



ABE Teaching & Learning Advancement System



Budgeting Guidelines for Adult Career Pathways (ACP) course development

In any adult career pathways program, adequate time should be planned and compensated for development of course curriculum by an ABE instructor. This document is intended to give those budgeting for curriculum development projects some guidance in the tasks, time, and accompanying compensation involved in this critical and complex work. *(Note: This document pertains primarily to courses delivered solely by ABE. A similar approach should be taken for an integrated instruction course, with an ABE and CTE instructor co-teaching, but may look a bit different.)*

A. Tasks

To ensure quality curriculum design, implementation, evaluation and documentation, time estimates should include the following:

- Meetings with content experts – employers, next-step course instructors, others; at beginning of process and occasional feedback loops throughout design process
- Review of career content materials – from employers, next-step courses, and/or other education and industry sources
- Review of existing ACP curricula to use or draw from
- Course design – prior to course delivery, as-you-go, or a combination
 - Establish course objectives, curriculum structure, and common “learning formats”
 - Develop contextualized materials, assessments, all other learning activities
- Set-up of any online platform for the course
- Evaluation and revision of curriculum after first-time delivery, and on regular basis as needed
- Organization/documentation of course materials to share with ABE field

B. Guidelines for estimating time

- Option 1: The ABE manager and instructor/curriculum writer use the list of tasks above and make a good-faith estimate of time required for each step for the given project. If this is a new approach, *estimate high*; course design almost always takes more time than we think! (Have the instructor log hours of actual work on each step of the curriculum work, and compare actual to estimates, to inform future budgeting.)
- Option 2: Establish a “formula” for setting curriculum design budgets, based on the number of hours of instruction for the course.
- Based on current best practice in the field, these formulas range from 0.5 hours per 1 hour of instruction (e.g., 30 hours of curriculum design for a 60-hour course) to 2 hours per 1 hour of instruction (e.g., 120 hours of curriculum design for a 60-hour course).
- Example - from Hubbs Center “bridge” curriculum writing:
Each 10-hour learning module will require 20 hours for development to be divided into the following areas:
 - *4 hours for module structure & learning formats*
 - *12 hours for contextualized materials*
 - *2 hours for refinement*
 - *2 hours for collaboration with content experts and project members*

C. Compensation rate

- The compensation rate in many cases will be based on a school district’s curriculum development rate as found in the teacher contract.
- If no teacher contract is relevant, a rate of \$25-\$50/hour is recommended.

D. Funding

Funding sources for Adult Career Pathways programming that can or may cover course design work:

SHORT TERM COMPETITIVE GRANTS

- IEL/CE Grants, MDE - <http://mnabe.org/abe-instruction/iel-civics>
- Partnership Program, DEED - <https://mn.gov/deed/business/financing-business/training-grant/partnership/> (MN State is typical training partner, but ABE can also be part of the collaboration)
- Pathways to Prosperity (P2P) Grants, DEED - <https://mn.gov/deed/programs-services/adult-career-pathways/grants/p2p/>
- Additional DEED grants to explore- <https://mn.gov/deed/programs-services/adult-career-pathways/grants/>

When writing a grant proposal:

- Ensure that the full number of hours estimated in B above are included in the grant proposal budget.
- If you are not sure whether curriculum development is allowed by the grantor, do inquire.

ABE FUNDS

- MN ABE Transitions funds - may be requested to create or modify an existing course curriculum from the ATLAS ACP curriculum library (or other source) to utilize in your program. Contact your Regional Transitions Coordinator.
- Consider pooling funds from several ABE consortia to compensate an instructor or an instructor team to produce a curriculum that could be used by all of the participating consortia.

ACP PARTNERS

- Explore funding sources that may be available through your ACP collaboration partners - employers, community-based organizations (CBOs), workforce centers or others.

In the long-term, the vision put forward in WIOA is that career pathway work become a key means through which WIOA partners together provide education, training and services using “regular”, ongoing funding, without dependence on external grants.