adults in Monroe County alone do not hold a high school diploma, which is a baseline requirement for most jobs today,” said Pete Yonkman, president of Cook Medical and Cook Group. “Providing people the opportunity to earn this credential while working toward a full-time opportunity is good not only for the individuals who earn their diplomas, but also their families and the larger community surrounding them.”



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Neil Richmond

Owner & Chief Marketing Strategist

**We help you find
qualified students . . .**

so you can do what you do best – change lives!



Adult Education
MARKETING STRATEGIES

adulthoodmarketing.com

Mobile: [317.376.3535](tel:317.376.3535)

Meet Kim



Adult Education
MARKETING STRATEGIES

Meet Kim



Adult Education
MARKETING STRATEGIES

Meet Kim



Adult Education
MARKETING STRATEGIES

Houston, We Have a Problem!

There are potential students for your programs nearby and ready - they just **don't know you exist yet!**



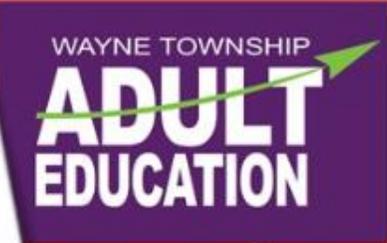
Adult Education
MARKETING STRATEGIES

Most programs have space
and teachers, but could
definitely use more students in
their classes!



Adult Education
MARKETING STRATEGIES

Neil Richmund



UNIQUE BLEND OF EDUCATION
AND MARKETING EXPERTISE.



You CANNOT **achieve your goals** without using some marketing strategies to **REINTRODUCE Adult Education to your community.**



CHALLENGE:

- Focus on **career training**
- While **not forgetting HSE and ELA**
- And **pre-qualifying students** so you are not shooting yourself in the foot





**R
I
P
E**



Re-introduce

Inform

Pre-qualify

Enroll



Re-introduce

I

P

E

Who are you now?

What can you do?

What are you NOT?



Adult Education
MARKETING STRATEGIES



R

Inform

P

E

**KNOW YOUR PROGRAM, and MAKE SURE
EVERYONE KNOWS IT!**

ALL STAKEHOLDERS...

ADULT ED PROGRAM:

Admin staff, Life coaches, teachers, paras, front desk personnel, etc.

COMMUNITY:

K-12 parents, areas of most need: section 8 housing, food pantries,
summer lunch programs, back to school supply drives, etc.



**KNOW YOUR PROGRAM, and MAKE SURE
EVERONE KNOWS IT!**

The key...

EASY ACCESS TO INFO AND SIGN-UP!

printable flyers, referral cards, business cards, social media, all pointing
back to a clear, concise, easy to understand

WEBSITE

that portrays YOUR unique offerings.



Adult Education
MARKETING STRATEGIES



R

I

Pre-qualify

E

CAUTION:

When you **REINTRODUCE** and **INFORM** the community about your program, it is essential that you have a **process** in place to handle the **number of people it will generate.**



Adult Education
MARKETING STRATEGIES

**HAVE A PROCESS IN PLACE TO MANAGE
THE STUDENTS WHO ARE INTERESTED.**

The key...

INFORMATION SESSIONS

It will give them a chance to get to know you...and
you to know them ...before there is a commitment!



**HAVE A PROCESS IN PLACE TO MANAGE
THE STUDENTS WHO ARE INTERESTED.**

The key...

EMPLOYABILITY EXPERIENCES

Walk students through a prequalification process that involves employability skills and REAL WORK on their part, learning about the career skills and opportunities available in their area of interest, and equipping them with the tools to make themselves hireable.



Adult Education
MARKETING STRATEGIES

HAVE A PROCESS IN PLACE TO MANAGE THE STUDENTS WHO ARE INTERESTED.

The key...

TESTING: LOCATOR and TABE

Be transparent about the qualifying TABE scores (and an alternate pathway for those who DON'T qualify), from the beginning. Let them know the process and the length of every test – and that you will walk through that WITH them!



HAVE A PROCESS IN PLACE TO MANAGE THE STUDENTS WHO ARE INTERESTED.

The key...

BARRIER-BUSTING

Have students meet with Life/Career Coaches to discuss any barriers that might stand in the way and how they can be broken down for success.

*This may end up filtering students into your HSE or ELL programs for remediation until the next round of career enrollment.





R

I

P

Enroll

By this time...

YOU know the students and THEY know YOU, which means they will be **enrolled** in the **MOST APPROPRIATE PROGRAM** and the students will be the **MOST QUALIFIED**.

The result:

BOOST IN ENROLLMENT

HSE • ELL • CAREER TRAINING





Not covering everything today –
staying high level!



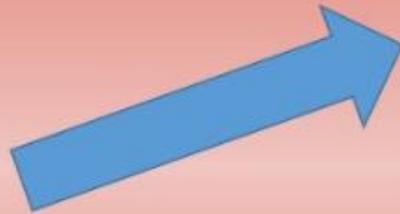
Adult Education
MARKETING STRATEGIES

Student stories...



Adult Education
MARKETING STRATEGIES

Betsy



Adult Education
MARKETING STRATEGIES

Kay & Katelyn

**HIGH SCHOOL
EQUIVALENCY**
INDIANA'S **NEW** TEST
TO REPLACE THE **GED**



**HIGH SCHOOL
EQUIVALENCY**
INDIANA'S **NEW** TEST
TO REPLACE THE **GED**



Scott

High School
Graduate
(just)



Adult Education
MARKETING STRATEGIES

Sandra



English



HIGH SCHOOL
EQUIVALENCY
INDIANA'S NEW TEST
TO REPLACE THE GED

ParaPro



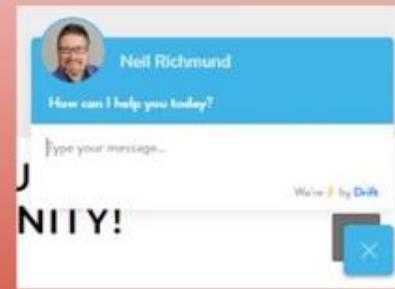
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MARKETING STRATEGIES

**Interested in seeing how you
could attract more students to
your program?**



Go to:
AdultEdMarketing.com

Book a call or Start a chat!





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Professional Development

NEXT

STEPS

Moving Forward

2018-2019

- ▶ Regionally Delivered Professional Development
- ▶ Locally Delivered Professional Development
- ▶ State Initiatives

Professional Development Team*

South – Nancy Karazsia

Central – Dan DeVers

North – Jose Torres

*Continue as Adult Education Coordinators (AECs)





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- ▶ 2018-2019 Adult Education Continuation Grant and Competitive Application (Request for Application)
- ▶ 2018-2019 Integrated English Literacy & Civic Education Grant Continuation Competitive Application (Request for Application)

DWD Adult Education Grants Manager

Scott Mills

smills1@dwd.in.gov





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Integrated Education & Training (IETs)

ADULT EDUCATION

IETS

Approved Through 5/10/2018

214

APPROVED PROGRAMS

15 IELCE APPROVED PROGRAMS

1,430

– TOTAL ENROLLED

INDIANA
ADULT EDUCATION 



IET AND IELCE OVERVIEW

IET program:

- Does the curriculum provide ABE activity throughout the entire course?
- Are the ABE activities aligned to the State's adult education content standards?
- Does the course train for an INDemand occupation(s) resulting with an occupation specific industry-recognized credential?

IELCE program (must have been awarded IELCE grant):

- Does the curriculum provide ELA and literacy activity throughout the entire course?
- Are the ELA and literacy activities aligned to the State's adult education content standards?
- Does the curriculum provide civic education including rights and responsibilities of citizenship, and civics participation training throughout the entire course?
- Does the course train for a basic occupational awareness certification?

Both IET and IELCE:

- Does the curriculum provide workforce training throughout the entire course?
- Does the curriculum provide workforce preparation throughout the entire course?
- Are the required components integrated and contextualized?
- Are the required components all trained and completed within a 14 week maximum and 40 hour minimum?
- Does the curriculum clearly, and in detail, define the activities to be completed for each component?
- Does the curriculum provide enough detail to allow one to get an understanding of the flow of each class?
- When applicable, does the course provide in class and hands-on learning methods?
- Is the intensity and quality of the course activities adequate to prepare the students for successful obtainment of HSE (when applicable), certification, and gainful employment within that occupation career pathway?



2017-2018 PROGRAM YEAR END

06/05/18



Statewide:

1,467 Total enrollment

383 Still enrolled

119 Dropped

965 Completed, 89%

836 Certified, 87%

***307 Employed, 37%**

- Invoices must be submitted 45 days after expiration of grant or when the grant closeout packet is submitted
- Please copy the WorkINdiana Team (WorkINdiana@dwd.in.gov) on your closeout packets
- Reminder: TANF grant expiration is 09.30.18

*Employment rate data is based upon most recent DWD employment data match and reflects individuals who have completed a WorkINdiana program and earned a certification.



2018-2019 PROGRAM YEAR RFA

- Award letters issued 6.8.18
- Grant collaborations in process
- WorkINdiana Professional Development training underway

Register at WorkINdiana@dwd.in.gov by 07/20/2018

Include attendee(s) name, position title, and training location

Attendees should be limited to the grantee's grant, fiscal, and data point of contact

North

07/31/18, 10a.m.-3p.m.

Elkhart Community Schools
2424 California Road
Elkhart, IN 46514

Central

08/03/18, 10a.m.-3p.m.

Wayne Township
1155 S. High School Road, Door 2
Indianapolis, IN 46241

South

08/02/18, 10a.m.-3p.m.

Vincennes University
Gibson County Center
8100 US Highway 41
Fort Branch, IN 47648



WORKINDIANA MISCELLANEOUS



TABE and WorkINdiana



WorkINdiana Videos



Jessica Gray

Email jgray1@dwd.in.gov

Cell (317) 503-1006





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InTERS

ADULT EDUCATION UPDATES, TRAININGS

Matt Crites

mcrites@dwd.in.gov

Brin Sisco

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ABE

Log-in to the Indiana Student Data Reporting Client

User ID:

Password:

Ok Cancel

Indiana Student Data Reporting Client

Version: 1.0.10.1914
App Date: 20170202

YOUTH INITIATIVES UPDATES

JAG Indiana
hits prestigious
5 of 5 award
in historic
fashion

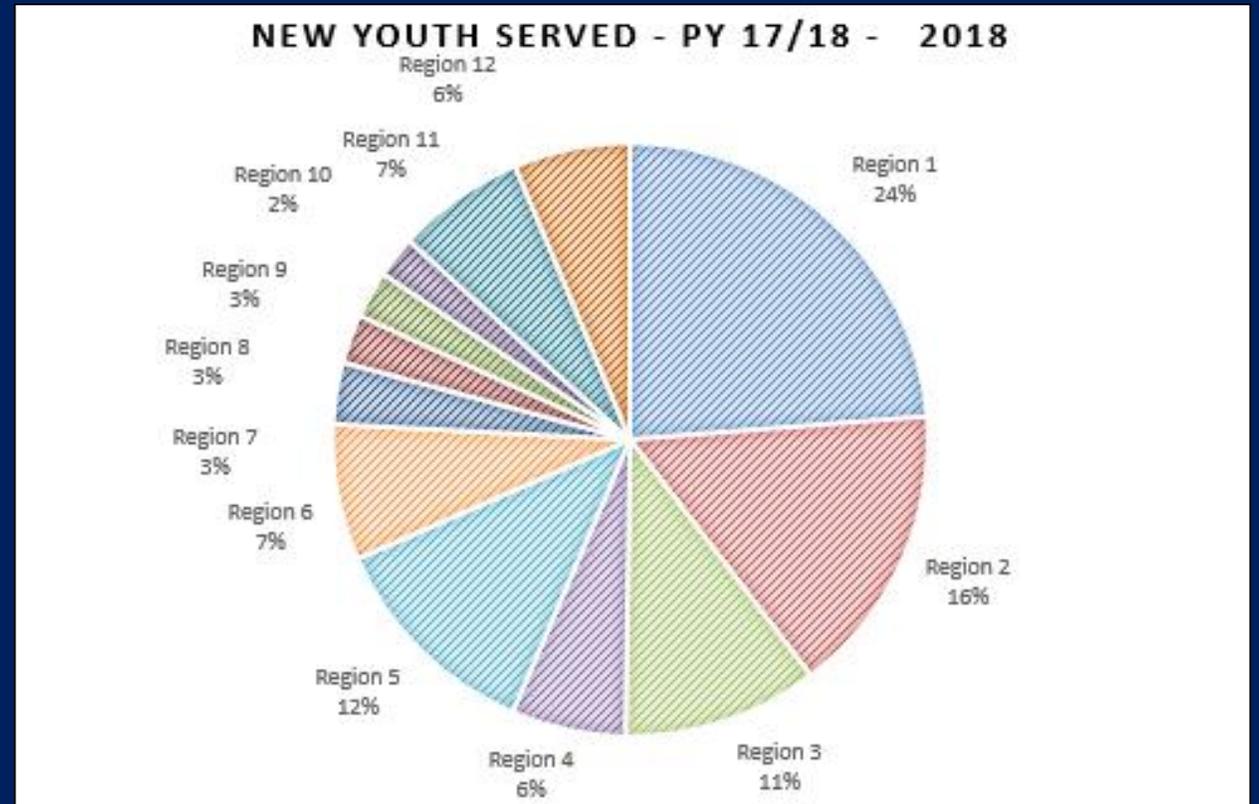


YOUTH INITIATIVES UPDATES

Young Adult Services Monthly Report Data from ICC

⚙️ There was an uptick in credentials attained last month, now with 16 percent of all youths on case loads having received a credential in the program year. This is up from 13 percent last month.

⚙️ Of the 2,736 youth participants added this PY, 863 or 31.5 percent entered the program as high school dropouts.





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Next Adult Education & Workforce Development Statewide Webinar

7.18.18

10 to 11:30 a.m. ET

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

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