

Ohio Narrative Report 2011-2012

I. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

Ohio State Leadership funds were used in FY 2012 to continue the support of key systems that build the capacity of our local instructional programs and staff. The Ohio State Leadership projects are comprised of several entities; namely, the Resource Center Network (RCN) and The Ohio State University (OSU) Evaluation and Design Project. In addition, in January, 2012, a new ABLE state leadership position titled State Leadership Manager for Professional Development, was staffed full-time to provide oversight and direction for the state-wide ABLE professional development system.

- A. **The Resource Center Network (RCN)** is comprised of the state center, Ohio Literacy Resource Center (OLRC), located at Kent State University and four regional resource centers. The four regional centers are the Northeast ABLE Resource Center located at Euclid City Schools, the Central/Southeast ABLE Resource Center located at Ohio University, the Southwest ABLE Resource Center located at Sinclair Community College and the Northwest ABLE Resource Center located at Owens Community College.

The RCN has three goals: 1) to provide quality professional development, technical assistance and resources that assist local ABLE program staff to acquire and enhance the skills and knowledge reflect in the respective staff standards; 2) to support research , design and evaluation efforts related to the current and future needs of the ABLE professional development system; and 3) to provide leadership through innovation, collaboration, communication and advocacy.

1. The **Ohio Literacy Resource Center (OLRC)** provides the support for the ABLELink system, which is the statewide data management system. This support includes the maintenance of the database, technical assistance to programs and the creation of data reports for the State ABLE Program. The system was shifted from a desktop application to an online platform at the Ohio Board of Regents, which required collaboration throughout FY12 for appropriate programming and technical transition strategies by both agencies, OLRC and OBR. In addition, the staff of OLRC also assisted in developing the state annual performance report, statewide data match reports and desk review reports.

Further, OLRC supported several special initiatives such as the distance education project; revision of Eureka! Lesson plans to align with new content standards; creation of the new www.ohioable.org professional development website; and coordination of the annual Writers' Conference for adult learners. These projects support the State Plan by increasing accessibility and accountability of the ABLE system. For example:

- OLRC fielded over 1105 separate technical support tickets in FY 2012 from the local programs via phone, e-mail and text messages.
- 73 % of ABLER programs were involved in distance education this year.

2. The **ABLE Regional Resource Centers** support the continual development of a standards-based system and provide technical assistance, resources and training activities that strengthen student results as outlined in the State Plan. Several initiatives were supported, such as STAR; Teacher Effectiveness; Ohio Leadership Excellence Academy; Math Literacy and ESOL Healthcare Career Pathway. They also provide leadership to the Special Needs Task Force with particular attention to Universal Design. The impact of the initiatives to local programs has been offering quality instruction with well-trained instructors and improving student achievement. Some examples of the effects of these initiatives are:

- Instructional program staff registered for 4,241 professional development opportunities in the categories listed below:
 - Webinars: 272
 - Self-Directed: 1460
 - In-Person: 2509
- Ohio maintained its involvement in the *STAR* project, led by the Southwest ABLER Resource Center. A *STAR* strategic plan was created to convene focus groups of *STAR*-trained teachers to discuss future professional development. The Center also supported the state-wide Technology Initiative.
- The Central/Southeast ABLER Resource Center continued support of the FY11 Ohio Initiative for Persons with Learning Disabilities training 154 staff in the areas of best practices for serving adults with special learning needs. The Resource Center also developed a plan to contract with psychological facilities to provide LD testing throughout Ohio at minimal or no cost to ABLER students.
- The Northeast ABLER Resource Center provided training specific to ESOL transitions; assisted in the coordination of the ESOL Healthcare initiative; and continued to enhance ESOL assessment opportunities through state-wide trainings of TABE CLAS-E and BEST Plus assessments.
- The Northwest ABLER Resource Center completed a training pilot with the National Career Awareness Project (NCAP). The Center also provided new trainings for instructional programs in the area of Understanding and Engaging Under-Resourced students and follow up Investigations training to identify supports for adult students.
- All four Resource Centers collaborated with local program technology point staff to revise Level 1 ABLER staff standards to requirement additional competencies when using technology in the classroom.
- The Resource Center Network increased innovative uses of technology infused instruction; use of Kindles for adult e-book clubs; smart boards, etc.

- Additionally, the Network developed a Moodle site to house trainings for easy access and used technology to support learning communities through study circles for sustained professional development.

B. **The Ohio State University Evaluation and Design Project** enhanced the capacity of the ABLE system by conducting evaluations of the system's components and by developing resources and processes to support state-level initiatives.

Examples of the impact of the project are:

- The report, *A Professional Development Evaluation Framework for the Ohio ABLE*, focused on the development of a professional development evaluation system was presented at the annual COABE conference in the Spring.
- The certificate and certifications database provided a resource for the programs to use when conducting career goal-setting with students.
- The product, *Policies to Practice*, provided new best practices with regard to lesson plan content and classroom activities.

II. Describe any significant findings from the Ohio Board of Regents' evaluation of the effectiveness of the adult education and literacy activities based on the Core Indicators of Performance.

A. Highlights from the Achievements of the Core Indicators of Performance

1. Overall enrollment and retention

Category	FY 2011	FY 2012	+/- difference between FY 2011 and FY 2012
Enrollment	41,692	39,877	-1,815
Retention Rate	81%	80%	-1
Overall Completion rate*	65.4%	66.5%	+1.1
Total hours of Attendance	2,385,483	2,283,704	-101,779
Average number of hours per student	57.22	57.27	+0.05

Ohio ABLE's FY 2012 total cumulative enrollment was 39,877 students. This was a 4.4% decrease from our FY 2011 cumulative enrollment of 41,692 students. ABLE programs numbered 67, down from 68 the previous year. The overall student retention rate was above the state target of 75% at 81%.

Persistence was also evident in the relatively unchanged average hours of annual attendance per student, 57.22 (2011) vs. 57.25 (2012). The overall completion rate also increased from 65.4% to 67%, an increase of 1.6%.

2. Learner Gain/Progress:

In reviewing learner gains for FY 2012, it is important to compare the results in two ways. First, comparing the actual FY 2012 results to the actual FY 2011 results, Ohio exceeded the prior year's actual performance in all but two of the previous year's levels. Second, in comparing the actual FY 2012 results with the negotiated FY 2012 minimums, **Ohio met or exceeded ten of twelve FY 2012 EFL CIP targets.**

Educational Functioning Level	Actual FY 2011	Actual FY 2012	Difference between FY 2011 and FY 2012 Actual	FY 2012 MPL Min. Performance Level	Difference between FY 2012 Min and FY 2012 Actual
Beginning Literacy	67	71	+4	64	+7
Beginning Basic Education	62	63	+1	59	+4
Low Intermediate Basic	63	66	+3	61	+5
High Intermediate Basic	63	64	+1	59	+5
Low Adult Secondary	74	75	+1	70	+5
High Adult Secondary	82	82	0	85	-3
Beginning ESOL Literacy	59	66	+7	58	+8
Low Beginning ESOL	69	74	+5	70	+4
High Beginning ESOL	72	72	0	72	0
Low Intermediate ESOL	68	67	-1	69	-2
High Intermediate ESOL	74	68	-6	64	+4
Advanced ESOL	62	63	+1	61	+2

3. Follow-up Goals

The core follow-up outcome performance data was:

Follow-Up Outcome	Actual FY 2011	Actual FY 2012	Difference between FY 2011 and FY 2012 Actual	FY 2012 MPL Min. Performance Level	Difference between FY 2012 Min and FY 2012 Actual
Employment	90	93	+3	93	0
Employment Retention	68	62	-6	54	+8
Placement in PSET	98	99	+1	95	+4
Completion of GED	94	91	-3	90	+1
Family Literacy – Increased School Activities	93	90	-3	80	+10
Family Literacy – Increased literacy activities	83	94	+11	85	+9

Ohio met or exceeded all four approved FY 2012 CIP NRS follow-up targets.

B. Additional Monitoring Opportunities

The Ohio Board of Regents State ABLE Program has provided additional opportunities for both the ABLE state staff and the local program staff to monitor the achievements of the programs. Two activities used to monitor programs' achievements are the annual desk review and the local on-site review.

1. **Desk Reviews** - The Ohio Board of Regents ABLE Program annually tracks the achievement of each local ABLE program by monitoring core indicators of performance and other accountability elements. The information includes ABLELink data and compliance data tracked by the State ABLE Program.

Some of the prominent features of the desk review are:

- Reporting programs' outcomes for the Core Indicators of Performance and comparing them to the state's approved measures.
- Ensuring that students are pre- and post-tested as evidenced by test administration data recorded in ABLELink.
- Setting goals that more accurately address the needs of students thus reducing the data reported on the Annual Performance Report (APR) Table 13 (achievements but not listed as student goals) and increasing the data reported on other tables such as Table 5 (achievements listed as student goals).
- Ensuring the data is consistent with the components of the grant which establishes a process for identifying programs that need assistance.
- Establishing criteria for potentially awarding incentive funds.

There were two classifications for FY 2011: Acceptable or Not Acceptable. As the State ABLE Program moves to a more formal performance-based funding formula, the desk review results will be one of the factors used.

FY 2011 Desk Review results were issued during the spring of 2012 as follows:

Ratings	Number of Programs
Acceptable	61
Not Acceptable	7
Total	68

Ninety percent of the 68 ABLE programs received a rating of Acceptable.

2. **On-Site Reviews** - The Local ABLE Program Review Instrument consists of four content areas. The content areas are: 1) Administration; 2) Local Program Data Certification Verification; 3) Staff Development; and 4) Student Experience Model. The main contexts for the program accountability are; the Indicators of Program Quality, the Local Program Certification Checklist, the Ohio Performance Accountability System (OPAS) Checklist and the Standards-Based Education Implementation Rubric.

The instrument provides the policy and process statements under review for the content area. The rating process requires the rater to indicate if the local program has implemented

a specific policy or process. In addition, there are opportunities to record specific issues related to a past local program review and to note strengths while conducting the current review. A final report citing Noteworthy Practices, Findings and Recommendations is sent to the district following the review. Any area with a finding must be responded to with a corrective action plan. Responses to the recommendations for program improvement are optional.

During FY 2012, 12 programs received on-site reviews which represent approximately 18% of the local programs. In general, the programs reviewed were operating effective programs with some improvement needed in the areas of maintaining up-to-date information on students, evaluating staff and increasing collaboration opportunities in the local community.

III. Describe how the Ohio Board of Regents has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the Board of Regents is being represented on the Local Workforce Investment Board(s), adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.

On February 9, 2012, Governor John Kasich signed Executive Order 2012-02K which established the Office of Workforce Transformation and the Governor's Executive Workforce Board (GEWB) which is the WIA-mandated state workforce investment board. The GEWB will use a three-pronged approach to better integrate workforce programs including adult education across the state:

- Forecast the needs of the business community;
- Streamline delivery and services of workforce programs; and
- Implement performance measurements for the workforce system.

The Office of Workforce Transformation (OWT) was created to accomplish the goals and objectives of the GEWB, and to align workforce policies, programs, and resources across state government agencies including the Ohio Board of Regents. These state cabinet agencies are represented on the GEWB via the participation of an OWT representative. WIA Title II programs are further represented through the inclusion of the Superintendent of Pickaway Ross Career and Technology Center (which manages numerous adult programs across the region) on the board.

Local ABLE administrators were directly represented on many local workforce investment boards. One of the criteria for grant approval of local ABLE programs is an identification of collaborations with local workforce development partners including but not limited to One-Stop systems. These relationships are described in detail in their grant applications. All ABLE programs have the capacity to collaborate with local workforce development partners and One-Stops, offering approved component services of Basic Literacy, GED Preparation, ESOL, Transitions, Workplace Literacy and Family Literacy.

In FY 2012, Ohio was organized into 20 statewide areas in order to address the Workforce Investment Act of 1998. These areas adhered to criteria for local Workforce Investment Areas and Boards and had direct WIA Title II program representation on the boards. All One-Stop centers in Ohio had local ABL/Title II program services accessible to their customers as part of their menu of services. Ohio's One-Stop system has branded itself under one umbrella, "Ohio Means Jobs". For more information about Ohio's One-Stop delivery system, visit the website <http://www.jfs.ohio.gov/owd/JobSeekers/index.stm>.

Through a negotiation process, the local One-Stops developed a Memorandum of Understanding that, among many other things, spelled out each partner's fair share cost. Twenty-eight local WIA Title II ABL programs paid cash contributions of **\$ 91,499** to support One-Stop administrative and operational costs. These funds did not include additional activities and services normally provided by the ABL programs in local One-Stops.

A. Integration Activities

The integration of services between other ABL programs was supported by several initiatives. Two key initiatives were Distance Education and the Developmental Education Initiative (DEI).

1. Ohio's ABL programs are offered a **Distance Education** option. Four ABL programs were authorized to serve as distance "hubs" during FY 2012, meaning that they could offer distance education to their own students and to students referred to them from other ABL programs. Three of the hubs were approved to provide ABE instruction, one was authorized to provide ESOL instruction only, and one was authorized to provide both ABE and ESOL instruction. In addition, thirteen (13) programs were approved to provide a "program only" distance option, meaning that they could offer distance instruction to their own students but not to students from other programs. Thirty-six (36) ABL programs served as referring partners. All total, 49 programs of 67 (73%) were involved in distance education.
2. During FY 2012, Ohio continued as one of five states selected to take part in the **Developmental Education Initiative** (DEI), a national effort funded by the Bill and Melinda Gates Foundation and the Lumina Educational Foundation. The focus of the three-year initiative is to improve academic success for students who aspire to a postsecondary credential but who need to improve their academic skills to become college ready. One aspect of Ohio's DEI project is a pilot project to encourage the development and implementation of formal agreements between ABL programs and colleges. The main goal of the pilot is to better align remedial services particularly to students who would need to enroll in multiple developmental education courses. Such partnerships involve colleges referring students who score below a certain point to ABL for instruction. All 23 Ohio community colleges had a partnership agreement with one or more ABL programs in FY 2012.

Outcomes of the pilot included the identification of best practices for

establishing and implementing college-ABLE partnerships; a determination of which instructional and support agreement features appear most successful in preparing students to return to post secondary; and a recommendation for a referral point to be used by colleges to determine that students could be better served by ABLE.

The Ohio Board of Regents is committed to further strengthening the partnerships between ABLE, Adult Workforce Education (AWE) and community college/branch campuses within the University System of Ohio. This is evidenced by the Ohio Board of Regents' *10-year Strategic Plan for Higher Education, 2008-2017* and several other initiatives such as the Ohio Shifting Gears Initiative and the ABLE Bridges to Work Grants.

1. The **Shifting Gears Initiative**, in its final year of implementation, continued to focus on building a comprehensive understanding of how ABLE, AWE and higher education entities work together to support students through assessment and advising. The focus areas were:

- How students enter the institutions.
- How they are assessed and advised.
- The thresholds for entry and referrals amongst the collaborative partners.
- What tools are used.

Five regional pilots continued to address the above areas collaboratively. Five additional pilots focused on AWE-community college concurrent enrollment. A final report is due in the coming months.

2. During FY 2012, the State ABLE Program implemented a partnership grant that reflected the priority goal of increasing integration of services between ABLE and Adult Workforce Education (AWE) programs. Fourteen **Bridges to Work Mini-Grants** were awarded, a total of \$277,486, to facilitate joint planning between both provider groups to identify instructional strategies and support systems that enhanced a student's capacity for advancement in an adult career pathway and to establish partnerships with the adult career-technical programs.

Goal: To engage in a locally-driven collaborative process to identify, plan and implement policies and practices that blend ABLE and AWE teaching and learning and result in more students obtaining workforce credentials.

Pilot Objectives:

- To enhance the collaborative practices between ABLE and AWE that enable more students to complete credentials that address data-driven regional workforce needs.
- To create sustainable bridge program(s) that lead to industry-recognized, marketable, postsecondary credentials.
- To engage in joint planning between ABLE and AWE that results in processes that result in more effective and efficient transition processes. Grant funds must support efforts that result in tangible, sustainable improvement. For example funds may be used to support processes such as planned curricular development, professional development, capacity building and restructuring existing resources (ex. career advising, assessment, transition support).

- To establish common intake processes and procedures that efficiently refer and transition low- skilled adults to career technical programs through innovative assessment, advising and enrollment processes.
- To jointly develop accelerated, integrated and contextualized curriculum and instruction including research- based strategies such as team teaching and CTE contextualized learning that lead to sector-based certificates. Partnerships will identify how both partners will engage in the development process.
- To identify measures of shared student and program outcomes as well as the evaluation of program effectiveness.

Measures of Success:

Success of the planning grant will be measured by the integrated and changed processes by which students enter and advance through success in both ABLE and AWE. Consider these questions in planning:

- What processes and procedures in ABLE and AWE will be changed as a result of the planning grant?
- How will changes identified in the planning grant be implemented and sustained?
- How will these changed processes and procedures increase student success and credential attainment?

A final report is available upon request.

IV. Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

The purpose of the English Literacy and Civics Education (EL/Civics) Grant program in FY 2012 was to support instructional projects that demonstrate effective practices in providing and increasing access to English Literacy programs linked to citizenship and civics education.

EL/Civics funds have increased services to the ESOL population in Ohio. It has enabled 19 programs to provide instruction based on language acquisition in the context of civics education.

State Fiscal Year	FY 2009	FY 2010	FY 2011	FY 2012
Enrollment	2522	2550(+28)	2671(+121)	3061 (+390)
Persistence (avg. hrs. student)	63	79(+16)	80(+1)	78(-2)

Enrollment increased by 390 students in FY 2012. The average annual attendance was 78 hours, a slight decrease from last year's average of 80 hours per student. The funded programs have expanded technology and delivery options. In FY 2012, EL/Civics funds supported a career pathway course, *English for Healthcare Professionals*, to two large urban programs. In addition to career pathways, EL/Civics programs have developed and/or implemented a wide variety of government, health, financial and school-related instruction. These activities have empowered students with not only English instruction, but also the

necessary skills and understanding to become active participants in their communities, country and government. Teachers discussed the importance of community involvement and were more conscientious about tracking this measure. EL/Civics students increased their involvement in community activities by volunteering in agencies such as schools, senior and civic centers, food pantries, churches and hospitals. In addition, programs continue to bring the community to the classroom by having community members speak on a variety of issues such as health, finances, jobs, immigration and safety.

The EL/Civics State Leadership funds helped to support trainings, develop resources and maintain communication with the EL/Civics grantees. In FY 2012, the leadership funds provided key resources for the EL/Civics Grantees such as:

- EL/Civics online course technical assistance
- USCIS civics and citizenship workshops
- EL/Civics Lesson Plans from grantees online
- Technical assistance for *English for Healthcare Professionals*

V. Summary

In FY 2012, Ohio's State ABLE Program demonstrated significant achievements of the Ohio ABLE delivery system and continued to hold the State ABLE Program and local grantees accountable for continuous improvement.

Governance of the State ABLE Program through the Ohio Board of Regents continues to provide opportunities to be an important part of the University System of Ohio, building the state's capacity to increase students' foundation skills, access to postsecondary education and/or training and employment. As students build their career credentials, more opportunities will be available to them to earn a living wage, provide for their families and the economic prosperity of the state as a whole will be enhanced.