1. **State Leadership Funds** (AEFLA Section 223)
    (a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

    - *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

Ohio state leadership funds were used in program year 2015-2016 to facilitate a culture of sustained learning and to provide evidence-based, high quality professional development with the goal of enhancing the adult education system as a core partner in Ohio's Combined State Plan. Funds supported the Professional Development Network (PDN), comprised of three entities collaborating together: The Ohio State University (OSU), Kent State University (KSU) and the Ohio Department of Higher Education (DHE) state ABLE office. In addition, state leadership funds were used to contract with national content experts to assist with WIOA implementation. All state leadership activities were directly supervised by the AELFA State Director in order to ensure state leadership activities, including development of career pathways, aligned with activities identified in the Combined State Plan.

    - *Establishment or operation of a high quality professional development programs as described in section 223(1)(b).*

Ohio used Professional Development standards and Practitioner standards to design PD and the Ohio ABLE Evaluation Framework to collect data on participant satisfaction, learning gains and behavior changes related to PD. PD activities emphasized research-based features for effective PD such as longer term, job embedded activities with opportunities for participation and application of new skills.

In addition to the PDN, which consists of highly qualified trainers, researchers, and content experts through OSU and KSU, Ohio contracted with other highly reputable adult education services like the Center for Applied Linguistics (CAL) and LINCS for professional development. Trainings were provided via multi-venue learning experiences, i.e. face-to-face, extended, blended, online synchronous and asynchronous, with a goal of improving the instruction of local adult education and literacy activities. State leadership funds supported the Ohio Leadership Excellence Academy (OLEA) which is a national training that builds the capacity of the local program administrators. Program year 2015-2016 was the second year of Ohio's fourth cohort of the two-year training with 11 local   administrators completing. To date, approximately 55% of Ohio's current ABLE administrators have completed OLEA.

Professional Development PY2015

Row Labels	# attending	total contact hours	average contact hours
Accountability	190	336	2
Assessment	391	1612	4
Culture	17	43.5	3
Curriculum	13	39	3
Distance education	154	341.5	2
ESOL	152	406	3
GED	21	87	4
General interest	242	1812	7
Instructional strategies	49	256	5
Math	60	999	17
New to ABLE	544	1710	3
Program management	140	886.25	6
Reading	21	105	5
Special needs	154	725	5
Standards	37	37	1
Technology	74	354	5
Transitions	12	29	2
Workplace literacy	12	60	5
(blank)			
Grand Total	**2284**	**9838.25**	**4**

- *Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*

In order to increase program effectiveness and meet the obligations of a one-stop partner, technical assistance was offered in several ways:

(1) Only research-based programmatic and instructional practices were disseminated to the field including WIOA implementation webinars from state staff participation at OCTAE and NRS trainings, Teaching Adults to Read, Adult Numeracy Initiative, ESOL in the Workplace, and Distance Education 101. Technical assistance was offered through the PDN hotline, email, and instant messenger. The PDN responded to well over 1,000 technical assistance requests in program year 2015-16. In addition, the PDN provided technical assistance through various email distribution lists such as Ohiolit, ESOL list, and GED® list.

(2) State staff modeled OCTAE staff regarding relationship-building with core partners. Core partners presented at the ABLE Administrators' Meeting and the Adult Education conference. In turn, ABLE staff participated in disability trainings offered by VocRehab and WIOA webinars offered by DOL. More work is to be done among partners, but we have a good start as we all

have the same goal of streamlining the workforce system in order to provide Ohioans access to employment, education and training.

(3) Training and technical assistance was provided face-to-face and online to all ABLE staff regarding technology use. Ohio ABLE instituted Technology Standards six years ago for all ABLE practitioners. In PY15, all staff were required to meet level 2 technology standards. In addition, teachers were required, per a grant assurance, to use technology in the classroom to enhance instruction. Students were also required, through a grant assurance, to have access to technology in the classroom. All providers were required to offer distance education. Data entry staff were required to complete training on using the statewide data management system before they were provided access for their program. All of these technology requirements were established years ago and will continue in order to increasingly improve learner and program efficiencies.

- *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*

The monitoring and evaluation of the quality of education in ABLE was primarily monitored by state ABLE office staff with support from the Kent State University data management team (ABLELink). State staff directly monitored local providers and provided data management technical assistance via a Program Improvement Consultation Plan (PICP). The PICP is a prescriptive continuous improvement tool designed to assist local program administrators as they examine data and select and implement strategies and action steps for program improvement. The state staff monitored the progress of the local programs' professional development and data via the PICP. PICP check-ins with the program administrator and state staff were completed quarterly, either in person, phone, or web meeting.

The state office and PD providers used a variety of methods to ensure information about evidence-based practices and promising models were disseminated to eligible providers and practitioners. These included:

- Sharing promising practices at local program visits and on-site reviews
- Sending a weekly electronic digest with information about training opportunities and quality resources
- Presenting webinars and/or sessions at state and regional conferences showcasing promising practices
- Utilizing peer trainers, web-chats, and facilitated practitioner discussion listservs

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

Additional permissible activities include the PDN Library and the Teacher Resource Center. The library lends classroom (e.g., low-level readers) and professional materials (e.g., research on student motivation). During program year 2015-16, 550 items were checked out of the library. The Teacher Resource Center, an online searchable database, provides over 1,000 instructional supports for teachers and over 100 standards-aligned lessons.

2. Performance Data Analyses

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Highlights from the Achievements of the Core Indicators of Performance

Overall enrollment and retention

Category	SFY 2015	SFY 2016	+/- difference between SFY 2015 and SFY 2016
Enrollment	**29,751**	**29,548**	-203
Distance Education	**2369**	**3198**	+ 829
Total Hours of Attendance	**1,848,444**	**1,873,598**	+25,154
Average Number of Hours per Student	**62.13**	**63.4**	+1.27

PY2015-16 saw the smallest decrease in enrollment Ohio ABLE has experienced since the rollout of the GED®2014 test three years ago. Enrollment leveled off in PY2015 and is on the rise. A highlight in Ohio ABLE is that more students participated in distance education, an increase of 35% from the previous year. With more students participating in blended learning, instructional hours increased. Students' overall persistence in the program is almost 20 hours more per student for those engaged in distance education than those attending class only.

Learner Gain/Progress – EFLs met

PY13	PY14	PY15
2 of 12	7 of 12	9 of 12

PY2015-16 showed another year of increase in the number of EFLs met. These increases in student achievement are attributed to more thorough and more frequent monitoring of program data from the state staff and developing PICPs to address the data quarterly in a personalized meeting. The state staffs' roles have shifted from an emphasis on compliance to more emphasis on technical assistance.

Follow-up Goals

Follow-Up Outcome	Actual % PY13	Actual % PY14	Actual % PY15	% Difference between PY 2014 and PY 2015 Actual
Employment	40	40	44	+4
Employment Retention	62	72	73	+1
Placement in PSET	25	23	21	-2
Obtained Secondary Diploma	64	92	76	-16

The Ohio Department of Higher Education State ABLE Program provided multiple opportunities for both the ABLE state staff and the local program staff to assess and monitor the achievements of the programs based on the core indicators of performance.

(1) One activity used to monitor programs' achievement is the local On-Site Review. The Local ABLE Program Review Instrument consists of four content areas: Administration, Local Program Data Certification Verification, Staff Development, and Student Experience Model. The main contexts for the program accountability are: the Indicators of Program Quality, the Local Program Data Certification Checklist, the Ohio Performance Accountability System (OPAS) Checklist and the Standards-Based Education Implementation Rubric. A final report citing Noteworthy Practices, Findings, and Recommendations was sent to the district following the review. Any area with a finding or recommendation must be responded to with a corrective action plan. The corrective actions were examined and then verified as completed by the state staff. During program year 2015, fourteen programs received on-site reviews which represented approximately 25% of the local programs.

2) Another way the local programs were monitored was via the local Desk Review which measures the core indicators of performance and some additional state measures. The Desk Review was useful in providing direction for local program administrators to use in their continuous improvement efforts and for the Ohio Department of Higher Education to improve local program and state system outcomes. The Desk Review was tied directly to the PICP which was monitored between state staff and ABLE administrators throughout the year; therefore, there are no surprises when the high-stakes Desk Review is sent. At the local level, the data had been

discussed and improvement strategies implemented throughout the year leading up to the Desk Review. All programs receive a Desk Review in the spring following the end of the fiscal year. The last Desk Review was completed for PY14. DHE is completing anticipates the PY15 Desk Reviews to be released spring 2017.

3. **Integration with One-stop Partners**

   Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

   The Ohio ABLE program was involved in several initiatives with One-Stop partners. These activities were with other ABLE programs as well as other entities such as the Governor's Office of Workforce Transformation and the One-Stop system. The Office of Workforce Transformation, the entity that oversees the coordination and implementation of the Combined State Plan, has prioritized its work with three strategic goals that drive workforce in Ohio: identify businesses most urgent job needs; align the skills needs of employers with the training offerings of the education system; and reform Ohio's workforce delivery system.

   The integration of services was supported by local MOUs between ABLE programs and Ohio technical centers (OTC) and community colleges (CC). Many of the MOUs with OTCs were for the ABLE program to teach career readiness courses that involved contextualized basic skills such as reading, writing and mathematics for specific career clusters. The MOUs between the ABLE programs and the CC were to provide lower level developmental academic skills to better prepare the students for transition into postsecondary education.

   All one-stops, called OhioMeansJobs Centers, had local ABLE/Title II program services accessible to their customers as part of their menu of services. In PY15, local workforce development boards were only getting organized under WIOA at the end of the year. Local ABLE administrators were directly represented on many local boards or committees, although much more work is to be done in the coming year as local boards develop their local plans.

   Through a negotiation process, the local OhioMeansJobs Centers developed a Memorandum of Understanding that, among many other things, spelled out each partner's fair share cost. In program year 2015-16 26 local Title II ABLE programs paid cash contributions totaling **$87,577.00** to support the OhioMeansJobs Centers administrative and operational costs. These funds did not include additional activities and services normally provided by the ABLE programs in local OhioMeansJobs Centers.

4. **Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

  Ohio did not have a competition for Section 243 funds in PY2015-16. Ohio requires all ESL programs to provide civics education under 231 funds. In PY2015 all ESL providers received 243 funds and some programs offered the integrated education and training but not all. As PY16 is a transition year with WIOA implementation, the state office has been providing training about IET services in order to distribute section 243 funds in the PY2017 grant. PY2016 will be a continuation for current grantees because the timeline for the local plans did not allow for an AEFLA competition application to be reviewed and aligned to the local plans. Ohio will use PY2016 to continue training the field about IET and career pathways and current local providers can request section 243 funds in PY17 to provide IELCE programs in combination with integrated education and training activities.

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*

  As stated above, Ohio is learning about and training local providers on the requirements of using Section 243 funds. We want to do it right and are taking precautions in PY17 to allocate 243 funds only to those providers who write a plan for how they will meet all of the requirements of 243 funds. Currently all ESL providers are providing literacy, English language acquisition, and civics education but not all are offering integrated education and training activities. In PY17 we will use 243 funds only for those providers who have a plan to combine integrated education and training in their ESL classes.

- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals;*

  Some ABLE providers are combining IELCE/IET although they may not be meeting all of the specific requirements. For example, *English for Healthcare Professionals* is a good example of a course that provides literacy, ELA, and civics education in combination with integrated education and training activities. This course is designed for healthcare professionals with degrees and credentials in their native countries who are seeking to gain healthcare employment in the U.S. Any English language learner is welcome to take the course. One of the main lessons learned from this class was that students were not aware of career pathways and some cultures were not receptive to the idea of starting at a lower paying job in the healthcare field and working oneself up the ladder to a highly-skilled job. Understanding career pathways and employment opportunities along a continuum was critical in order to lead to economic self-sufficiency.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results.*

As local WDB plans are developed in PY16, there will be better integration of IELCE program activities with the local workforce system. For example, from the Healthcare course we learned from student surveys that students wanted more help with job searches, resume writing, and apprenticeship opportunities. PY16 and 17 will be the time to strengthen IELCE programs by pulling together all of the assets that each workforce partner can contribute to student success in an IELCE program.

Regarding performance results, 72% of the 148 total Healthcare students completed an ESL educational functioning level, exceeding the statewide ESL level completion of 60%. As substantiated by adult education research, having students work together in a cohort with common goals and contextualized career-based curriculum likely contributed to the students' academic success. Twenty-nine percent (29%) obtained employment, below the state average of 40%. Five percent (5%) entered postsecondary education, substantially below the state average of 23%. One of the significant barriers this cohort faced was not being able to qualify for financial aid since many already had advanced degrees. Performance data helps us continuously develop the program so that each cohort experiences increased success in their education and employment goals.

5. **Adult Education Standards**

    If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

    Ohio made the decision in early 2014 to adopt the College and Career Readiness (CCR) standards. Starting July 1, 2014, Ohio ABLE programs were expected to begin implementing the ABE/ASE English Language Arts and Literacy (ELA/Literacy) and Mathematics standards. After attending the CCR standards workshops offered by OCTAE, the PDN staff developed several documents aligning the CCR standards, Common Core, and Ohio's content standards for the local practitioners. These documents are available at https://www.ohiohighered.org/able/reference.

- *Optional – Describe implementation efforts, challenges, and any lessons learned*

    Ohio used State Leadership funds to implement the CCR Standards two years ago. With the help of the PDN, we held teacher academies prior to introducing the materials. The following year we expanded on the previous year's academies. These trainings focused on standards-based lesson planning and strategies for active and differentiated instruction. Now moving into year three with CCR implementation, most Ohio ABLE programs are utilizing the standards. Our goal for PY17 is to align our current ESL standards with the new English Proficiency Standards for Adult Education.

6. **Programs for Corrections Education and the Education of Other Institutionalized Individuals** (AEFLA Section 225)

    What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

    Ohio's recidivism rate, the rate at which inmates return to prison over a span of three years, was 27.5%. (Ohio Department of Rehabilitation and Corrections 2015 Annual Report)