Adult Basic and Literacy Education

Overview and Guidance for

Adult Basic and Literacy Education Instructional Grant

Fiscal Year 2011

Submission Deadline
May 21, 2010

The Chancellor of the Ohio Board of Regents
30 E. Broad Street, 36th Floor
Columbus, Ohio 43215
Background

Ohio Adult Basic and Literacy Education (ABLE) is a program within the Division of Academic Affairs and System Integration under the Chancellor of the Ohio Board of Regents. A Key Strategy in the Chancellor’s Strategic Plan for Higher Education is the development of a network of adult education programs focused on helping adults become college ready. The ABLE network will offer adults a variety of options – on and off college campuses – and in a variety of formats – including online or distance learning. The ABLE path to college assists in expanding opportunities, adding convenience and helping adult students save real dollars.

Source: Strategic Plan for Higher Education: 2008-2017, Ohio Board of Regents

Purpose of the Grant

To achieve the goals mentioned above, the Chancellor of the Ohio Board of Regents (the Chancellor) announces the availability of the continuation of state and federal funds for the provision of adult basic and literacy education services.

Adult Basic and Literacy Education (ABLE) instructional funds are authorized to serve adults who have less than a twelfth grade education or its functional equivalent and who are beyond the age of compulsory school attendance (age 18 in Ohio). Grantees will maintain a strong commitment to serving individuals who are most in need of adult education services, including those who are low-income, disabled or have minimal literacy skills.

For purposes of this program, the term direct instructional services means basic educational services and activities designed to increase an adult’s ability to read, write and speak in the English language, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

Subject to confirmation and receipt of the federal grant award for Adult Education and Family Literacy, Title II, Workforce Investment Act (PL 105-220), and state General Revenue Fund appropriations, Fiscal Year 2011 funds are planned for use during the July 1, 2010-June 30, 2011 project period.
 Eligible Applicants and Students

Eligible fiscal agents include all currently funded Adult Basic and Literacy Education (ABLE) Instructional and EL/Civics programs. This requirement applies at the direct award level.

Applicants shall be willing to serve all eligible students. Pursuant to Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act of 1998, eligible students are those individuals who live or work in Ohio and who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law (18 in Ohio); and who
  - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
  - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education;
  - or
  - are unable to speak, read, or write the English language.

*See the ABLE Student Eligibility Policy http://uso.edu/able/.

Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, the applicant shall not discriminate on the basis of gender, race, color, age, and/or national origin in its adult education and literacy programs, activities, employment, or admission policies and practices. All grantees must meet assurances that address serving adults with special needs, including learning disabilities. Programs will complete an on-line Learning Disability Policy and Planning Guide that addresses twelve (12) policy statements. This program guide will be updated annually, if needed. For more information, go to http://www.ouliteracycenter.org/ld-guide/login.php

Preparing the Application

Applications must be submitted in CCIP or as e-mail attachments. Use the Grant Checklist found in Appendix F to ensure you have completed all required sections of the application.
The submitted application consists of three main sections.

Section A: Planning Tool (in CCIP)
Section B: Funding Application (in CCIP)
Section C: Grant Addendum (to be e-mailed).

**Section A: Planning Tool**

The District/Agency Plan in the Planning Tool (PT) side is composed of the following parts:
- A needs assessment for the district/agency [*Note: This is different from the needs assessment in the Funding Application (FA).]*
- Goals and fiscal resources
- Strategies
- Action steps, descriptions and program relationships

**Starting the Plan**

The district/agency plan from the previous fiscal year is brought forward and serves as the starting point for the FY 2011 grant. To initiate this process, the following steps should be followed:

1. Log in to the CCIP and go to the CCIP Home page
2. Click on your agency
3. Click on Plan in the menu bar
4. Click on “Create a copy of your 2010 District/Agency Plan for Fiscal Year 2010.” [*NOTE: Check with your district/agency administration before conducting this step. An individual within the district/agency may have been assigned the responsibility for starting the FY 2011 Plan.*]
5. A confirmation screen will appear. When “confirm” is selected, the FY 2010 Plan is brought forward to serve as a starting point for the district/agency’s FY 2011 Plan. **At this point no further changes can be made in the FY 2010 Plan. It is essentially archived.**

6. The next screen will show the 2011 Plan as active.

7. There also will be a link, “Make Active Plan Public”. **DO NOT CLICK THIS LINK.** If you do so, the 2011 Plan will be available to the public to view as it is being revised. If a particular grant requires public input as it is being developed, the plan may need to be made public. But ABLE does not have that requirement, so do **not** activate the link.

8. Open the Plan by clicking on the “District/Agency” link.

When you return to work in the Planning Tool, make sure that the Plan year indicates 2011.

**Needs Assessment**

The Needs Assessment section of the Plan requires that districts/agencies address the areas that need to be improved based on the Decision Framework from the Ohio Department of Education. The Needs Assessment applies to the total district/agency and not just to ABLE. Therefore, ABLE personnel do not need to respond to the Needs
Assessment in the Planning Tool, even if the ABLE program is a community-based program.

**Goals and Fiscal Resources**

The Adult Basic and Literacy Education and EL/Civics goal should already be in your district/agency plan since it was added last year. You do **NOT** add the goal again. You **MUST**, however, add an amount to your Fiscal Resource for FY 2011.

**To add an amount to the Fiscal Resource for FY 2011:**
1. Click on the Plus sign (+) in front of the Adult Basic and Literacy Education and EL/Civics link.
2. Click on the Plus sign (+) before Fiscal Resource.
3. Click on the ABLE Instructional Link.
4. Enter the tentative allocation for FY 2011.

5. Click “SAVE”.

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**Update Fiscal Resource**

- **Funding Application**: ABLE Instructional
- **Grant**: ABLE Instructional
- **Notes**

**Enter Amounts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>865,602</td>
</tr>
<tr>
<td>2010</td>
<td>900,000</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
</tr>
</tbody>
</table>
Strategies

The strategies for the ABLE Instructional and EL/Civics grants for FY 2011 have not changed from the strategies utilized last year in FY 2010. They are:

Strategy 1: Improve basic skills performance and General Educational Development (GED) attainment of Adult Basic Education (ABE)/Adult Secondary Education (ASE) students.

Strategy 2: Improve listening, speaking, reading and writing skills of English for Speakers of other Languages (ESOL) students.

Strategy 3: Assist students to obtain and retain employment and to transition to postsecondary education/training.

Strategy 4: Increase parental involvement in children’s education and literacy activities. (Family Literacy)

Strategy 5: Improve job-related basic skills through providing Workplace Literacy.

Strategy 6: Improve basic skills for criminal offenders in correctional institutions. This section should only be completed by the applicants requesting funding for corrections services. (Corrections Education)

Strategy 7: Provide a distance education option. (Distance Education Component)

The strategies that you have entered last year will still be in the Plan. Directions for deleting or creating a strategy are as follows:

- **If you need to delete a strategy**, click the trash can icon before the strategy. The strategy and all action steps associated with it will be deleted.

- **If you want to add a strategy**, click on the Create Strategy link. Strategies are no longer in a drop down menu so they must be typed in. For the Strategy Title, use the strategy number. For the Strategy Description, use the definition of the strategy as shown above.
**Action Steps**

The FY 2011 Action Steps are the same as those for FY 2010, but the descriptions for them must be updated. All of the Action Steps may be found in this Guidance in Appendix D. An ABLE program must enter and respond to action steps for each strategy from Strategy 1 through 3 unless exempted from Strategy 2.

**To edit an Action Step:**
1. Click on the Plus sign (+) in front of the pertinent strategy.
2. The strategy will expand and show the Action Steps underneath.
3. Click on the Action Step.
4. Make the changes in the Action Step description.
5. Click on Save.

**To add an Action Step:**
1. Click on the Create Action Step Link.
2. Type in the Action Step title and description.
3. Click on Save.
4. Then click on Plus Sign (+) before the newly created Action Step.
5. Create the Grant relationship.
6. Click on Save.

**Next Step**

Once all the strategies and action steps have been completed go to the Funding Application.

**Section B: Funding Application**

The Funding Application is connected to the Planning Tool in two ways.
- The two sides of CCIP are connected through the *fiscal resource*. A dollar amount is recorded for the ABLE goal in the Plan. That amount should equal the total budget amount on the Funding Application.
- The action steps are linked to the Funding Application through the “Action Step/Program Relationship.” When the Funding Application is printed, action steps and their descriptions are also printed.
Getting to the Funding Application

To access the Funding Application portion of the CCIP, see the steps below and the illustrations that follow.

1. Go to the CCIP Login in page;
2. Provide your Safe Account information and click on “sign in”
3. Click on your organization name
4. Click on the arrow in the date box and select “2011” and click
5. Click on “ABLE” (Note: The ABLE Instructional and EL/Civics grants will be available on.)
6. Change status from “Not Started” to “Draft Started”
7. Click on “ABLE Instructional”

Components of the Funding Application

The ABLE Instructional grant Funding Application is composed of the following parts:

- Budget grid
- Needs assessment with
  - questions requiring the input of data
  - check boxes for noting past, current and proposed ABLE program components
- Questions requesting information about integration into the district/agency’s continuous improvement plan, partnerships, evaluation, additional/ discontinuation of program components, capacity to implement, professional development, transition, and assurances.
- Link to your district/agency Plan and the goal, strategies and action steps pertaining to your Funding Application.

Please Note: The action steps linked from your Plan cannot be changed from the Funding Application. They may, however, be edited from the Planning Tool.

In addition to the electronic application submitted via the CCIP, an ABLE Instructional Grant Addendum must be received by 5:00 p.m. on May 21, 2010.

The Budget Grid

The project budget grid will reflect your proposed project costs. For the Object and Purpose Codes, please refer to Appendix E of this document. In addition to the budget
grid, **you must complete the budget narrative**, which is not in the CCIP Funding Application, but is one of the forms in the ABLE Grant Addendum. (See “Doc Library” in the left-hand menu on the CCIP.)

**SPECIAL NOTE:** Please include funds up to $400 in Purchased Services to cover registration costs for the Fall 2010 and Spring 2011 ABLE Directors’ Meetings.

**General Budget Guidelines**
- All costs should be rounded to the nearest whole dollar.
- Not less than 85 percent of allocated funds shall be expended for providing direct instructional services and activities.
- Not more than 15 percent shall be used for non-instructional services and activities including planning, administration, personnel development and interagency coordination, except as indicated in the Special Rule below.

**Needs Assessment**

The Needs Assessment section in the ABLE Funding Application requests information that substantiates the need for ABLE services. The data includes information for the county or counties served.

- **If you serve more than one county and a percentage is requested, provide an average for the counties served.**

- **If a number is requested, provide the total for the counties served.**

**If you are proposing to remove or add a program component,** explain the changes later in this application in the “Continuation” question.

**Other Funding Application Questions**

The responses to these questions address how ABLE services are coordinated with the ABLE program’s fiscal agency and the other partners.

**Goal, Strategies and Action Steps**

The action steps in the district/agency Plan are automatically liked to this part of the Funding Application. **Please Note:** the action steps linked from your Plan cannot be
changed from the Funding Application side of the application. Changes can only be made from the Planning Tool.

**Submitting the Grant**

**Before you change the application status, read and respond appropriately to messages that appear in the “Validate” column.** Click on the Message link to read them. If a “Message” appears, click on it and you will be taken to the location that needs correction.

- An “Error” message prevents the application from going forward until the correction is made.
- A “Warning” notes an important point that will not prohibit submission but these should be checked.

**Note Process**

When the Funding Application is ready to be submitted, the status of the application should be changed to “Draft Completed”.

- After “Draft Completed” is confirmed, an automatic email goes to the treasurer/fiscal officer saying that the ABLE Instructional grant awaits approval.
- The treasurer/fiscal officer must log into the ABLE Funding Application and approve or reject the grant.
- When the treasurer/fiscal officer approves the grant, an email goes to the superintendent/authorized agency representative, who must log in and change the status to “Authorized Representative Approved” or reject it.

Note only after all of these steps are completed will the grant actually be submitted in CCIP.

**Printing the Application**

It is a good idea to print the application not only after you have completed it, but also after each session in which you add information. To print the application:

1. Go to the Sections page in the Funding Application.
2. Click on the Print link next to “ABLE Instructional.”
The Review Process and the History of the Grant

Information about the status of the application may be obtained by clicking the “View History Log” link. Specific comments relating to the application and any requested modifications can be added by OBR staff and LEA authorized users.

Section C: Grant Addendum

Part A: General Information

Pages one and two of the grant addendum provide general information for the grant. All sections must be completed since this part serves as a source for contact information during the application process and grant period. Names, addresses, telephone and fax numbers with area codes, and e-mail addresses must be provided for the agency superintendent, CEO/president, treasurer or fiscal contact, and the individual who will be the grant contact person.

In addition to contact information for the individuals referenced above, applicants must provide the following information:

- Agency IRN number (Internal Retrieval Number)
- Federal Tax ID number (Employer Identification Number or EIN)
- Congressional district(s) served
- County of the Fiscal Agent
- The first date of instruction
- The last date of instruction
- The amount of funds requested

The applicant also needs to include the Service Option from the FY 2010 grant,
identification of the Economic Development Region (EDR) of the fiscal agent, the EDR(s) to be served, the counties to be served, and a list of the partnering agencies.

**Part B: Enrollment Trends and Projections**

Information about the number of students that have been provided adult basic and literacy education service in the past two fiscal years and in the current fiscal year must be reported in the table titled Enrollment Trends and Projections. Applicants are also asked to project the number of students who will be served during the FY 2011 grant year. If no students are to be served within a particular category, a “0” should be placed in the appropriate box.

ABLE programs must utilize data from past Annual Performance Reports (APR’s) and their current ABLELink data to complete the appropriate columns of the chart.

**Part C: Budget Narrative**

In the Budget Narrative, provide detailed information about proposed expenditures for each cell (NOTE: Details are not needed in the Budget Narrative for the salary item, since additional information is requested in the Personnel Page.) The information provided should give the reader a clear understanding of how the proposed dollars for each Object and Purpose Code will be used and allow the reader to determine the appropriateness of the expenditure.

**Part D: Program Personnel**

The Program Personnel Table asks for a variety of information about all individuals paid from ABLE or other funds on the grant for FY 2011.

<table>
<thead>
<tr>
<th>Position/Title</th>
<th>Enter the title of the person on the grant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>Enter the last name of the person on the grant. <em>If the person has not been identified, enter “To be named later.”</em></td>
</tr>
<tr>
<td>First Name</td>
<td>Enter the first name of the person on the grant.</td>
</tr>
<tr>
<td>Educational Level Attained</td>
<td>For named individuals, enter the highest educational level obtained.</td>
</tr>
<tr>
<td>Credentials Held</td>
<td>For named individuals, indicate the relevant credentials held. For individuals not yet identified, provide credential expectations.</td>
</tr>
<tr>
<td># years of Adult</td>
<td>Enter the years of adult education experience the staff</td>
</tr>
</tbody>
</table>
### Educational Experience

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Indicate the number of hours per week the staff member will devote to ABLE.</th>
</tr>
</thead>
<tbody>
<tr>
<td># hours/weeks</td>
<td>Enter the number of weeks per year the staff member will be employed</td>
</tr>
<tr>
<td>#weeks/year</td>
<td>Indicate in dollars and cents the Hourly Wage of the Staff member.</td>
</tr>
<tr>
<td>Hourly Wage</td>
<td>Indicate the dollar amount from this grant that will support the staff member’s salary. (This total should agree with the salaries total of the budget.)</td>
</tr>
<tr>
<td>Amount from ABLE</td>
<td>If the staff is receiving funding from any other source indicate that in this column.</td>
</tr>
<tr>
<td>Amount from other sources</td>
<td>Place the total percentage of the staff member salary that is paid from ABLE funds.</td>
</tr>
<tr>
<td>% from ABLE</td>
<td></td>
</tr>
</tbody>
</table>

### Part E: Instructional Sites Page

This page provides details about where and when ABLE instruction will be provided and the nature of the classes offered. In addition, the table asked Applicants to estimate the cost of providing instruction for each class. Note: Transitions activities should be embedded in all ABLE classes. For the Instructional Site Page, Column G only identify a class as offering Transitions if this is the priority of this class. For example, an ABE class using contextualized curricula for career pathways would be listed in Column G as ABE and TR.

### Appendix A: Map that identifies the locations of any new sites for FY 2011

Please attach as Appendix A maps that identify the location of any new sites for FY 2011.

### Technology and Reporting Requirements

The Applicant agency is responsible for providing continued technical support to the ABLE program as needed to ensure security of information, computer access for staff and students, and completion of state and federal grant requirements.

Computer equipment purchased with grant funds must meet minimum technology standards. These can be found in Appendix C of this document.
The applicant shall adhere to all grant data collection and reporting requirements as described in the Assurances and the current Ohio ABLE Performance Accountability System Manual. Reporting requirements for approved programs will include Quarterly and Annual Performance Reports and other reports as needed. Approval of plans and budget for selected projects beyond this grant will be contingent upon, but not limited to, the submission of complete, timely, and accurate reports. In addition, the applicant shall have a designated computer for reporting through ABLELink, the Ohio ABLE information management system.

**Fiscal**

Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIA Title II grant program.

The grantee will repay any funds that have been finally determined through federal or state audit resolution processes to have been questioned or disallowed costs or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government(s).

The applicant shall retain all records of financial transactions and accounts relating to this grant for a period of five (5) years and shall make such records available for inspection and audit by the Chancellor’s ABLE staff members or an authorized representative of the Chancellor.

**A maximum** of 15 percent of the total allocation may be used for administrative purposes. (State requirement) The 15 percent cap for Administrative costs include any and all administrative costs from the other agencies in the partnership/consortium.
Facilities

Fiscal agents shall ensure that:

- All instructional facilities and services shall be in compliance with the Americans with Disabilities Act of 1990.
- All facilities shall have appropriate exterior and interior signage clearly identifying the adult education programs. (State Requirement)
- All students have a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained with adequate space and equipment. Adult education centers should be in locations that are easily accessible and have adequate parking and/or access to public transportation. If it is determined through a site visit that a facility does not meet requirements, the fiscal agent may be asked to relocate the service to a more appropriate location or correct deficiencies. (State Requirement)

Additional information can be found in the Ohio ABLE Indicators of Program Quality at http://uso.edu/able/.

Legal

The applicant understands that if its application is accepted by the Chancellor, it will be considered an approved contract with the Chancellor.

The applicant agrees to comply with all applicable federal, state, and local laws in the conduct of the work hereunder.

The Chancellor reserves the right to fund any application in full or in part, to request additional information to assist in the review process, to require new applications from interested parties, to reject any or all applications responding to this announcement, or to re-issue the announcement if it is determined that it is in the best interests of the State of Ohio. Issuing this announcement does not bind the State to making an award. The Chancellor’s staff administers the program. The Chancellor reserves the right to adjust the dates for this announcement for whatever reasons are deemed appropriate. The Chancellor reserves the right to waive any infractions made by an applicant.

All costs incurred in preparation of an application shall be borne by the applicant institutions including lead applicants and collaborating partners. Application preparation costs are not recoverable under an award. The State of Ohio shall not contribute in any way to recovering the costs of application preparation.
The funding decisions of the Chancellor are final. All lead applicants will be notified in writing whether their application(s) meet the requirements specified in the announcement and, therefore, whether their proposals will be reviewed by the Chancellor for funding consideration. Lead applicants also will be notified of the outcome of their application(s) at the conclusion of the review process.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Chancellor’s knowledge, the information provided is accurate. However, the Chancellor does not warrant such accuracy, and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The Chancellor retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these terms.

**Submitting the Application**

The Chancellor asks agencies interested in renewing the Instructional Grant funding to complete the application and submit the required documents in CCIP and the Grant Addendum by e-mail. The application must be received by Jeff Gove, Acting State ABLE Director at 30 E. Broad St., 36th floor, Columbus, Ohio 43215, by May 21, 2010 at 5:00 PM EST.

If you do not receive email notification of receipt of your application materials within three days of submission, please contact Sharon Brannon at SBrannon@regents.state.oh.us or at 614-466-5015.
Appendices
Attached with this grant document are three appendices with valuable resources for the grant.

**APPENDIX A: FY 2010 Minimum Performance Levels**

This document provides the minimum performance levels for each of the national and state indicators of performance.

**APPENDIX B: FY 2011 ABLE Transitions Framework**

This document is a framework constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. The framework has two primary categories. The instructional service category addresses the gaps in knowledge and skills needed for success. The support service category addresses: building an awareness of what training and work options available; learning how to set goals; providing advising services; and providing other comprehensive services needed.

**APPENDIX C: FY 2011 Technology Requirements**

This document provides the technology requirements for the information management system that supports the data collection for all ABLE programs in Ohio.
APPENDIX A

Minimum Performance Levels

FY 2010
## ABLE Minimum Performance Level Targets

<table>
<thead>
<tr>
<th>Core Indicator of Performance</th>
<th>FY 10 Level Completion/Goal Attainment Target</th>
<th>FY 11* Level Completion/Goal Attainment Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ABE Literacy</td>
<td>61%</td>
<td>*</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>57%</td>
<td>*</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>61%</td>
<td>*</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>59%</td>
<td>*</td>
</tr>
<tr>
<td>Low ASE</td>
<td>68%</td>
<td>*</td>
</tr>
<tr>
<td>High ASE</td>
<td>78%</td>
<td>*</td>
</tr>
<tr>
<td>Beginning ESL Literacy</td>
<td>60%</td>
<td>*</td>
</tr>
<tr>
<td>Low Beginning ESL</td>
<td>72%</td>
<td>*</td>
</tr>
<tr>
<td>High Beginning ESL</td>
<td>73%</td>
<td>*</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>68%</td>
<td>*</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>66%</td>
<td>*</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>65%</td>
<td>*</td>
</tr>
<tr>
<td>Placed in Postsecondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education/Training</td>
<td>93%</td>
<td>*</td>
</tr>
<tr>
<td>Placed in Employment</td>
<td>82%</td>
<td>*</td>
</tr>
<tr>
<td>Retained Employment</td>
<td>64%</td>
<td>*</td>
</tr>
<tr>
<td>Obtained GED</td>
<td>86%</td>
<td>*</td>
</tr>
<tr>
<td>GED Completers Entering PSET</td>
<td>12%</td>
<td>*</td>
</tr>
<tr>
<td>Increased involvement in child’s literacy activities</td>
<td>75%</td>
<td>*</td>
</tr>
<tr>
<td>Increased involvement in child’s education</td>
<td>80%</td>
<td>*</td>
</tr>
</tbody>
</table>

*The FY 2011 Minimum Performance Levels are being negotiated with OVAE.*
APPENDIX B

ABLE Transitions Framework

FY 2011
Ohio ABLE Transitions Framework

The Ohio ABLE Transitions Framework is organized by two primary categories: instructional and support services. The framework is constructed broadly to encompass requirements of both postsecondary

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (for example, algebra, reading, critical thinking).</strong></td>
</tr>
</tbody>
</table>

**Develop and Deliver Instructional Program that Facilitates Student Transitions**

- Provide an instructional program that is more immediately relevant to students’ educational/career interests, connected to students’ long-term goals (for example, reading/writing or mathematics in the context of a career field) and based on appropriate assessments.
- Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities.
- Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges).

**Implement Contextualized Curricula**

- Teach basic education in context with the College Readiness Expectations and workplace education, and prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Align curricula to include academic and/or student success skills needed for entry into postsecondary education and workplace, using state ABLE benchmarks and/or post secondary and/or workplace education (for example, Ohio College Readiness Expectations, ACHIEVE Benchmarks).

**Model Selected Postsecondary Facets Combined with ABLE Instructional Delivery**

- Model postsecondary education and training or the workplace by monitoring time in class, monitoring attendance, enforcing punctuality, etc.
- Provide other features of postsecondary education and training where possible (for example, registration, reporting, assessment).
**SUPPORT SERVICES FOR TRANSITIONS**

The following set of supports is viewed as important and generally applicable across ABLE, but specific supports can also be developed and implemented for transitions work in the areas of career assessment and counseling, as well as advising when the student has enrolled in a postsecondary option.

### Build Awareness of Postsecondary and Work Options

- Help students to understand the need to prepare beyond ABE NRS Level 6 (for example, TABE 12.9) and to understand options beyond the GED as an end goal.
- Provide students with access to information, resources and services (for example, Ohio Board of Regents student portal, Ohio Learning Network), giving an opportunity to become familiar with postsecondary programs (for example, admissions processes, programs of study, credentials).
- Explore different career profiles and entrance requirements for college majors and career fields.
- Define and develop an organized curriculum, provided as a separate class or incorporated into the program, to address transitions issues (for example, course sequences, scheduling).

### Provide Comprehensive Goal Setting Activities

- Set realistic goals that take into consideration the student’s academic achievements and assessment scores and using appropriate tools for checking goals (for example, SMART criteria).
- Set both long- and short-term transition goals, and review on a regular basis.

### Incorporate Individual and Group Advising

- Tailor advising to individual student’s needs based on career assessment information, for example from Ohio Career Information System or other valid systems.
- Offer career, personal and academic advising.
- Provide academic support and monitoring (for example, coaching, tutoring).
- Increase feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).

### Provide Comprehensive Support Services

- Examine and access resources from partners, including public workforce development programs and private employers.
- Provide links to financial literacy and support for education/training, career exploration, etc.
- Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
- Continue support with students enrolled in postsecondary for one year (this assumes a common database between ABLE and postsecondary).
APPENDIX C

Technology Requirements

FY 2011
TECHNOLOGY REQUIREMENTS

FISCAL YEAR 2011

Technology is an integral part of the ABLE delivery system. All programs are required to maintain a high quality information management system that has the capacity to report participant outcomes and monitor program performance. In Ohio, the ABLELink program is the IMS system required for use by all funded programs.

The program will comply with the following Technology Assurances:

- The grantee has a computer system meeting the requirements and specifications outlined in the FY2010 Computer Specifications. This system will be fully or partially dedicated for ABLE staff use.
- The grantee has Internet access to be used for e-mail and secure electronic data transfer.
- The grantee assures that sufficient and designated staff is available and trained to meet all data entry requirements pertaining to ABLELink and other evaluation systems developed by the Ohio Department of Education, Adult Basic and Literacy Education Program.
- The grantee assures that it will continue to build capacity in the area of technology. This includes expansion of opportunities for instructional staff and students to become more proficient in the use of technology including the use of computers for instructional and management purposes.
- The grantee assures that it will maintain the security of the computer or computers used for ABLELink data entry by:
  - Maintaining security patches on the operating system
  - Maintaining anti-virus software with a subscription for virus signature updates
  - Maintaining physical security of the ABLELink data by password protecting any computer ABLELink data resides on
  - Maintaining network security of the ABLELink data by password protecting any network accessible location ABLELink data resides on
  - Using secure (encrypted) transmission methods on any transmission of ABLELink data (i.e. wireless Internet access, SFTP for sending reports and/or data matches, etc...)
- The grantee assures that it will adhere to any current and subsequent ABLELink policies.
Adult Basic and Literacy Education
Computer Specifications
PC SPECIFICATIONS

**General Specifications:**
- 2.0 GHz (or greater) processor
- 512 MB (or more) RAM
- 17” monitor (15.9+ viewable area)
- 80.0 GB (or greater) hard drive
- 20x min./48 max. CD-ROM
- Backup/storage system Iomega ZIP Drive (or equivalent) Or CD-RW Drive
- Internet connection **AND** choose either: 56.6 kps model or fax/modem **OR** Network card

**Required Hardware:**
- Printer

**Required Software:**
- Operating system – Windows (2000, XP, or Vista)
- Anti-Virus Software – must maintain subscription for updates to virus signatures as long as ABLELink resides on the computer.
- Office productivity software—Microsoft Access 2000, 2002, or 2003 (included in Microsoft Office 2000, XP, or 2003 Professional)
- Note: Access2007 is not currently compatible for ABLELink use.

**Possible add-ons (not required):**
- Sound system (sound card and speakers)

Estimated cost: $1,000.00 retail
APPENDIX D

Action Steps

FY 2011
Strategy 1: Improved basic skills performance and GED attainment of ABE/ASE students

*For Strategy 1, indicate how you will:*

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement a marketing plan for recruiting students.</td>
<td>Explain the methods and techniques to be utilized to inform potential students about your program.</td>
</tr>
<tr>
<td>2. Implement and use the elements of an orientation and goal setting process.</td>
<td>Provide an overview of the content you are proposing for your orientation and the processes that you will establish. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted.</td>
</tr>
<tr>
<td>3. Identify standardized assessments used.</td>
<td>Name the assessment instruments that will be used in your program such as TABE, CASAS, Workkeys.</td>
</tr>
<tr>
<td>4. Use assessment policies and procedures in your program.</td>
<td>Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program.</td>
</tr>
<tr>
<td>5. Monitor student achievement including how a student portfolio is used in this process.</td>
<td>Describe the process for reviewing the portfolio with the student and when the reviews will occur.</td>
</tr>
<tr>
<td>6. Plan instruction.</td>
<td>Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain the process that individual teachers will follow to develop lesson plans.</td>
</tr>
<tr>
<td>7. Align curriculum and instruction to Ohio’s ABLE Standards and to Ohio’s Basic and Advanced Stackable Certificates.</td>
<td>Describe the processes that will be used to ensure that curriculum and lesson plans align with ABLE Standards and competencies and how instruction will be designed to address Ohio ABLE Standards, core indicators of performance and benchmarks.</td>
</tr>
<tr>
<td>8. Plan instruction around real-life contexts.</td>
<td>Describe how student needs will be addressed when planning lessons. Provide a brief description of a lesson that would incorporate real-life situations. Give examples of lessons based on real-life situations. How do you identify evidence-based methods to utilize in the ABLE classroom? Provide examples of methods that are used.</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Description Elements</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10. Utilize instructional techniques and technology to enhance instruction.</td>
<td>Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominante technique that will be used. Describe how frequently technology is utilized for instruction. Briefly describe technology available for classroom use by both students and instructors. Indicate if you plan to make distance education available to your students and,</td>
</tr>
<tr>
<td>11. Make decisions about selecting curriculum.</td>
<td>Name the commercial curriculum you will use in your program. Briefly describe other unique instructional items that you will also use. Describe how you will make decisions about selecting curriculum.</td>
</tr>
<tr>
<td>12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions.</td>
<td>Identify, by name, the staff who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, i.e., who will use the data and what decisions will be made based on the data.</td>
</tr>
<tr>
<td>13. Ensure student records are secure, confidential and accurately maintained.</td>
<td>Indicate where secure files for student data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink.</td>
</tr>
<tr>
<td>14. Ensure that instructional locations are safe and accessible.</td>
<td>Describe how you will select instructional sites and the hours of operations. Indicate the processes you will use to ensure selected sites are and remain safe and accessible.</td>
</tr>
<tr>
<td>15. Assist students to access support services.</td>
<td>Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and for providing this information to students.</td>
</tr>
<tr>
<td>16. Assist students to transition to postsecondary education/training.</td>
<td>Provide specific details about the transition activities that you will undertake with students at the ABE and ASE levels.</td>
</tr>
</tbody>
</table>
Strategy 2: Improve listening, speaking, reading and writing skills of ESOL students.

For Strategy 2, indicate how you will:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement a marketing plan for recruiting students.</td>
<td>Explain the methods and techniques to be utilized to inform potential students about your program.</td>
</tr>
<tr>
<td>2. Implement and use the elements of an orientation and goal setting process.</td>
<td>Provide an overview of the content for the orientation process you will use. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted.</td>
</tr>
<tr>
<td>3. Identify standardized assessments used.</td>
<td>Name the assessment instruments that will be used in your program such as CASAS or Best Plus.</td>
</tr>
<tr>
<td>4. Use assessment policies and procedures in your program.</td>
<td>Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program.</td>
</tr>
<tr>
<td>5. Monitor student achievement including how a student portfolio is used in this process.</td>
<td>Describe the process for reviewing the portfolio with the student and when the reviews will occur.</td>
</tr>
<tr>
<td>6. Plan instruction.</td>
<td>Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain the process that individual teachers will follow to develop lesson plans.</td>
</tr>
<tr>
<td>7. Align curriculum and instruction to Ohio’s ESOL Standards and to Ohio’s Basic and Advanced Stackable Certificates.</td>
<td>Describe the processes that will be used to ensure that curriculum and lesson plans align with ESOL Standards and competencies. Describe how instruction will be designed to address Ohio ABE Standards, core indicators of performance and benchmarks.</td>
</tr>
<tr>
<td>8. Plan instruction around real-life contexts.</td>
<td>Describe how student's needs will be addressed when planning lessons. Provide a brief description of a lesson that would incorporate real-life situations. Give examples of lessons based on real-life situations. How do you identify evidence-based methods to utilize in the ABLE classroom? Provide examples of methods that are used.</td>
</tr>
<tr>
<td>10. Utilize instructional techniques and technology to enhance instruction.</td>
<td>Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominate technique that will be used. Describe how frequently technology is utilized for instruction. Briefly describe technology available for classroom use by both students and instructors. Indicate if you plan to make distance education available to your students and, if so, if the distance education will be provided by your ABLE program or another ABLE program.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11. Make decisions about selecting curriculum.</td>
<td>Name the commercial curriculum you will use in your program. Briefly describe other unique instructional items that you will also use. Describe how you will make decisions about selecting curriculum.</td>
</tr>
<tr>
<td>12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions.</td>
<td>Identify, by name, the staff member who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, e.g., who will use the data and examples of decisions made as a result of data analysis.</td>
</tr>
<tr>
<td>13. Ensure student records are secure, confidential and accurately maintained.</td>
<td>Indicate where secure files for students’ data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink.</td>
</tr>
<tr>
<td>14. Ensure that instructional locations are safe and accessible.</td>
<td>Describe how you will select instructional sites and the hours of operation. Indicate the processes you will use to ensure selected sites are and remain safe and accessible.</td>
</tr>
<tr>
<td>15. Assist students to access support services.</td>
<td>Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and for providing this information to students.</td>
</tr>
<tr>
<td>16. Assist students to transition to postsecondary education/training</td>
<td>Provide specific details about the transition activities that you will undertake with ESOL students.</td>
</tr>
</tbody>
</table>
Strategy 3: Assist students to obtain and retain employment and to transition to postsecondary education/training.

For Strategy 3, explain how you will:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Market your career pathway services.</td>
<td>Indicate how you will publicize your transition services to students.</td>
</tr>
<tr>
<td>2. Utilize partnerships to assist students in transitioning to employment and postsecondary education/training.</td>
<td>List any current and proposed partnerships and describe how they will lead to students' obtaining employment and entering postsecondary instruction.</td>
</tr>
<tr>
<td>3. Assist students to identify postsecondary education/training as a goal</td>
<td>Indicate activities you will pursue to educate students about career and postsecondary options available to them.</td>
</tr>
<tr>
<td>4. Describe specific instructional or support strategies that will be utilized to prepare students for postsecondary education and training.</td>
<td>Reference the Transition Framework activities that you will undertake to better prepare students for postsecondary education and training.</td>
</tr>
<tr>
<td>5. Describe how you will work with students to ensure that employment and postsecondary goals are current.</td>
<td>Indicate how frequently you will revisit goals with students and what occurs during this process.</td>
</tr>
</tbody>
</table>

Strategy 4: Increase parental involvement in children’s education and literacy activities.

For Strategy 4, explain how you will:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Partner in providing a four component family literacy program.</td>
<td>List the partners you have identified for providing family literacy services.</td>
</tr>
<tr>
<td>2. Operate your program.</td>
<td>Provide a description of how your family literacy program will operate and how services are coordinated among partners.</td>
</tr>
<tr>
<td>3. Plan and implement activities that address the needs of family literacy participants.</td>
<td>Describe how activities of particular interest to participants in family literacy programs will be selected.</td>
</tr>
<tr>
<td>4. Assess parent participants to determine the impact of the involvement in a family literacy component.</td>
<td>Indicate how the Parent Education Profile will be administered. Describe any additional assessments that will be used to determine the impact of the involvement in a family literacy program.</td>
</tr>
</tbody>
</table>
Strategy 5: Improve job-related basic skills through providing Workplace Literacy.

*For Strategy 5, explain how you will:*

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaborate with partner(s) to provide workplace literacy.</td>
<td>List proposed partners for workplace literacy and their contributions to the partnership.</td>
</tr>
<tr>
<td>2. Conduct the workplace literacy component.</td>
<td>Indicate where instruction will occur, what curriculum will be used, and how instruction will be adjusted to meet the needs of students in this component.</td>
</tr>
</tbody>
</table>

Strategy 6: Improve basic skills for criminal offenders in correctional Institutions.

*For Strategy 6, explain how you will:*

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the type of services to be offered.</td>
<td>Describe the type of services you will offer at the correctional site such as basic literacy, ESOL, GED preparation, etc. Provide details about the type of site where the correctional services will be offered, such as a jail, community-based facility, half-way house, etc.</td>
</tr>
<tr>
<td>2. Partner in providing corrections services making sure you include the details of the partner, partners’ services and partners’ contribution to funding.</td>
<td>Describe how you will ensure that the correctional agency will support ABLE programming. Explain what criteria the correctional agency will use to determine which offenders will be allowed to attend educational services often enough and long enough to show progress. Provide details about the correctional agency’s contributions to funding, including in-kind and monetary.</td>
</tr>
</tbody>
</table>
Strategy 7: Provide a distance education option

*For the “Program Only” Distance Component indicate:*

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your rationale for establishing a distance education option within your program including the number of students you plan to serve at a distance.</td>
<td>Indicate why the decision was made to offer a distance education option, what students do you anticipate having an interest in distance education and the number of students you anticipate taking advantage of distance education.</td>
</tr>
<tr>
<td>2. How students will be recruited for distance education.</td>
<td>Describe the strategies you will use to inform students about distance education and recruit them to the program.</td>
</tr>
<tr>
<td>3. The curriculum you propose to use.</td>
<td>Name the curriculum that will use and indicate why you selected it.</td>
</tr>
<tr>
<td>4. The name, if possible, of the instructional staff member(s) who will be responsible for distance instruction and provide assurances that staff member(s) will be trained through the Ohio ABLE program prior to providing distance education.</td>
<td>Provide the name and qualifications of the individual who will provide distance education. If an individual has not as yet been selected indicate the qualifications of the person selected to provide distance instruction. Indicate your understanding that all staff offering distance education must participate in an Ohio ABLE approved designated training prior to beginning distance instruction.</td>
</tr>
<tr>
<td>5. Any local partnerships that will be involved in the distance education component.</td>
<td>Indicate names of any possible partners and the role they may play.</td>
</tr>
</tbody>
</table>
Appendix E

Budget Object and Purpose Codes
Object Code
Listed below are the object codes that appear on the budget grid.

100 **Salaries**: Amounts paid to employees of the agency who are in positions of a permanent nature or who are hired temporarily, including personnel substitutes for those in permanent positions. This includes gross salary for personal services rendered while **on the payroll** of the agency.

200 **Retirement Fringe Benefits**: Amounts paid by the employing agency on behalf of employees. The amounts are not included in the gross salary but are over and above. Such payments are not paid directly to employees but may be part of an agency’s personnel costs.

400 **Purchased Services**: Amounts paid for personal services rendered by persons who are not on the payroll of the agency and for other services which the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided to obtain the desired results. Services provided by other agencies are included under this definition.

500 **Supplies**: Amounts paid for expendable materials that are consumed or worn out or that may deteriorate in use. Also included are items that lose their identity through fabrication or incorporation into different or more complex units or substances.

600 **Capital Outlay**: For the purpose of this grant, expenditures for new or replacement equipment and furnishings.

800 **Other**: Amounts for goods and services not otherwise identified above. Included are expenditures for membership in authorized associations and organizations and the prorated charge for the auditing costs of a state examination.

*Local Match*: Does not apply to ABLE.

Purpose Codes

The Purpose Codes for the proposed project are as follows:

- **Instruction**: The activities/costs directly related to teaching. The costs can be for services provided by certificated/licensed teachers, substitutes and tutors, such as
salaries, retirement benefits, supplemental contracts and termination benefits. Supplies, materials, technology and equipment for teaching are also included.

- **Support Services**: Services that provide technical and logistical support to facilitate and enhance instruction. This includes expenses for program support, curriculum services, teacher aides, paraprofessionals, secretaries, health services, food services and library/media services.

- **Governance/Administration**: Expenditures for activities related to fiscal operations, process management, along with directing and managing the operation of a particular program, which may include program oversight and/or direct program supervision. One-Stop infrastructure costs would be placed in this Purpose Code area.

- **Professional Development**: Learning experiences designed to help personnel develop knowledge, skills, attitudes and behaviors that enhance student success. This includes purchased services related to costs for program-related staff development, such as travel, meals, lodging, stipends, substitute teachers and teacher mentors. Memberships in organizations would be placed in this purpose code within the “Other” Object Code.

- **Family and Community Involvement**: Activities and programs designed to encourage families and communities to become involved in education. Expenses may include: parenting-skills training, family literacy, family liaison, parent mentor, communications and purchase of materials that increase student achievement. Costs for recognition ceremonies should be placed in this budget code area. For example, costs for caps, gowns and awards would be placed within Code 500, Supplies.

- **Safety**: Activities that contribute to creating a safe environment for all persons involved in an educational experience. This includes school safety equipment.

- **Facilities**: Costs for the provision of appropriate facilities. These may include the costs of acquisition, maintenance, upgrading and care of physical facilities and property.

- **Transportation**: Costs associated with conveyance of individuals to and from school and school-related activities.
• **Nonpublic**: Costs associated with providing services to district students attending nonpublic schools.

• **Indirect Cost**: An indirect cost figure may be charged **only** if the district/agency has been approved by the Ohio Department of Education. Non-LEA’s may not exceed an indirect cost rate of eight (8) percent.

**Allowable ABLE Expenditures**
Use the following guidelines to determine if a proposed expense is allowable for ABLE grants.

• **Instruction**: all codes except 800

• **Support Services**: all codes except 800

• **Governance/Administration**: all codes allowed. However, there is a fifteen (15) percent limit for non-instructional services and activities, including planning, administration, personnel development and interagency coordination.

• **Professional Development**: codes 400, 500 and 800 allowed

• **Family/Community**: codes 400 and 500 allowed (for marketing and other support services)

• **Safety**: all codes except 100, 200, 800

• **Facilities**: all codes except 100, 200, 800

• **Transportation**: only code 400 allowed

• **Nonpublic**: all codes blocked

• **Indirect Cost**: code 800. “No expenditure is authorized for school districts until the rates for the fiscal year have been approved by Ohio Department of Education. Colleges and universities may not exceed an eight (8) percent indirect cost rate and do not need prior approval from ODE. The eight (8) percent may not be applied to capital outlay, sub grants and other unallowable items as specified per 34 CFR 76.759.”
Appendix F

Grant Checklist
Adult Basic and Literacy Education
Grant Checklist for FY 2011

☐ Completed Grant Application
  ☐ Section A: Planning Tool in CCIP
  ☐ Section B: Funding Application in CCIP
  ☐ Section C: Grant Addendum (to be e-mailed)

  ☐ Part A General Information
  ☐ Part B Enrollment Trends and Projections
  ☐ Part C Budget Narrative
  ☐ Part D Program Personnel
  ☐ Part E Instructional Site Page
  ☐ Appendix A: Map of the Locations of All New Sites

Submission Due
  By:  5:00 PM May 21, 2010
  At:  Acting State ABLE Director, Jeff Gove
       Ohio Board of Regents
       30 E. Broad Street, 36th Floor
       Columbus, Ohio 43215