Ohio Board of Regents (OBR)
State ABLE Program

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August 2010

Dear New ABLE Administrator:

Welcome to the University System of Ohio!

You have assumed the role of an instructional leader at a time when your vision, skills and adult education paradigms will be tested. You will need to evaluate new ideas as you collaborate with the State ABLE staff, your peers, your staff and other ABLE and USO partner organizations to contribute to the economic advancement of Ohio.

ABLE has never been more valued in Ohio than it is now. The information you acquire through this manual to hone your ABLE leadership skills and knowledge will serve you well in your position and your program. This manual contains all of the pertinent information that you will need to be successful.

While this manual is an excellent resource, it cannot serve as the only resource you will need to keep your knowledge of ABLE current. Your state ABLE consultant, our State ABLE unit, and the Ohio Board of Regents will support your success. In addition, you and your staff have easy access to a professional development system that is one of the best in the country. The system provides research-based, adult education training and resources, including alternative delivery of training, through a network of Resource Centers with staff that will assist you in your continuous improvement as an instructional leader.

Ultimately, your success will contribute to the success of your program, staff and most importantly, your students. The students will be able to use what they achieve in your program to continue lifelong learning and earn credentials necessary for the 21st century. They will be able to obtain jobs, develop careers, and gain citizenship skills which will result in an improved quality of life for themselves and their families. Good luck!

Jeffrey C. Gove, State ABLE Director
# Table of Contents

**Preface** ........................................................................................................ 1-1

**Introduction** ................................................................................................... 2-1

- Ohio’s ABLE System .......................................................................................... 2-1
- Eligibility ............................................................................................................ 2-2
- ABLE State Staff Directory ................................................................................ 2-3
- Indicators of Program Quality ............................................................................ 2-6

**Application and Funding** ............................................................................. 3-1

**Program Management** .................................................................................. 4-1

- ABLE Policies .................................................................................................... 4-1
- Assessment Policy .............................................................................................. 4-1
- Student Eligibility .............................................................................................. 4-2
- Learning Disabilities ......................................................................................... 4-3
- Other Policies .................................................................................................... 4-4
- Operating an Adult Basic and Literacy Education Program ............................. 4-6
  - Needs Assessment ........................................................................................... 4-6
  - Personnel ........................................................................................................ 4-9
  - Sites and Class Schedules .............................................................................. 4-9
  - Books/Materials .............................................................................................. 4-10
  - Marketing ........................................................................................................ 4-10
- Maintaining an ABLE Program ......................................................................... 4-10
- Improving an ABLE Program ........................................................................... 4-12
- Collaborations .................................................................................................. 4-12

**Instructional Services** .................................................................................. 5-1

- Student Experience Model (SEM) ................................................................... 5-1
- Highlights of the ABLE Portfolio System ....................................................... 5-3
  - OBR Guidance for Programs ........................................................................ 5-4
  - OBR Guidance for Teachers .......................................................................... 5-4
  - OBR Guidance for Students .......................................................................... 5-4
- Instruction .......................................................................................................... 5-5
- Student Follow-up ............................................................................................. 5-7
- Data Reports ...................................................................................................... 5-7
Preface

The Ohio ABLE Administrators’ Manual is meant to be an easy reference for program administrators in the management of their program. The topics covered include:

**Accountability** – The manual provides information about ABLELink and the use of data to monitor grants for continuous improvement.

**Contacts for state projects** – There is a listing of state projects and the state staff which are the contacts for the projects.

**Comprehensive Continuous Improvement Plan (CCIP)** – The manual includes informational pieces about CCIP which includes the grant, Project Cash Requests and the Final Expenditure Reports.

**Program monitoring** – The manual includes the items used by the State ABLE Staff to monitor grants which include on-site reviews, Desk Reviews, Data Certification Checklist, Professional Development and the Learning Disabilities Planning Guide.

**Required reports** – The manual includes a description of the required reports and the time of the year in which they are required to be filed.

**Standards-based curriculum** – The manual provides a brief explanation of how the standards-based information is used in the Ohio ABLE system.

Some of the informational pieces that are needed for administrators are included in the manual. Some are referenced to locations on the OBR ABLE Web site and other Web locations.

The contents of this manual are in alignment with the Ohio ABLE Strategic Plan and the Ohio Board of Regents 10-Year Strategic Plan for Higher Education. For the full plan, please go to: [http://uso.edu/strategicplan/](http://uso.edu/strategicplan/)

The State ABLE System is part of the University System of Ohio along with Adult Workforce Programs and public two- and four-year colleges and their branches.
Organization of Manual

The following graphics and text boxes appear throughout the manual:

Each of the manual sections begins with a summary of **Key Points**. These are intended to focus on **main information** of ABLE programs within those areas.

**More Information** provides further clarification by either explaining a topic in more detail or highlighting an important definition.

**To Do** highlights required procedures and/or provides practices that are strongly recommended.

**Web Link** boxes will link to sites on the OBR ABLE Web site or other useful Web sites.

Administrator’s Standards

The success of any organization depends on a set of clear, shared goals, and standards. Ohio ABLE programs are no exception. Setting high expectations and clearly stating the criteria needed for success are essential in creating a responsive and effective educational system. Clearly and commonly defined administrator standards were developed for the ABLE administrator to define what they need to know and be able to do in order to provide quality services.

Throughout this manual, the Administrator Standards are identified for your reference. These will help you to identify the parts of the manual that emphasizes a particular standard. As you complete the self-assessment instrument in preparation for your individual professional development plan, these references can assist you in better understanding your responsibilities. Not all standards are referenced in the manual since the main purpose of this manual is to assist you with the daily management issues of running an ABLE program.

For Example, this reference would refer to Administrator Standard 3, Element 2, Indicator 1. For more details concerning the Administrator Standards, refer to the *PD Standards Overview Document* updated July 2011.
Ohio’s ABLE System

Ohio’s Adult Basic and Literacy Education (ABLE) System is funded with dollars from the federal Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) of 1998 and with state dollars appropriated by the Ohio General Assembly. The system is dedicated to assisting Ohio adults to become more effective workers, parents and citizens by helping them to improve their basic skills, obtain a GED, secure employment, retain current employment, enroll in postsecondary education/training or improve their English language skills.

The ABLE system consists of:
- Sixty-six (66) Local Adult Basic and Literacy Education programs that provide direct instructional services accessible to students in all Ohio counties;
• Twenty (20) ABLE programs that provide English Literacy and Civics Education;

• Eight (8) local adult literacy coalitions located in some areas of the state that promote community awareness of literacy needs and services and foster community collaborations;

• Four (4) Regional Resource Centers—housed at Euclid City Schools, Ohio University, Owens Community College and Sinclair Community College—that offer professional development trainings and resources for local ABLE teachers, support staff and administrators;

• The Ohio Literacy Resource Center, housed at Kent State University, that provides assistance with Ohio’s accountability system and other special projects;

• The Ohio State University Evaluation and Design Project provides assistance to special initiatives to strengthen program delivery and provide additional resources for local programs.

Eligibility

The Adult Basic and Literacy Education program in Ohio is designed for adults and out-of-school youth ages 16 years or older who:

• are currently functioning below the 12\textsuperscript{th} grade level or equivalent;

• are not enrolled in secondary school;

• do not have a secondary school diploma or its equivalent; and

• are beyond the age of compulsory school attendance.

In Ohio, the compulsory school age is 18; however, ABLE programs can serve out-of-school youth 16 or 17 years old, if they have been officially withdrawn from school and have a work permit (Age and Schooling Certificate). These documents must be presented at the time of enrollment.

The intent of the funds as quoted from the USDOE Web site is:

“The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens.”

Resource: [http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html](http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html)
ABLE State Staff Directory

This directory lists the names and contact information of the State ABLE Program staff.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Program Area</th>
<th>Telephone Number Area Code (614)</th>
<th>Internet Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Albanese</td>
<td>ABLE Consultant, Northwest Ohio</td>
<td>466-6204</td>
<td><a href="mailto:dalbanese@regents.state.oh.us">dalbanese@regents.state.oh.us</a></td>
</tr>
<tr>
<td>Sharon Brannon</td>
<td>Administrative Assistant</td>
<td>466-5015</td>
<td><a href="mailto:sbrannon@regents.state.oh.us">sbrannon@regents.state.oh.us</a></td>
</tr>
<tr>
<td>Jeff Gove</td>
<td>State ABLE Director, ABLE Administrator, Northeast Ohio</td>
<td>752-1642</td>
<td><a href="mailto:jgove@regents.state.oh.us">jgove@regents.state.oh.us</a></td>
</tr>
<tr>
<td>William Russell</td>
<td>Associate Vice Chancellor, Adult Education and Institutional Collaboration</td>
<td>466-5015</td>
<td><a href="mailto:wrussell@regents.state.oh.us">wrussell@regents.state.oh.us</a></td>
</tr>
<tr>
<td>Karen Scheid</td>
<td>ABLE Consultant, Southwest Ohio</td>
<td>644-6767</td>
<td><a href="mailto:kscheid@regents.state.oh.us">kscheid@regents.state.oh.us</a></td>
</tr>
<tr>
<td>Cindy Zengler</td>
<td>ABLE Administrator, Central/Southeast Ohio</td>
<td>466-4186</td>
<td><a href="mailto:czengler@regents.state.oh.us">czengler@regents.state.oh.us</a></td>
</tr>
</tbody>
</table>

In addition, there will be a staff directory that delineates the numerous program areas that the ABLE program and the staff members oversee. This directory will be available online at the OBR ABLE Web site.
Ohio ABLE’s Strategic Planning

In Ohio, program improvement has been steadfast. The State ABLE Program continues to seek innovative solutions to address barriers to persistence, particularly for those adults with special learning needs. In the quest for quality services, the State ABLE Program continues to refine and strengthen the accountability system. It is also necessary to provide a relevant, evidence-based professional development system that responds to the needs of the dedicated adult educators and rewards professional growth.

The State ABLE System is part of the University System of Ohio along with Adult Workforce Programs and public two- and four-year colleges and their branches. So the contents of this manual are in alignment with the Ohio ABLE Strategic Plan and the Ohio Board of Regents 10-Year Strategic Plan for Higher Education. For the full plan, please go to:
http://uso.edu/strategicplan/

In addition, to ensure that Ohio ABLE can continue to address the issues and opportunities for ABLE, the State ABLE office initiated a comprehensive planning process. In 2004, the State ABLE Staff, along with The Ohio State University ABLE Evaluation Design Project, engaged in a needs assessment to guide the development of the state plan and the strategic plan titled, “Achieve, Believe, Learn and Earn: A Strategic Plan for Ohio’s Adult Basic and Literacy Education Program.” The needs assessment involved information gathering and synthesis from several sources, including ABLE task forces, stakeholder groups of ABLE practitioners from around the state and a literature review. At the heart of the strategic plan are five (5) questions that provide the framework for the Ohio ABLE System. The questions also serve as the framework for accountability measures with key indicators that monitor progress and encourage and/or reward behaviors that move Ohio closer to the goals.

Based on the focus of the five (5) questions and the recommendations received from the needs assessment process, goals and objectives were developed related to:

- Instructional Services
- Partnerships
- Professional Development
- Capacity
- Accountability

Recommendations from the field were aligned with the appropriate goals and priorities. The priority actions contained within this strategic plan include a mix of current and new initiatives. The content of this strategic plan will be used to guide the development of the ABLE State Plan to be written following reauthorization of federal legislation. In
addition, this plan is updated yearly to ensure that the targets are current. The strategic plan, “Achieve, Believe, Learn and Earn: A Strategic Plan for Ohio’s Adult Basic and Literacy Education Program,” can be found on the ABLE web site.

Indicators of Program Quality

All funded ABLE instructional programs operate within the framework of the Indicators of Program Quality, a set of seven (7) indicators that reflect effective and efficient program performance. These indicators are:

**Student Achievement and Advancement:** Students demonstrate progress toward attainment of literacy skills, including reading, writing and speaking in English and computing and solving problems at levels of proficiency necessary to function on the job, in the family of the individual and in society. Students transfer learning from the classroom to their daily lives; articulate what they know and are able to do in relationship to their goals; demonstrate increased proficiency in the use of multiple skills that allow them to be placed in postsecondary education or training; gain unsubsidized employment or retain employment; or earn a secondary school diploma or an Ohio High School Equivalence Diploma/GED.

**Physical Environment:** The program is housed in a safe physical environment with adequate space and access to facilities and equipment that contribute to creating an adult-appropriate learning environment.

**Program Planning and Administration:** The program planning and administration process is based on a written plan implemented and guided by evaluation.

**Curriculum and Instruction:** The program has a written curriculum, plans instruction that addresses student academic needs and goals and provides instruction utilizing evidence-based methods that match students' needs and learning styles.

**Professional Development:** The program has an ongoing professional development process that is linked to a professional development plan which supports program and organizational goals.

**Support Services:** The program provides a system for support services that promotes students’ achievement of goals.

**Recruitment:** The program successfully recruits from the populations in the community identified as needing literacy services in the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) of 1998.

The following chart illustrates which ABLE documents, manuals and communications support the Indicators of Program Quality (IPQ). Shading indicates the documents that address issues or processes related to a particular Indicator of Program Quality.
## WHERE INDICATORS OF PROGRAM QUALITY ARE ADDRESSED IN ABLE DOCUMENTS

<table>
<thead>
<tr>
<th>Indicator of Program Quality (IPQ)</th>
<th>Approved Instructional Grant</th>
<th>Ohio Performance Accountability System (OPAS) Manual</th>
<th>ABLELink Manual</th>
<th>Program and Individual Professional Development Plans (PPDP/IPDP)</th>
<th>Academic Standards and Benchmarks</th>
<th>Data Certification Checklist</th>
<th>Communications and Special Reports</th>
<th>Learning Disabilities Guide</th>
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<tbody>
<tr>
<td>Student Achievement/ Advancement</td>
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<tr>
<td>Physical Environment</td>
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<tr>
<td>Program Planning and Administration</td>
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<td>Professional Development</td>
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Application and Funding

**Key Points**

**SAFE Account** – To be able to work with the CCIP grant online, you must have a SAFE Account.

**Planning Tool** – This tool is the place to list the main ABLE goals, strategies and action steps you plan for the Fiscal Year covered by the grant.

**Funding Application** – In this document, you provide information for the budget and electronically sign the application.

**Grant Application** – The Competitive Grant Application can be found on the OBR web site.

**CCIP Process**

The Comprehensive Continuous Improvement Plan (CCIP) has two sides: the Planning Tool (PT) side and the Funding Application (FA) side. Preparing to use the online ABLE grant involves first creating a SAFE account. To create a SAFE account, go to the home page for the Ohio Department of Education (ODE), [www.ode.state.oh.us](http://www.ode.state.oh.us). Click on the last item on the top line which is “SAFE Sign-in.”

The next screen that will be displayed is shown below. If you already have a SAFE account, sign in. If you need to create a SAFE account, click on the “Click Here” statement after the sentence “I am a new SAFE user.”
Make sure you sign into CCIP. If you have forgotten your SAFE account information, you can retrieve this from ODE by clicking on “Click Here” in the statement “I do not remember my SAFE account name and/or password.”

If you are a new user, you will be guided through the process of getting a Safe account. To start, you need to click on “Click Here” in the statement “I am a new SAFE user.”
Completing the Grant Application

To complete the grant, two parts need to be completed: 1) adding to an existing district/agency plan or creating one on the Planning Tool (PT) side; 2) preparing the ABLE funding application on the Funding Application (FA) side. The chart below illustrates the two sides of the CCIP.

When completed, the PT of the ABLE grant will be part of the district/agency plan, while the ABLE Instructional and EL/Civics funding applications will exist separately from all other CCIP applications.

The FA side has several separate ODE funding applications: Consolidated Grants, Competitive Grants, Student Intervention Grants, Career Technical and Adult Education Grants, Community Schools, ABLE Instructional Grants and EL/Civics Grants.

The ABLE section contains individual applications and budgets for the ABLE Instructional Grant (ABLE) and the EL/Civics Grant (EL/Civics). In addition to contributing to the district/agency plan and completing the ABLE funding application, districts/agencies must also complete the ABLE and/or EL/Civics Grant Application on the OBR web site.

The some of the tables in the Grant Application are in Excel. They may be downloaded, saved on your personal computer and completed. They must be mailed to the ABLE office with your grant application or revisions.

The forms are available on the ABLE Web site. They are located at the site below with the title Grant Application Materials.

http://uso.edu/network/workforce/able/grants.php
Important “To Do’s”

There are several important steps to remember when preparing the Plan and the ABLE Funding Application in CCIP.

- Start preparing your ABLE Grant early—do not wait until the last minute since the CCIP may become very slow as the deadline approaches;
- Read and follow the Guidance Document;
- Use the SAVE button after entering any data. A good idea is to create a Word Document then cut and paste the document into the CCIP. **Note: after 60 minutes of inactivity the CCIP will automatically log you out, and you will lose data that you have not saved.**
- Print a copy of what you have entered.
- Call your State ABLE Regional Consultant if you have questions about programmatic issues.

As the year progresses, the grant may need to be revised. This process is described in a later section. All budget revisions for ABLE grants must be completed no later than May 31st of the current program year.
Program Management

Key Points

ABLE Policies are needed to comply with state and federal guidelines. The policies can change depending on the need of our students, our funders, and our agency.

Operating an Adult Basic and Literacy Education Program requires the local program staff to review the needs of the local community and decide on what services are needed.

Maintaining an ABLE Program requires striving to achieve the main goals of the ABLE program.

Improving an ABLE Program is important to continuously improve to better serve students.

Collaborations require consistent effort in order to be sustained. Programs should collaborate with the stakeholders and communities they serve to develop and maintain partnerships that prove effective for all involved parties: students, adult education programs, the business community, social services, One-Stops, postsecondary education institutions and others.

Advisory Committees are required of all ABLE programs and should be composed of a broad spectrum of community representatives.

ABLE Policies

Policies change as needed to comply with state and federal guidelines. Below is a description of the policies that are currently in place. These can change depending on the needs of our students, our funders, and our agency.

Assessment Policy

The Ohio ABLE Assessment Policy is found online at the ABLE Web site. Any new information or information needing more clarification from the previous year’s policy is
in **bold**. Please share the entire policy, including appendices, with your staff on an annual basis, as this policy is usually updated each year. The link below will take you to the policy.

Ohio ABLE Assessment Policy FY 2011 || Memo

The Ohio ABLE assessment policy guidelines include the selection and use of appropriate student assessments and procedures for:

1. Accurate student placement into appropriate program and instructional level
2. Diagnostic information to guide instruction
3. Pre and posttesting to monitor progress toward goals
4. Certification of level and program completion
5. Identifying students with special learning needs

Standardized, ongoing assessment of student progress is essential to ensure that all adult students become proficient in literacy and language skills. To ensure accuracy and consistency, the Ohio Board of Regents ABLE Program requires that programs use standardized assessments with proven validity and reliability and approved for use by the National Reporting System (NRS). For more information about the NRS go to the following Web site:

http://www.nrsWeb.org

Uniform implementation of policy allows for comparability across programs within the state, especially as Ohio moves toward performance-based funding.

**Student Eligibility**

As defined by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) of 1998:

“adult education” includes services or instruction below the postsecondary level for students who:

(A) have attained sixteen years of age;
(B) are not enrolled or required to be enrolled in secondary school under state law; and
(C) (i) lack sufficient mastery of basic educational skills to enable them to function effectively in society;
(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
(iii) are unable to speak, read, or write the English language. 20 U.S.C. § 9202(1).
The WIA mandates that each eligible agency (i.e., a state agency responsible for administering or supervising policy for adult education and literacy; 20 U.S.C. § 9202(4)), in awarding a grant or contract to eligible providers within the state, cannot use any funds made available for adult education and literacy activities for the purpose of supporting or providing programs, services or activities for individuals who do not meet the requirements of 20 U.S.C. § 9202(1). 20 U.S.C. § 9241(d). The Ohio Revised Code requires that state funds distributed by the Ohio Board of Regents to qualifying organizations be used to provide adult education services. O.R.C. § 3301.40(B).

In Ohio, the goals of local Adult Basic and Literacy Education (ABLE) programs are to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assist adults in the completion of a secondary school education; and
3. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

For more information, go to the Student Eligibility Policy - September 2006

Learning Disabilities

It is important for all Adult Basic and Literacy Education programs to have a written plan in place to address serving the needs of students with learning disabilities and other special needs. This online Policy and Planning Guide leads ABLE programs through the development of a written plan, with policies and procedures which address how the program will provide services to students with learning disabilities (LD). All ABLE programs are held to the policy statements in this Guide and the program’s responses to them.

The purpose of the Policy and Planning Guide is to build knowledge and awareness of local program staff about learning disabilities, to provide resources and to assist programs in developing the written LD plan. As you work through this Guide, step by step, you will learn information about serving students with learning disabilities. There are many opportunities to get additional information on a particular topic by clicking on highlighted areas. The guide is available at the ABLE Web site under policies.
Programs must provide responses to ten policy items. They are:

**Policy 1.0:** ABLE programs will not discriminate against individuals with disabilities and will ensure that all services are accessible. Federal law requires that ABLE programs meet the administrative requirements of the Americans with Disabilities Act.

**Policy 2.0:** ABLE programs will have a documented learning disabilities screening process in place, which will include the following elements: (programs should respond to each item 1-7)

**Policy 3.0:** ABLE programs will maintain a signed waiver if a student declines a learning disabilities screening.

**Policy 4.0:** ABLE programs will keep confidential all information related to students' disclosure and documentation of disability and/or screening information. In the case of the latter, a program will obtain a signed and dated Release of Information from the student in order to share screening information.

**Policy 5.0:** ABLE programs will maintain current information about professional diagnosis, vision screening, and hearing screening and make it accessible to students with suspected, disclosed or diagnosed learning disabilities and/or vision or hearing difficulties.

**Policy 6.0:** ABLE programs will provide instructional adaptations to assist students with suspected or documented learning disabilities to succeed.

**Policy 7.0:** ABLE programs will provide accommodations to students with diagnosed learning disabilities to help ensure they have equal access to services.

**Policy 8.0:** ABLE programs will have sufficient number of staff members adequately trained to understand the legal requirements surrounding service to students with learning disabilities, to administer LD screenings and to plan and implement instructional adaptations and accommodations.

**Policy 9.0** Programs will collect data for input into ABLELink per OBR requirements.

**Policy 10.0** ABLE programs will annually update their Learning Disabilities Plan per requirements established by the Ohio Board of Regents ABLE office.

**Other Policies**

**Release of Information Form and Revocation of Release of Information Form**

Adult Basic and Literacy Education (ABLE) programs funded by the Ohio Board of Regents are required to use the Release of Information Form and Revocation of Release of Information Form provided by the State ABLE Program. These forms may be downloaded from the ABLE Web site at:
The forms require the student’s signature (and parent’s signature if the student is under 18) in order to authorize OBR to release employment records to the Ohio Department of Job and Family Services for the employment data match. The Ohio Department of Education was added to these forms to inform the student that OBR will match student records to obtain the earned Secondary School Diploma or achieved a GED Certificate. Although, according to FERPA, a student’s signature is not required for the postsecondary education data match, we want the student to be informed that his/her record will be sent to the Board of Regents.

The Student Registration Form must indicate that the student has signed the RIF, and the signed RIF must be kept on file with the local ABLE program. If the box on the Student Registration Form has not been checked, the employment data match for that individual will not occur. In this case, neither the local program nor the state could include these outcomes in their respective performance data reports.

The Release of Information Forms are only valid for follow-up for the project period in which the student is enrolled, plus six months following. This will support the required state level data match process.

Local ABLE programs should solicit newly signed RIFs for all students at their time of orientation and registration and keep this documentation on file. The data match will provide the program with student-specific information similar to the GED data match reports. Programs can receive credit in ABLELink for students who enroll in postsecondary/training institutions not covered by the data match, but only if they continue to use the follow-up survey. These surveys and the list of students for whom follow-up is done must be kept on file.

State Data Match Process

All ABLE programs are required to participate in the state data match process. Local program and state accountability for employment and GED completion are now determined exclusively through this process. Information on how local ABLE programs can send their student information to the Ohio Literacy Resource Center for the state level ABLELink data match is available at:

http://literacy.kent.edu/ablelink/vaccess/GED-ODEdatamatch.pdf

To complete the data match, all Adult Basic and Literacy Education programs funded by the Ohio Board of Regents are required to ask all students for their Social Security Number during Intake and Orientation. Student Social Security Numbers will be entered into ABLELink and will be used for the state data match follow-up report of student goals in employment and GED completion. If a student does not have a Social Security Number or is unwilling to disclose the number, the student is still eligible to enroll in a local ABLE program. The GED system assigns the student a security number for the
The State GED Office clarified that students do not need to bring a Social Security card, or proof of a Social Security number, with them on the day of the GED test. On the day of testing, students only need to bring a valid picture ID.

Local ABLE programs must continue to do follow-up surveys to document the student goal of placement in postsecondary education or training, if the postsecondary program is not in the OBR Higher Education Information system (HEI) or in the Adult Workforce Education database. For example, if a student tells you she is attending a cosmetology school, that student may not show up in the HEI or AWE data match. The local ABLE program would complete the Follow-Up Survey to document the student’s enrollment in postsecondary education or training. Local ABLE programs are expected to use the OPAS Follow-Up Survey Process and Form (see OPAS Manual) to document student achievement of this Core Indicator of Performance. A list of the students being surveyed and the survey results must be on file in the local program office. This survey data information is to be used by programs in ABLELink Quarterly and Annual Performance Reports.

Operating an Adult Basic and Literacy Education Program

Once an organization receives an ABLE grant, the following are suggestions to assist in starting a program. There is no specific sequence to these items. These items can overlap and programs should revisit each as adjustments to starting up the program are necessary.

Needs Assessment

A needs assessment is used to determine the characteristics of the local community. Based on these data, the adult education program can determine the scope of the program, including the number and type of services and classes to offer, class locations, schedules, staffing, instructional materials and training needs.

Programs should review the needs assessment, as described in the application, and determine whether a revised needs assessment of the target population is required. Methods for assessing need might include data from government reports, surveys and public comment. Data collected from the target population should include, but not be limited to the following:

- Number of years of prior schooling
- Educational needs (ESOL, ABE, GED, work skills development, citizenship)
- Employment status
• Social economic status
• Ethnicity
• Age
• Marital status
• Number of children
• Immigration status
• Availability for instruction (days of the week, hours of the day)

Budgeting

The project budget grid should reflect your proposed project costs. In addition to the budget grid in CCIP, a **budget narrative must be completed**, which is one of the forms in the ABLE Grant Addendum. The budget narrative should align cell for cell with the budget grid.

Listed below are the object codes that appear on the budget grid. The codes indicate in what area the budgeted amount is needed.

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.

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.

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.

500  *Supplies:* Amounts paid for expendable materials that are consumed, worn out or may deteriorate in use.

600  *Capital Outlay:* Expenditures for the acquisition of fixed assets or additions to fixed assets.

800  *Other:* Amounts for goods and services not otherwise identified above.

The purpose codes indicate what function is being covered by the costs.

•  *Instruction:* The activities/costs directly related to teaching costs for services provided by certificated/licensed teachers, substitutes and tutors.
• **Support Services**: Services that provide technical and logistical support to facilitate and enhance instruction.

• **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.

• **Professional Development**: Learning experiences designed to help school/support personnel and parents develop knowledge, skills, attitudes and behaviors that enhance student success.

• **Family and Community Involvement**: Activities and programs designed to encourage families and communities to become involved in education.

• **Safety**: Activities that contribute to creating a safe environment for all persons involved in an educational experience.

• **Facilities**: Costs for the provision of appropriate facilities.

**General Budget Guidelines**

- All costs should be rounded to the nearest whole dollar unless you are directed to otherwise.

- Not less than 85 percent shall be expended for providing direct adult education and literacy instructional services and activities.

- Not more than fifteen (15) percent shall be used for non-instructional services and activities including planning, administration, professional development, indirect cost, and interagency coordination.

- “No expenditure is authorized for indirect costs to school districts until the rates for the fiscal year have been approved by ODE. 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.”

When reviewing and creating a budget or revised budget for the program, administrators should consider the following items as applicable to their particular situation:

- Staffing (director, coordinator(s)/manager(s), data entry, instructors)
- Assessment instruments (For example, BEST and TABE)
- Materials
• Books
• Educational software
• Equipment (computers, printers, copiers, fax, scanners)
• Publishing, printing
• Utilities
• Professional development
• Travel to class sites and community partner meetings
• Travel to conferences and conference fees
• Other needs

Most support for PD is provided by the RCN but programs can provide reasonable budget support for some PD training and resources to provide effective instruction. There is a correlation between the quality of instruction and student retention, so a commitment to improve instruction through professional development will enable the program to meet its goals.

Personnel

Each program should have clear expectations of its staff consistent with its philosophy, mission, goals and standards for program quality. Guided by these expectations, the program should develop a specific staffing plan. Minimum qualifications for both instructional and non-instructional staff should be clearly outlined. The local program is required to keep personnel records for all staff in accordance with local Human Resource procedures and grant requirements. Records must include: verification of qualifications and a professional development record for all staff. Programs are required to keep written job descriptions of all paid and volunteer staff, both instructional and non-instructional. Annual written evaluations are also required.

Sites and Class Schedules

Locations for classes should reflect the results of the needs assessment and ABLE advisory committee suggestions. Suitable sites should provide easy access to students and be in compliance with the requirements of the Americans with Disabilities Act (ADA) and the Indicators of Program Quality.

- Programs might consider entering into a service contract agreement with participating sites. The program and each site should meet before the beginning of the classes. If the adult education program is using classroom space in a school, the teachers whose classrooms are being utilized should be included in such meetings so all parties will agree on how to share the space. Programs should expect to invest time on an ongoing basis with each site.
- Another consideration is that many schools and buildings have regular hours of operation. This includes janitor hours and timers on heating and air conditioning. If the adult education program is providing classes at off times, arrangements need to be made for such matters.
- It is recommended that program administrators provide representatives of their sites (principals, librarians, directors) and partners with annual or semi-annual updates of the size and scope of the classes at that site, including student retention and progress.

- The class schedule should reflect the results of the needs assessment and advisory committee input. The more intensive the classes (more contact hours per week), the higher the probability that students will achieve their goals. Program directors should develop an annual calendar of classes and sites with all partners in consideration of each sites hours of operation and annual calendars. Some schools close during holidays and summer months. The class schedule should take these fluctuations into account.

**Books/Materials**

The choices of instructional resources are a matter of what materials best meet student needs and should be based on the student’s achievements on the assessment tests. The educational resources should be defined by the scores each student obtains on the standardized test(s) used for placement.

The variety of instructional resources that may be used in the educational process is diverse and can come in many different formats. Regardless of the format, instructional resources should be aligned with the Ohio standards, components of performance and benchmarks. Resources such as Eureka! are available at OLRC. Other sources that have resources include Ohio Learning Network, LINCS and regional resource centers.

**Marketing**

Programs should design recruitment strategies to match the target audience so that services are attractive and accessible to those most in need. Efforts should be made to communicate the value and purpose of the program to the community and learners. Strategies that maximize personal contact with prospective students and invite participation from the adult learners generally have most impact.

Managing an effective ABLE program is much easier when you share experiences with other providers. Programs should become familiar with other ABLE programs and staff in their region and around the state. Other program administrators are invaluable sources of information.

**Maintaining an ABLE Program**

In efficiently maintaining a successful ABLE program, grantees must know the main goals of the adult education program. According to Section 202 of the Adult Education and Family Literacy Act, the overall purpose of the Act is to create partnerships among the Federal Government, States and localities to provide, on a voluntary basis, adult education and literacy services in order to:
(1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

(2) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and

(3) Assist adults in the completion of a secondary school education.

The adult education program in Ohio provides basic literacy, English for speakers of other languages, GED preparation, workplace education and family literacy services.

In the delivery of services to meet the program’s goals, the program must provide instruction that:

- Integrates the Indicators of Program Quality,
- Is based on research-based sound principles of adult learning, and
- Uses student-centered holistic approaches to teaching.

Additionally, programs must strive to provide professional development opportunities for their staff that meet both the programmatic needs and individual needs for professional growth.

**Record Keeping and Reporting**

Programs must maintain accurate program, staff and student data records including but not limited to:

- Enrollment information
- Placement and Progress Testing
- Contact Hours
- Retention Rates
- GED completions
- Exit Follow-Up Information
- Certification of teachers
- Fiscal
- Personnel

The Ohio ABLELink management system stores collected student and program data. Programs have quick access to important information for each student, staff, class and site in order to provide ongoing evaluation and make adjustments and corrections to the program, as may be needed.
In order to receive accurate reports from ABLELink and other sources, a program must submit reports by the dates required. These reports include:

1. Final Expenditure Reports (FER)
2. Quarter Reports
3. Annual Performance Report (APR)

The timetable for the reports is listed on the ABLE Web site’s ABLE Calendar.

To engage in a process of continuous program improvement, administrators should conduct regular and ongoing systematic support and evaluation of each teacher, at each site. In the grant application, each program should describe how it will administer ongoing monitoring, correct deficiencies and provide continuous improvement.

Improving an ABLE Program

Evaluation of ABLE information will assist ABLE Administration in continuously improving the ABLE program. When needed, the State ABLE Staff will work with local programs in developing program continuous improvement plans. Some items to consider when looking at the data collected might be:

1. Contact hour trends in a given class
   a. Review staff support available
   b. Observe instructional practices of the teacher
   c. Analyze changes in the community
2. Pre- and posttesting data
   a. Reinforce importance of testing to all staff
   b. Reinforce processes to collect student data with all staff
   c. Review retention and student persistence strategies
   d. Provide ongoing training to all staff in completing required paperwork and other OPAS elements
3. Other ways to improve an ABLE program
   a. Invest in staff development at both the state and local level
   b. Encourage staff to become involved in ABLE initiatives, task forces, committees, requests from State ABLE Program, community groups and agencies

Collaborations

Successful collaborations between ABLE programs and other agencies in the local communities are very important. They require consistent effort in the beginning phase and require continuous attention in the later phases to be sustained. Programs should collaborate with the communities they serve to develop and maintain partnerships that
prove effective for all involved parties: students, adult education programs, the business community and the social community.

Elements that support the success of collaboration include:

- diversity of members
- strong leadership and an identification of shared needs and interests
- shared legislative priorities, goals and outcomes
- readiness of agencies and their personnel to work together for non-duplication of efforts and sharing of resources, e.g. One-Stop System.

Effective collaborations have the following characteristics.

1. **Breadth and depth of membership**

   In collaborations, it is important for partners to understand the other organizations’ system, legislative drivers, policies and parameters. This is important so that there is a better chance of sharing resources and reducing duplication of services to shared customers.

   In developing collaborations with other agencies, local programs are cautioned not to create new bureaucracies, but rather to take advantage of the strengths of each agency.

2. **Good communication**

   The key to building trust in collaborations is communication which is enhanced through setting up systems – personal, paper and electronic – for information sharing, clarifying each entity’s responsibilities, clearly expressing expectations and listening. Communication must be open and frequent, using formal and informal channels. Privacy issues for customers may be discussed among all partners for their similar and different requirements. Professional development training and materials are provided for cross-training purposes among the partners.

3. **Shared vision**

   It is essential to have a shared vision. This common understanding of what the collaboration is trying to achieve includes an agreed-upon mission, objectives and strategies. A shared vision builds trust and commitment. This vision must involve the community at large, and should make clear the expectations and responsibilities of each partner. Each organization should contribute uniquely to the collaboration to avoid duplicating efforts while respecting the mission of individual organizations. Concrete, attainable goals for accomplishing the vision heighten enthusiasm and sustain momentum in a partnership.
4. **Effective use of resources**

Programs should collaborate with their partners for the effective use of resources including funding, technology, staff and professional development. Financial resources include those that member organizations are able and willing to commit and those that the group obtains from outside sources. Such outside resources may be comprised of in-kind contributions on the part of the partners including: paid staff time, facilities, including custodial services, utilities, supplies, materials or volunteer time. Human resources that can be committed to projects can include skilled coordinators, committed leaders and a bountiful mix of knowledge, skills and abilities among the collaboration’s members.

4. **Partners’ benefits**

The benefits of collaboration can include the delivery of services where they have never been delivered, and often result in fewer resources being needed; resolved proprietary issues between organizations and agencies; a gain in ownership among all parties; establishment of a systematic and consistent approach to problem solving; provision of a cost savings; the potential for additional revenue generation; and, ultimately, increased services and satisfaction of common customers. Shared resources can increase maximum capacity-building capabilities and provide added resources to the programs and services of all participating partners.

**Advisory Committees**

ABLE programs are required to establish and maintain an advisory committee. The committee should be composed of a broad spectrum of community representatives. Programs are also encouraged to include partnering school districts and subcontractors in this committee. This committee will review the activities of and make recommendations to the program in planning, implementing and evaluating the ABLE program.

The ABLE program **must** convene this collaborative advisory committee at least twice a year. Agendas for these meetings may include topics such as:

- the approved grant application
- conducting a needs assessment (or discussion of the results)
- agreements between partners
- professional development
- class locations and schedules
- recruitment of students
- student and program performance
- programs services

The program director is required to keep records of sign-in sheets and minutes of all advisory committee meetings. These minutes must be available during a local ABLE on-site program review.
Instructional Services

Key Points

The Student Experience Model (SEM) promotes systematic processes to ensure consistent student services and to increase student retention.

Orientation is designed to assist the student in determining his/her goals for enrollment in the program. All students receive an orientation that takes place at a time other than during instructional time.

ABLE Portfolio System is a purposeful collection of student work and administrative information based on student goals and standards-based education.

Instruction brings the adult student’s real-world knowledge and needs (home, work and community) together with academic skills (reading, writing, math, critical thinking, listening, speaking).

Student Follow-up supports the students in successfully achieving the follow-up goals of entering employment, retaining employment, entering postsecondary education, obtaining a secondary credential (adult high school diploma or GED) tests and achieving Family Literacy outcomes.

Student Experience Model (SEM)

Retention is crucial to student success; therefore, it is imperative that programs incorporate structure, evidence-based strategies and practices that encourage student motivation, persistence and achievement. The Student Experience Model (SEM) is based on student retention research. The elements of the model are shown in the graphic that follows. The framework helps local programs serve ABLE students. It is designed to:

- promote the development of systematic processes, procedures and program components that enhance the quality of literacy services and increase student retention; and
- help local programs meet the standards, components of performance and benchmarks and the accountability requirements of the OPAS.
A modified Student Experience Model is available for students with GED-specific goals. The explanation of that model and a graphic of it appear in the OPAS manual. In addition, a Workplace Education Model may be followed for ABLE programs offered at worksites, especially when services have been customized to meet the employer's needs.

**Student Experience Model**

**Orientation**
- Rapport and Support Building
- Program and Student Information Sharing
- Learning Style Assessment
- LD Screening (if done during orientation)
- Diagnostic Testing
- Goal Setting/Individual Learning Plan
- Student Registration Form Completed

**Preparing for Instruction**
- Information about student's prior knowledge
- Standards, components of performance and benchmarks to be addressed

**Planning Instruction**
- Assessment/screening results
- Lesson planning

**Teaching**
- Evidence-based instruction
- Methods to meet student needs

**Reflecting**
- Evaluation and reflection on what was learned
- New steps identified

**Monitoring Student Performance**
- Assessment and evaluation of student performance
- Regular review of progress
- Adjustment of goals and/or ILP
- Completion of the Student Progress Form

**Reached Primary and/or Secondary Goal?**
- **NO**
  - Revise ILP and Continue Instruction
  - Follow-up
- **YES**
  - Exit Program
  - Choose New Goal and Repeat Process

* The Student Experience Model may vary based upon program structure and student needs.
** Intervention and referral to other services may occur at anytime during the student's experience in an ABLE program.
Orientation

Federal adult education reporting guidelines mandate that programs report on students only after they have attained 12 hours of service in the program. Additionally, since programs cannot count students who have not been appropriately assessed with an approved standardized assessment, it is important that programs pretest students as soon as possible before enrolling them in class. Engaging new students in an orientation before they start classes is a good way to ensure student completion of their first 12 hours of service, enrollment in the program and gain of student retention.

Orientation is designed to assist the student in setting his/her goals for enrolling in the program. All students receive an orientation that takes place at a time other than during instructional time. The required components of orientation include rapport and support building, program and student information sharing, learning style inventory, initial goal-setting and locator/initial appraisal and diagnostic assessment.

Orientation should be held on a regularly scheduled basis. A successful orientation will increase retention and the number of contact hours. It should include managed enrollment (regularly scheduled days for enrollment) so as to decrease daily interruptions to enroll new students. The proper pre-test should be administered during orientation.

All students must be assessed when they enter an ABLE program. The original score is the Placement score and allows the program to place students according to their educational functioning level. The local program staff must use the scale scores to provide a correlation to the educational functioning levels.

Highlights of the ABLE Portfolio System

The ABLE Portfolio System is a purposeful collection of student work based on student goals and standards-based education with expectations that it be used in preparing, planning, learning/teaching, assessing and reflecting by student and teacher collaboratively to demonstrate achievement and progress. The ABLE Portfolio System is meant 1) to enhance learning and teaching with Ohio’s Student Experience Model (SEM) and 2) to be a user-friendly, standards-based education tool to help students and teachers gauge learning and target instruction. Each student is to have two (2) files: the Administrative File and the Student Portfolio. Together they make up the ABLE Portfolio System.

- The Administrative File is a secure folder containing student information following Family Educational Rights and Privacy Act (FERPA) guidelines. The folder should include sensitive information such as assessment scores and student-identified information.

- The Student Portfolio is a non-secure folder, intended to be used by the student and teacher throughout the learning/teaching process. This can be considered a working folder and must contain the student’s Individual Learning Plan (ILP) and student work to document levels of work from beginning to mastery of the standards and benchmarks.
OBR Guidance for Programs

- The portfolio remains a requirement for all students.
- Each program is to develop its own policies and procedures to consistently manage the information associated with the ABLE Portfolio System.
- Each program is to determine the physical nature of the student portfolio (e.g., folder, binder).
- A student’s portfolio and administrative file must be kept for one year after the student has exited the program.
- Programs are required to maintain a secure, hard copy of student standardized test scores in the administrative file. Standardized test scores cannot be kept in the student portfolio.
- Programs must retain individual student records in either paper form or through ABLELink for no less than five years.

OBR Guidance for Teachers

- Standards-based education system (namely Ohio’s standards and benchmarks) remains the focus of teaching within the ABLE Portfolio System.
- As a teaching tool, the student portfolio is used to select standards and benchmarks, to plan instruction and to monitor the results of instruction.
- The ABLE Portfolio System serves classroom purposes rather than state reporting purposes.
- The student portfolio is to be developed and maintained collaboratively by the teacher and student.
- Teacher and student both participate in selecting work samples and using the samples to evaluate progress relative to the student’s previous performance on goals.

OBR Guidance for Students

- The student portfolio is an ongoing record of the student’s thoughts on the educational process.
- It contains goals, educational plans, assignment sheets and other concrete pieces that can be used to trace the student’s experience throughout his/her learning.
- It contains samples of what the student has done—items the student has completed over time.
- It is a product and a process that the student can use to take ownership of the work and be proud of accomplishments.

For more information about the Portfolio System and to access sample forms go to the Web site listed below.

A Guide to the ABLE Portfolio System
Instruction

Adult Education is a learning experience that brings the adult student’s real world knowledge and needs (home, work and community) together with academic skills.

The combining of life skills and academic skills increases student interest and motivation and makes the classroom learning more like real life. In this way, it accelerates learning and the achievement of student goals, whether their goal is to learn English or to prepare for college. Students not only increase their knowledge of the English language and attain their GED, but also become lifelong learners.

There are seven (7) strategies that can be addressed in an ABLE program.

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)*

All ABLE programs must specify how they will design and deliver an adult basic and literacy education program that will result in student attainment of specified student performance goals. The first three strategies address the required ABLE components.

**Strategy 1** addresses instruction for Basic Skills students—those performing up to the 8.9 grade level equivalent on reading, writing and problem solving/computing, and for Adult Secondary Education students—those performing between 9 and 12.9 grade...
equivalent level on the aforementioned subject areas. These two instructional levels correspond to the Basic Skills and the Advanced Stackable Certificates developed by the Ohio Board of Regents. All programs must ensure instructional programs for both levels of students either by offering instruction directly or through a formal partnership with another ABLE Applicant.

**Strategy 2** addresses instruction for English for Speakers of Other Languages, which is designed to assist individuals of limited English proficiency to achieve competence in the English language. Instruction is geared to adults who want to become more fluent in English, pass U.S. citizenship tests, progress to GED preparation, and work on job-seeking skills. All programs must offer ESOL instruction directly or provide supporting data (show there is less than 1% of the population in the proposed service area eligible for ESOL services). If a program has decided with a sound rationale not to provide an ESOL component, it is necessary to provide a plan to ensure that these services can be available to students, if needed in the future.

**Strategy 3** addresses activities to help students transition to postsecondary education and/or training. Programs should consult the ABLE Transition Framework on the ABLE web site. All ABLE programs must play a major role in helping students move beyond ABE and the GED, but the exact activities to be undertaken will vary depending on level of students to be served.

In addition to the required ABLE services, a program may also offer one or more optional strategies independently or in partnership with another program.

**Strategy 4** defines a Family Literacy Component as an initiative that involves all of the following:

- Adult basic and literacy education instruction for parents and/or caregivers
- Educational activities for their children
- Parenting instruction
- Parent and child together (PACT) activities.

ABLE funds may be used to support adult basic and literacy education services for parents and, in some instances, parenting instruction. ABLE funds **may not** be used to support child education or PACT activities.

**Strategy 5** is defined as an education service offered in collaboration with business, industry, government and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills. This is an educational program typically conducted in a setting provided by the workers’ employer and is designed to assist incumbent workers to strengthen their basic skills. To pursue a Workplace Literacy component, a program must have a formal agreement with one of the entities referenced above.

**Strategy 6** involves a partnership between an ABLE program and a correctional facility.
When selecting facilities for participation, priority will be given to those that will enable instructional programming of sufficient time and duration to lead to student advancement. Further students to be served should be those who are likely to leave the correctional institution within five years of receiving ABLE services.

**Strategy 7** focuses on distance education. Ohio’s Distance Education Policy offers two options for providing a distance instruction component. The first option is a “Program Only” component in which a program is approved to offer distance education to students in its own program. The second is a “Distance Hub” component in which a program experienced in offering distance education within its ABLE program and/or as a Hub can be approved to offer distance instruction to its own students and to students referred to it by other ABLE funded programs.

**Student Follow-up**

The National Reporting System (NRS) includes four (4) outcome measures after the students leave the program: entered employment, retained employment, placement in postsecondary education/training and receipt of a secondary credential. Programs must collect these measures only from students who designate these outcomes as one of their goals for attending the program. The definitions for the four (4) outcome measures are:

<table>
<thead>
<tr>
<th>Measures</th>
<th>Categories or Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered employment</td>
<td>Learners who obtain a job by the end of the first quarter after the exit quarter</td>
</tr>
<tr>
<td>Retained employment</td>
<td>Learners who obtain a job and remain employed in the third quarter after program exit</td>
</tr>
<tr>
<td>Receipt of secondary school diploma or GED</td>
<td>Learners who obtain a GED, secondary school diploma, or recognized equivalent after exit</td>
</tr>
<tr>
<td>Placement in postsecondary education or training</td>
<td>Learners enrolling after exit in a postsecondary educational or occupational skills program building on prior services or training received</td>
</tr>
</tbody>
</table>

**Data Reports**

ABLE state level data matching is conducted on students with goals of placement in employment, retained employment, obtainment of the GED and placement in postsecondary education or training. The NRS requires that programs complete follow-up with students with employment goals during the first quarter after they exit and, if they obtain employment, again two quarters later. Ohio uses state level data matching to collect follow-up measures. Data matching links records from the program database to
state databases that have the needed information on the same people. For example, using Social Security Numbers student records from a program are matched to the ODJFS Unemployment Insurance wage database to determine whether students are employed and have retained employment. Data matching is a technical process that requires a local program’s data system to produce specific data in a required format. To conduct this process, each student to be matched needs a valid Social Security Number or GED Security Number for GED matching. This also requires each student to provide a signed document (Release of Information Form) allowing their information to be shared for these purposes. Students do not have to divulge their Social Security Number to be served by the program, but are encouraged to do so.

Factors Affecting Student Retention

**Intensity and Duration of Instruction** affects achievement of students’ goals. The type of class that is most effective depends on student needs, literacy levels and curriculum offered. In general, classes offered for more hours in a week and more weeks per year are more effective for student goal achievement and for student retention.

**Multi-level Classes** affect the instructional environment and student learning gains. Although teaching multi-level classes is challenging, many programs organize classes in this way due to limited resources or low enrollments at some levels or sites. Multi-level classes with a large number of low-level learners may face challenges of students’ advancements. Although multi-level classes are the norm in many ABLE programs due to limited resources, instruction is difficult when students’ literacy levels are too diverse within the class to be adequately addressed by staff or when a program has too many such classes.

It is best to have an instructor that can organize instructional material and instruction at several levels. Many times, all students can be exposed to a new topic. The differences are in the depth of the presentation and expected knowledge.

**Student Interest** affects the instructional environment and learner gains. Maintaining student interest and motivation is key to student success. ABLE teachers, aides and volunteers can impact the success.

**Managed Enrollment** affects programs that have had an open enrollment structure. However, with the emphasis on accountability and more intense instruction, managed enrollment improves enrollment and retention. Managed enrollment consists of scheduled days and intervals.
Accountability

Key Points

**Ohio Performance Accountability System (OPAS) Manual** is intended to guide ABLE program staff in the implementation of their ABLE grant. The manual reflects ABLE policies and procedures in effect during each project year.

**ABLELink** is a database designed to collect student, site and program data for local, state and federal reporting and accountability.

**Project Cash Request (PCR)** is the form to request payment during the approved project year.

**Final Expenditure Report (FER)** is a report on expenditures for project year.

**Minimum Performance Levels (MPL)** The State ABLE Office establishes performance levels for each Core Indicator of Performance. The percentages set are the expected performance levels that each program is to achieve. The levels are negotiated each year with the U.S. Department of Adult Education and Literacy.

OPAS Manual

The Ohio Performance Accountability System (OPAS) Manual is intended to guide ABLE program staff in the implementation of their ABLE grants. The manual reflects ABLE policies and procedures in effect each project year and is updated as necessary to reflect any changes in the policies and procedures. The Internet version of this manual is posted at the ABLE Web site, click on ABLE Grants, then Grant Management Manuals and Resources. The state ABLE Program will notify program administrators when such updates are made.

**Friday Facts** is an e-mail newsletter sent from the State ABLE Program Staff. **Friday Facts** contains policy updates and other key information. It is good practice to read **Friday Facts** when it is sent and to share it with staff.
ABLELink

ABLELink is the database designed to collect student, site and program data for local, state and federal reporting and accountability. All required information collected on the Student Registration Form, Progress Form, Exit Form and Learning Disabilities Form must be entered into ABLELink. The ABLELink Manual lists the fields required for reporting purposes as well as information to efficiently use the system. The ABLELink Manual is available online at the OLRC Web site.

![http://literacy.kent.edu/ablelink/](http://literacy.kent.edu/ablelink/)

ABLELink provides the data used to complete the Annual Performance Report (APR) and to conduct quarterly state level data matches on the federal and state Core Indicators of Performance Quality (IPQ) student outcomes of:

- Getting a job
- Keeping a job
- Receiving the GED
- Placement in postsecondary education/training

Minimum Performance Levels

Each spring, the State ABLE Program negotiates with the U.S. Department of Adult Education and Literacy (USDAEL) and establishes Ohio’s Minimum Performance Levels (MPL) for each Core Indicator of Performance.

In preparing state proposed levels of performance for the Core Indicators of Performance, considerations are given to levels of completion reported for literacy levels of other states. In addition, state and local performance data on the Core Indicators of Performance for past years are reviewed. The establishment of the levels of performance in this plan helps establish a base-line of performance data for the state to use in promoting continuous improvement.

The MPLs for each year become the basis for evaluating performance and planning continuous improvement activities. On the Desk Review forms for each program, two (2) columns list the MPLs established by the State ABLE Program for the fiscal year for both completing and progressing in each level and two (2) columns list the actual performance levels for the program for the fiscal year for both the percentage of students who completed a level and for students who are progressing in the level.
It is important for all staff to be familiar with the new MPLs each year. The first staff meeting each year is a good time to review this information with your staff.

State MPL negotiated with the USDAEL

<table>
<thead>
<tr>
<th>Core Indicators of Performance</th>
<th>FY 2009 MPL Min. Performance Level</th>
<th>FY 2009 APR Actual</th>
<th>MPL % Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Gains Progress</td>
<td>Completed</td>
<td>Progressing</td>
<td>Completed</td>
</tr>
<tr>
<td>12 Educational Functioning Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning ABE Literacy</td>
<td>55</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>53</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>57</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>54</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Low ASE</td>
<td>66</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>High ASE</td>
<td>75</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Beginning ESL Literacy</td>
<td>53</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Low Beginning ESL</td>
<td>23</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

In the process of completing the ABLE Desk Review, a program is rated on each Core Indicator of Performance by comparing the expected levels (MPL) and the program’s actual performance level. This comparison provides a rating for the local programs based on the achievement levels for the Educational Functioning Levels (EFL) as determined by standardized assessments and the follow-up measures such as employment, entering postsecondary education/training, obtaining a GED and increased involvement in family literacy activities.

The FY2010 and FY2011 Minimum Performance Levels are shown in the tables that follow.
The FY 2010 minimum CIP levels are shown in the table below.

<table>
<thead>
<tr>
<th>Core Indicators of Performance</th>
<th>FY 2010 MPL Min. Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Learner Gain/Progress</strong></td>
<td></td>
</tr>
<tr>
<td>12 Educational Functioning Levels</td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>Progressing</td>
</tr>
<tr>
<td>Beginning ABE Literacy</td>
<td>61</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>57</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>61</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>59</td>
</tr>
<tr>
<td>Low ASE</td>
<td>68</td>
</tr>
<tr>
<td>High ASE</td>
<td>78</td>
</tr>
<tr>
<td>Beginning ESL Literacy</td>
<td>60</td>
</tr>
<tr>
<td>Low Beginning ESL</td>
<td>72</td>
</tr>
<tr>
<td>High Beginning ESL</td>
<td>73</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>68</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>66</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>65</td>
</tr>
<tr>
<td><strong>2. Placement in postsecondary education, or training: unsubsidized employment, job retention</strong></td>
<td></td>
</tr>
<tr>
<td>a. placement in postsecondary education or training, including adult career-technical education</td>
<td>93% of those students with this as a primary or secondary goal</td>
</tr>
<tr>
<td>b. placement in unsubsidized employment</td>
<td>82% of unemployed students with this as a primary or secondary goal</td>
</tr>
<tr>
<td>c. retained employment</td>
<td>64% of employed students with this as a primary or secondary goal</td>
</tr>
<tr>
<td><strong>3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED</strong></td>
<td>86% of those with this as primary or secondary goal</td>
</tr>
<tr>
<td><strong>4. Increased involvement of parents, custodials, and primary care givers in children’s education and literacy related activities (State Target)</strong></td>
<td></td>
</tr>
<tr>
<td>a. increased involvement in child’s school and education (homework assistance, interaction with teachers)</td>
<td>75% of participating parents with this as a family literacy goal</td>
</tr>
<tr>
<td>b. increased involvement in child’s literacy related activities (read to child, library usage, reading material purchase)</td>
<td>80% of participating parents with this as a family literacy goal</td>
</tr>
<tr>
<td><strong>5. GED Completers entering postsecondary education or training, including adult career-technical education (State Target)</strong></td>
<td>12% of all GED completers</td>
</tr>
</tbody>
</table>
The FY 2011 minimum CIP levels are shown in the table below.

<table>
<thead>
<tr>
<th>FY 2011 Ohio ABLE Approved Minimum CIP Levels of Performance</th>
<th>FY 2011 MPL Min. Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Indicators of Performance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Learner Gain/Progress</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12 Educational Functioning Levels</strong></td>
<td>Completed</td>
</tr>
<tr>
<td>Beginning ABE Literacy</td>
<td>62</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>57</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>61</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>59</td>
</tr>
<tr>
<td>Low ASE</td>
<td>69</td>
</tr>
<tr>
<td>High ASE</td>
<td>85</td>
</tr>
<tr>
<td>Beginning ESL Literacy</td>
<td>56</td>
</tr>
<tr>
<td>Low Beginning ESL</td>
<td>62</td>
</tr>
<tr>
<td>High Beginning ESL</td>
<td>72</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>71</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>66</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>55</td>
</tr>
<tr>
<td><strong>2. Placement in postsecondary education, or training; unsubsidized employment, job retention</strong></td>
<td></td>
</tr>
<tr>
<td>a. placement in postsecondary education or training, including adult career-technical education</td>
<td>93% of those students with this as a primary or secondary goal</td>
</tr>
<tr>
<td>b. placement in unsubsidized employment</td>
<td>87% of unemployed students with this as a primary or secondary goal</td>
</tr>
<tr>
<td>c. retained employment</td>
<td>63% of employed students with this as a primary or secondary goal</td>
</tr>
<tr>
<td><strong>3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED</strong></td>
<td>88% of those with this as primary or secondary goal</td>
</tr>
<tr>
<td><strong>4. Increased involvement of parents, custodials, and primary care givers in children’s education and literacy related activities (State Target)</strong></td>
<td></td>
</tr>
<tr>
<td>a. increased involvement in child’s school and education (homework assistance, interaction with teachers)</td>
<td>80% of participating parents with this as a family literacy goal</td>
</tr>
<tr>
<td>b. increased involvement in child’s literacy related activities (read to child, library usage, reading material purchase)</td>
<td>85% of participating parents with this as a family literacy goal</td>
</tr>
<tr>
<td><strong>5. GED Completers entering postsecondary education or training, including adult career-technical education (State Target)</strong></td>
<td>13% of all GED completers</td>
</tr>
</tbody>
</table>
Budgets

All ABLE programs should consult with their treasurer/fiscal officer prior to submitting the budget for the grant. The program must maintain a financial management system that provides for accurate, current and complete disclosure of the grant funds. The financial management system records must adequately identify the source and application of funds and must contain information pertaining to authorizations, obligations, unencumbered balances, assets, outlays (i.e., expenditures), income and interest. Budgeted expenditures will be shown by purpose and object codes.

Budget Revisions

Programs are permitted to revise their budgets to meet unanticipated needs. The State ABLE Program must approve a revision prior to any activities such as purchase orders issued, funds encumbered and/or expended, goods received or services rendered which are affected by the revision. Revisions received in “substantially approvable” form will become effective once OBR has approved the revisions on the date that it was “substantially approved.”

To revise the budget of a grant in CCIP, the local program changes the grant status to “Revision Started.” Once the budget has been revised in CCIP, the status is then changed to “Revision Completed,” then “Fiscal Representative Approved,” then “Authorized Representative Approved.” The local ABLE program also sends the appropriate State ABLE program staff a brief explanation of the proposed budget revision and includes a revised budget narrative form.

Project Cash Requests (PCR)

For ABLE Instructional and EL/Civics grants, the Project Cash Request (PCR) needs to be submitted via CCIP. The PCR can be found on the Funding Application side of your grant. The initial payment for your grant will automatically be paid when the grant is approved by OBR.

All subsequent payments must be requested by the district/agency by submitting the Project Cash Request to The Ohio Department of Education. The PCR form is located both in the CCIP materials and on the Ohio Department of Education Web site. The directions for the online form can be found at the following link.

CCIP Project Cash Requests (PCRs)
This form should be submitted only when additional funds are needed, pursuant to 31 CFR Part 205. Remember a justification of need must be included for EACH monthly request in excess of 10% of the approved allocation. Project Cash Requests (PCR) will be rejected if a justification is not provided. Justifications must be made for legitimate business needs. Business needs such as “closing the project this month” or “want to remove from books” are never approved.

The total should include payments previously made for goods and services. It should not include anticipated payments for personal services (i.e. future salaries and payments to consultants and other personnel) or other encumbrances that will be liquidated after that date.

The amount of project cash received by the district/agency should always be greater than or equal to the total of all authorized ABLE expenditures; however, this situation will exist only if the form is used as explained above and in the directions that accompany the form. Cash requests are required to ensure cash is requested only for immediate cash needs. Since the Cash Management Improvement Act 31 CFR 205, 34 CFR 80.20(b)(7) and 34 CFR 80.20(b)(7), procedures for minimizing the time elapsing between the transfer of funds from the US Treasury and disbursement by grantees and subgrantees must be followed whenever advance payment procedures are used.

Final Expenditure Reports

An ABLE program must practice principles of sound financial management in its budgeting expenditures, bookkeeping and reporting.

For grants in the CCIP a Final Expenditure Report (FER) must be submitted through CCIP no later than September 30. The FER is on the Sections page in the Funding Application side of your CCIP grant.

Starting in FY 2010, ABLE programs offering Corrections Education must begin to report these funds and their expenditures through a separate FER submitted to the Ohio Board of Regents no later than September 30th.
Monitoring and Technical Assistance

Key Points

Local Program Desk Review is an annual review of the ABLE program to identify areas of strengths. The program can then develop an improvement plan leading to the attainment of better program outcomes and continuous improvement.

Local Program On-site Review is a federally required review that is conducted at the program site. The review process is an opportunity for both professional growth and continuous program improvement. The State ABLE consultant contacts the programs to be reviewed and sets a schedule for the review.

Data Certification Checklist is a checklist that provides local programs with a guide to the policies, processes and materials that need to be in place to verify the level of implementation of the NRS data quality standards. By completing and signing the Data Certification Checklist programs provide assurances that they adhered to the data standards for the previous.

The State ABLE Program is required by law to show the progress of the State ABLE Program toward continuously improving its performance. In addition, OBR must describe how it evaluates annually the effectiveness of the adult education and literacy activities based on the performance measures described in the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) of 1998.

The State ABLE Program staff monitors grants in two ways - through Desk Reviews and on-site reviews. Both reviews help the state office and the local program to assess the program’s status and to see where improvements are needed.

Local Program Desk Review

ABLE programs are evaluated annually using Ohio’s ABLE Desk Review process. The Desk Review should be seen as an opportunity to identify areas of strengths. Programs can then develop improvement plans leading to the attainment of better program outcomes and continuous improvement. The main areas examined are:
**Student Achievement** related items which include:
- Level completions
- GED completions
- Obtaining and maintaining employment
- Entry into post-secondary education/training
- Students participating in both placement and progress testing

**Administrative requirements** which include:
- Timeliness of reports
- Attendance at required meetings

The uses of the ABLE Desk Review include:
- *Accountability* – to determine if the program meets performance goals and to assist the State ABLE program to better define areas for Technical Assistance and Professional Development
- *Promotion of program improvement* – to establish a system for assisting programs in their continuous improvement
- *Information and advocacy for program* – to share key information with internal and external stakeholders

The ABLE Desk Review provides a rating for the local programs based on the achievement levels of the following elements:
- Minimum Performance Levels (MPLs) for the Educational Functioning Levels (EFL) as determined by standardized assessments
- MPLs for follow-up measures - employment, entering postsecondary education/training, obtaining a GED and increased involvement in family literacy activities
- Student enrollment projections and student retention rates
- Pretesting and posttesting rates of students to determine level completion
- Key requirements and assurances of the grant
- Compliance with administrative requirements

The Desk Review indicates the performance status of a local program by using two (2) measures. The two (2) measures are weighted as follows:
- Measure #1: *Student Achievement* - represents 67% of the overall rating
- Measure #2: *Administrative Requirements* - represents 33% of the overall rating

The table below is used for determining the rating designations for Measures #1 and #2 and the overall Desk Review designation. For example, if the final percentage for Measure #1 is 76%, the rating for that measure is Acceptable.

<table>
<thead>
<tr>
<th>Designation</th>
<th>State Indicators Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>70% - 100%</td>
</tr>
<tr>
<td>Not Acceptable</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>
Information for the Desk Review can be found on the ABLE Web site

- Desk Review Description
- Desk Review Program Report

Local Program On-Site Review Information

Federal guidelines require the State ABLE Program to review ABLE funded programs.

There are two (2) benefits for conducting an on-site review:

- For State ABLE Consultants, reviews provide an opportunity to visit programs and to interact with students and staff as well as meeting federal requirements.

- For local programs, the review process is an opportunity for both professional growth and continuous program improvement.

The Local Program Review Instrument consists of nine (9) content areas, which represents a synthesis of three (3) components of program accountability (Indicators of Program Quality, Local Program Data Certification Checklist and OPAS Checklist):

1) Administration
2) Data Collection and Analysis
3) Staff Development
4) Orientation
5) Goal Setting
6) Standardized Assessment
7) Performance Assessment
8) Curriculum and Instruction
9) Student Exit

The forms can be found on the ABLE Web site.

On-Site Program Review

Data Certification Checklist

The Data Certification Checklist provides local programs with a guide to the policies, processes and materials that need to be in place to verify the level of implementation of the NRS data quality standards. The standards are organized into four (4) content areas that define high quality data collection systems.

- **Data Foundation and Structure** - addresses the foundation and structures for collecting quality data that meet OPAS guidelines.
- **Data Collection and Verification** - addresses whether data are collected in a timely manner, are systematically checked for errors and whether the local program has processes for verifying the validity of the data.

- **Data Analysis and Reporting** – addresses what and how reports are used to check for errors and missing data.

- **Staff Development** - addresses whether training is ongoing and continuous (for all new staff), meets the needs of local staff and is designed to improve data quality.

Many of these standards are included in the Indicators of Program Quality and the procedures for OPAS. Some of the standards are interrelated and may be completed by the local programs as a matter of operating. Some of the processes will need to take place over time. The full implementation of all the standards and processes will lead to a stronger and more effective system for the students served by Ohio ABLE programs. Any reference to the program having a policy should be inferred to mean the Ohio Board of Regents ABLE policy.

Programs are to use this checklist to rate their implementation of the data quality standards in their OPAS data collection procedures. Programs are also to describe details of their data collection policies and procedures for some standards. The director of the program must certify the checklist and it must be submitted to the State ABLE Program at the end of September each year.

The table below provides examples of the type of statements in the checklist.

<table>
<thead>
<tr>
<th>Standards or Process</th>
<th>Level of Quality</th>
<th>Program Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program has a written assessment policy that specifies the standardized assessment(s) to use for accountability for adult students.</td>
<td>Acceptable</td>
<td>YES</td>
</tr>
</tbody>
</table>

An example of performance criteria at the exemplary level.

<table>
<thead>
<tr>
<th>Standards or Process</th>
<th>Level of Quality</th>
<th>Program Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The local program has a system for verifying that program staff are following state data policies and procedures</td>
<td>Exemplary</td>
<td></td>
</tr>
</tbody>
</table>

**If yes, briefly describe your verification procedures.**
Improvement Plan

The local program is to meet all standards in all areas. If the program does not meet the standards for all areas, the program’s performance is considered unacceptable. A program at this level must submit a data quality improvement plan. The plan should describe:

- how the program will move toward meeting the standard within the next fiscal year
- address all standards that the program did not meet
- describe what new policies or procedures it will put in place to meet the standards
- identify barriers to moving to a higher quality level
- identify the technical assistance needed to implement the plan

A separate plan must be completed for each content area. The chart below shows the questions asked for the plan.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. For each standard not met, describe your planned approach to implementing changes that will allow you to meet the standard.</td>
<td></td>
</tr>
<tr>
<td>3. Describe the barriers or problems you anticipate, if any, to implement these plans.</td>
<td></td>
</tr>
<tr>
<td>4. Describe any technical assistance you might need to implement these planned changes. (e.g. State Office, resource centers, local)</td>
<td></td>
</tr>
<tr>
<td>5. If you believe you will be unable to meet any standard please explain why and when it can be met.</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Data Certification Checklist is a self-assessment that must be submitted by each program by the end of September. The intent is to make a program aware of the areas of need. As a result, the Desk Review evaluation takes into account only the timeliness of the submission and any necessary Improvement Plan.

Certification

The program director or the administrator of the agency where the local adult education and literacy program resides must certify to the accuracy of the information in the checklist. The director or administrator must annually complete and sign the Data Quality Checklist Certification and submit it to the Ohio Board of Regents.

This form can be found on the ABLE website.
Professional Development

Key Points

**Professional Development** is supported by the State ABLE Program in an effort to provide opportunities for local ABLE programs and staff in their continuous improvement efforts.

**Program Professional Development Plan (PPDP)** is a document that ABLE programs complete with specific program goals and outcomes.

**Individual Professional Development Plans (IPDP)** are documents that all local ABLE program staff complete with specific goals and outcomes. These help to inform the development of the Program Professional Development Plan.

**Staff Self-Assessment** is a document that lists the PD standards followed by essential questions to assist in identifying areas in which PD is required to be improved or expanded.

The State ABLE Program is committed to the support of local ABLE programs and staff in their continuous improvement efforts. Resources and a process are provided to lead ABLE staff in the development of:

- Individual Professional Development Plans (IPDP)
- Program Professional Development Plan (PPDP)

The professional development resources are on the ABLE Website:

- FY 2011 PD Catalog
- FY 2011 PD Planning Guide
- FY 2011 IPDP
- FY 2011 PPDP

To Do:

A review of the Goals and Action Plans in the ABLE grant will assist the program staff to determine professional development needs.
Resource Center Network

The Resource Center Network (RCN), funded by the State ABLE Program, provides the means for programs to access a variety of professional development opportunities relevant to staff assignments. The mission of the RCN is to support the ABLE system to enhance student achievement. On the Resource Center Network page shown below, you can find links to the Resource Centers, the professional development calendar, archives of Resource Center newsletters and the transitions repository.

If you click on the Calendar of Events, you will be directed to:

http://www.ohioable.org/
The selecting the item, Ohio ABLE Resource Center Network, you will be directed to the list all of the professional development opportunities that are available currently. These are typically in person workshops.

To view the professional development opportunities that are offered online or in another alternative format, you click on the highlighted text that says:

CLICK HERE FOR THE LISTING OF ALTERNATIVE DELIVERY PD OPTIONS.
When you do, you will be directed to the following page.

![Regional ABLE Resource Centers Calendars](image)

**Ohio ABLE Resource Center Network**

**Coming Events: Complete List**

There are 97 workshops or events available. Select any highlighted title for detailed information.

- Items are sponsored by the Ohio ABLE Resource Center Network

---

**Click here for the listing of in-person PD options**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Title/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
</tbody>
</table>
| Ongoing | | [BEST Plus Refresher Scoring Toolkit](#)  
The BEST Plus Scoring Refresher Toolkit is intended for use by trained BEST Plu... |
| Ongoing | | [How to Plan & Administer TABE 9 & 10](#)  
This alternative delivery professional development activity may be done individually... |
| Ongoing | | How to Plan & Administer TABE 9 & 10  
This alternative delivery professional development activity may be done individually or in... |
| Ongoing | | [Portfolio: Connecting Policy and Practice](#)  
Description: This alternative training provides participants with a power point and docume... |
|     |      | **Culture**       |
| Ongoing | | [Bridges Out of Poverty: Strategies for Professionals & Communities](#)  
This alternative delivery professional development opportunity is for all ABLE directors... |
| Ongoing | | [Culturally Proficient Instruction: A Guide for People Who Teach](#)  
This alternative delivery professional development opportunity is for all GED/ESOL teacher... |
| Ongoing | | [Destination America: The People and Cultures That Created a Nation](#)  
This alternative delivery training is appropriate for all teachers, but especially for... |

Once you select a particular professional development link, you will be taken to the registration page, which looks like the following page.
You must complete all of the required information in order to register for any professional development event. An automatic confirmation page will appear once you have completed the registration process.

Professional Development Planning Process

The following steps are used to guide a program in incorporating professional development (PD) in the planning process and in meeting professional development grant assurances:
1. Each instructional staff member completes the Self-Assessment Instrument before coming together as a group to discuss PD.

2. The ABLE Director convenes ABLE staff to discuss goals and activities planned in the proposed grant application. Also, please use appropriate ABLELink data to identify areas needing improvement.

3. After this preparation is completed, the staff should discuss PD needs, both individual and program. Three main questions should be answered:
   
   a. Is the proposed PD activity focused on skills and knowledge needed to support higher levels of student achievement?
   b. Is the proposed PD aligned with the goals and action plans of the grant?
   c. Is the proposed PD activity sustainable?

   The plans must align with targeted improvement goals and reflect all activities for which financial support is being requested through the RCN. Then, each IPDP is completed and signed by the ABLE Director.

4. The ABLE Director summarizes the IPDPs on the PPDP, making sure that the IPDP plans address the needs of the program.

5. The ABLE Director submits one (1) copy of each IPDP and two (2) copies of the PPDP to his/her OBR State ABLE Consultant. The ABLE consultants will forward the IPDPs and one copy of the PPDP to the appropriate RRC to assist in PD planning. Consultants reserve the right to request PD revisions.

Other Professional Development Sources
Another good source for professional development is through professional organizations. Connect to national and state adult literacy-related organizations, including the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) and the Ohio Association for Adult and Continuing Education (OAACE). Links to the home pages for some of these organizations are given below.

- U.S. Department of Education’s Office of Vocational and Adult Education (OVAE)
- Ohio Association for Adult and Continuing Education
- Ohio Resource Center Network
- Commission on Adult Basic Education [http://www.coabe.org/index.cfm](http://www.coabe.org/index.cfm)
- Ohio Association for Career and Technical Education (OhioACTE) [http://www.ohioacte.org/](http://www.ohioacte.org/)
- Ohio Association of Community Colleges (OACC) [http://www.ohiocommunitycolleges.org/](http://www.ohiocommunitycolleges.org/)
Appendix
**Adult Education Related Acronyms and Abbreviations**

<table>
<thead>
<tr>
<th>Acronyms/Abbreviations</th>
<th>Organizations or Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAACE</td>
<td>American Association for Adult and Continuing Education</td>
</tr>
<tr>
<td>ABLE</td>
<td>Adult Basic and Literacy Education</td>
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<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<td>ADHD</td>
<td>Attention Deficit Hyperactive Disorder</td>
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<td>AEFLA</td>
<td>Adult Education and Family Literacy Act</td>
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<td>AHSC</td>
<td>Adult High School Continuation</td>
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<td>ALC</td>
<td>Adult Literacy Coalition</td>
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<td>APR</td>
<td>Annual Performance Report</td>
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<td>Adult Secondary Education</td>
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<td>AWE</td>
<td>Adult Workforce Education</td>
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<td>BEST</td>
<td>Basic English Skills Test</td>
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<td>CAI</td>
<td>Computer Assisted Instruction</td>
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<tr>
<td>CAELA</td>
<td>Center for Adult English Language Acquisition</td>
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<td>CAL</td>
<td>Center for Applied Linguistics</td>
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<td>Center on Education and Training for Employment</td>
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<td>Continuing Education Unit</td>
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<td>Commission on Adult Basic Education</td>
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<td>Career Technical and Adult Education</td>
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<td>Division of Adult Education and Literacy (US DOE)</td>
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<tr>
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<td>Department of Development (Ohio)</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education (Ohio)</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labor (U.S.)</td>
</tr>
<tr>
<td>EBRI</td>
<td>Evidence-Based Reading Instruction</td>
</tr>
<tr>
<td>EDGAR</td>
<td>Education Department General Administrative Regulations</td>
</tr>
<tr>
<td>EDR</td>
<td>Economic Development Region</td>
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<tr>
<td>EFF</td>
<td>Equipped for the Future</td>
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<tr>
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<td>Educational Functioning Level</td>
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<tr>
<td>EL/Civics</td>
<td>English Literacy and Civics Education</td>
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<td>ELL</td>
<td>English Language Learner</td>
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<td>ERIC</td>
<td>Education Resources Information Center</td>
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<td>Education Service Center</td>
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<td>English as a Second Language</td>
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<td>English for Speakers of Other Languages</td>
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<td>FAQ</td>
<td>Frequently Asked Questions</td>
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<td>Acronyms/Abbreviations</td>
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<td>Final Expenditure Report</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Education Rights and Privacy Act</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
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<td>FY</td>
<td>Fiscal Year</td>
</tr>
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<td>General Educational Development</td>
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<td>IDEAL</td>
<td>Improving Distance Education for Adult Learners</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>ILP</td>
<td>Individual Learning Plan</td>
</tr>
<tr>
<td>IPDP</td>
<td>Individual Professional Development Plan</td>
</tr>
<tr>
<td>IPQ</td>
<td>Indicators of Program Quality</td>
</tr>
<tr>
<td>K-12</td>
<td>Kindergarten through High School</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability</td>
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<td>LEA</td>
<td>Local Education Agency</td>
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<td>LEP</td>
<td>Limited English Proficiency</td>
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<td>LINCS</td>
<td>Literacy Information and Communication System (NIFL)</td>
</tr>
<tr>
<td>LMI</td>
<td>Labor Market Information</td>
</tr>
<tr>
<td>MR/DD</td>
<td>Mental Retardation/Developmental Disabilities</td>
</tr>
<tr>
<td>MOE</td>
<td>Maintenance of Effort</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MPL</td>
<td>Minimum Performance Level</td>
</tr>
<tr>
<td>NAASLN</td>
<td>National Association for Adults with Special Learning Needs</td>
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<tr>
<td>NALS</td>
<td>National Adult Literacy Study</td>
</tr>
<tr>
<td>NCAL</td>
<td>National Center on Adult Literacy</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
</tr>
<tr>
<td>NCSALL</td>
<td>National Center for the Study of Adult Learning and Literacy</td>
</tr>
<tr>
<td>NCTM</td>
<td>National Council of Teachers of Mathematics</td>
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<tr>
<td>NRS</td>
<td>National Reporting System</td>
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<td>OAACE</td>
<td>Ohio Association for Adult and Continuing Education</td>
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<tr>
<td>ODE</td>
<td>Ohio Department of Education</td>
</tr>
<tr>
<td>ODRC</td>
<td>Ohio Department of Rehabilitation and Correction</td>
</tr>
<tr>
<td>ODJFS</td>
<td>Ohio Department of Job and Family Services</td>
</tr>
<tr>
<td>OBR</td>
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<td>OLN</td>
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<td>OLRC</td>
<td>Ohio Literacy Resource Center</td>
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<td>OPAS</td>
<td>Ohio Performance Accountability System</td>
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<tr>
<td>OSB</td>
<td>Ohio Skills Bank</td>
</tr>
<tr>
<td>OATESOL</td>
<td>Ohio Teachers of English to Speakers of Other Language</td>
</tr>
<tr>
<td>OVAE</td>
<td>Office of Vocational and Adult Education (U.S.)</td>
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<td>PCR</td>
<td>Project Cash Request</td>
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<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PEP</td>
<td>Parenting Education Profile</td>
</tr>
<tr>
<td>PPDP</td>
<td>Program Professional Development Plan</td>
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<tr>
<td>Acronyms/Abbreviations</td>
<td>Organizations or Agencies</td>
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<td>------------------------</td>
<td>----------------------------------------------------------------</td>
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<tr>
<td>RCN</td>
<td>Resource Center Network</td>
</tr>
<tr>
<td>REDD</td>
<td>Regional Economic Development Director</td>
</tr>
<tr>
<td>RFP</td>
<td>Request for Proposal</td>
</tr>
<tr>
<td>ROI</td>
<td>Return On Investment</td>
</tr>
<tr>
<td>RRC</td>
<td>Regional Resource Center</td>
</tr>
<tr>
<td>RSC</td>
<td>Rehabilitation Services Commission</td>
</tr>
<tr>
<td>SBE</td>
<td>Standards-Based Education</td>
</tr>
<tr>
<td>SCOTI</td>
<td>Sharing Career Opportunities and Training Information</td>
</tr>
<tr>
<td>SEM</td>
<td>Student Experience Model</td>
</tr>
<tr>
<td>SPL</td>
<td>Student Performance Level (for ESL)</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td>TABE</td>
<td>Test of Adult Basic Education</td>
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<tr>
<td>TANF</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>USCIS</td>
<td>United States Citizenship and Immigration Services</td>
</tr>
<tr>
<td>USDOE</td>
<td>United States Department of Education</td>
</tr>
<tr>
<td>USO</td>
<td>University System of Ohio</td>
</tr>
<tr>
<td>VESL</td>
<td>Vocational English as a Second Language</td>
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<tr>
<td>WIA</td>
<td>Workforce Investment Act</td>
</tr>
<tr>
<td>WIB</td>
<td>Workforce Investment Board</td>
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</table>
Resources Available on the ABLE Web site

ABLE Web site

Adult Basic and Literacy Education (ABLE)
Provides quality leadership for the establishment, improvement and expansion of lifelong learning opportunities for adults in their family, community and work roles
http://uso.edu/network/workforce/able/

Directory

ABLE State Staff Directory and Service Regions

This directory lists the names and contact information of the ABLE staff including the State ABLE Director, the regional consultants and the support staff. In addition, the staff directory delineates the numerous program areas pursued by the ABLE program and the staff member who has specific responsibility for the area. The Service Region map indicates which counties are within each service area.

http://uso.edu/network/workforce/able/able-directory.pdf

Grant Information

ABLE Grant Forms

Several forms are used to assist with an ABLE grant. These include forms to be completed to register students for the ABLE program and to report on their progress, forms that are used to determine program's compliance with ABLE requirements and forms utilized for fiscal purposes. Click on the title below to open the document.

FY 2011 ABLE Instructional Grant
http://uso.edu/network/workforce/able/grants/instructionalGrant.php

FY 2011 English Literacy and Civics Education
http://uso.edu/network/workforce/able/grants/elcivics.php
ABLE Grant Policies

Adult Basic and Literacy Education (ABLE) policies are written to clarify legal and compliance issues related to provision of ABLE services. Current policies include those that address student eligibility for ABLE services, confidentiality of student information, allowable services and assessment practices.

http://uso.edu/network/workforce/able/reference.php

Concurrent Enrollment Policy
Changed Status of the Uniform Portfolio System Memo
Ohio ABLE Assessment Policy FY 2011 || Memo
Computer Literacy Instruction in ABLE Programs
Revised Release of Information (RIF) and Revocation of Release of Information (R-RIF) Forms and New Post-Secondary Education Data Match Memo
Modified Student Experience Model for Students with GED Specific Goals (Flowchart)
Confidentiality of Student Record Information/ABLELink Data Entry
Use of Social Security Numbers and Data Match Requirements Memo
Revised ABLE Assessment Policy Regarding Use of Official GED Practice Test Policy Number: L-100-9C Memo
Workplace Education Model Adoption and Guidance

EL/Civics Supplemental Resources

The following supplemental resources are to be utilized by the English Literacy/Civics (EL/Civics) grant recipients in fulfillment of their grant requirements. Click on the links below to access.

English, Literacy and Civics Education Objective
ESL Target Population
EL/Civics Lesson Plan Template
EL/Civics ABLELink Report Information
EL/Civics FY2010 End-of-Year Report Template
EL/Civics FY2010 End-of-Year Report Narrative
Grant Monitoring

All ABLE programs receive a Desk Review annually. This review is based upon the program's success at meeting minimum performance standards, meeting enrollment projections, retaining students, meeting assessment goals and adhering to administrative requirements. The materials used in the Desk Review are included. Selected ABLE programs also receive site visits. The materials used for site reviews are included.

Desk Review Description

Desk Review Program Report

On-Site Program Review

Ohio Performance Accountability System (OPAS) Manual

The Ohio Performance Accountability System (OPAS) within ABLE guides instructional programs as they implement required components of Title II of the Workforce Investment Act. The OPAS Manual focuses primarily on processes and procedures related to accountability and compliance issues. To download a PDF copy of the OPAS Manual, go to the following link.

The Ohio Performance Accountability System Manual

Connecting Policy and Practice: A Guide to the Revised ABLE Portfolio System

To better understand the requirements for Ohio’s ABLE Portfolio System, this document connects OBR’s policies to samples that programs may use. Many of the suggestions in this guide, created by Ohio ABLE practitioners, are currently being used in programs. No program is required to use these samples. The suggestions in this guide may be used “as is,” adapted or not used at all, depending on teacher and student needs.

A Guide to the ABLE Portfolio System
Professional Development Materials

The Program Professional Development Plan and the Individual Professional Development Plan templates are provided for use by ABLE programs to present details of the professional development opportunities that will be pursued individually and as a program during the course of the fiscal year. The Professional Development catalog contains workshops and trainings to be offered during the fiscal year. The Professional Development Memo and Guidelines provide information about requirements, stipends and reimbursements.

To open one of the Word documents or the PDF, click on the desired title in the link below.

- FY 2011 PD Policy
- Overview of PD Standards
- FY 2011 PD Catalog
- FY 2011 PD Planning Guide
- FY 2011 IPDP
- FY 2011 PPDP

Reports

ABLE Calendar

The ABLE Calendar, updated frequently, contains dates of required meetings and deadlines for submission of fiscal and other required reports, forms and ABLELink information.

ABLE Calendar

Annual Reports

Several ABLE reports are due annually based on fiscal year. The reports refer to student academic achievement and the obtainment of the core indicators of performance. The reports contain information about student demographics, program enrollment, ABLE funding trends and the return on investment.

Refer to the ABLELink for directions on submitting your Annual report.

http://literacy.kent.edu/ablelink/
Other ABLE Reports

A variety of ABLE reports are presented: including, the Adult Education and Family Literacy Act Section 223 Project Reports that provide overviews of outcomes from projects funded with ABLE State Leadership funds; Directors’ Meeting Reports that include analyses of evaluation data collected from participants of ABLE semi-annual meetings; and, reports of special studies. These reports are provided at the time of request.

Additional Resources

Program Administrators’ Sourcebook: A Resource of NCSALL’s Research for Adult Education Program Administrators

This book contains reports of research on several topics of program interest for administrators. Click on the title below to open the document.

http://www.ncsall.net/index.php?id=1035

Promising Practices: Suggestions for Program Improvement from Ohio ABLE Practitioners

Promising Practice Created for ABLE practitioners, this document presents realistic issues and realistic solutions suggested by ABLE practitioners. Think of the information on the following pages as an ABLE advice column. The suggestions in this guide may be used “as is,” adapted, or not used at all, depending on your program’s needs.

This document contains 27 Promising Practices, organized by these 11 themes, loosely following the structure of the Student Experience Model.
LINCS Resource Collections

The LINCS Resource Collections are online subject-oriented collections of high-quality instructional resources, including multimedia resources, informed by research, especially scientifically based and other rigorous research, for use by adult education and literacy educators. The high-quality resources in the LINCS Resource Collections are limited to items that have completed a review in which researchers and other experts in the field reviewed the resources and found them to be grounded in scientifically based and/or other rigorous research.

http://www.nifl.gov/lincs/resourcecollections/resource_collections.html

Program Management Resource Collection

The Program Management Resource collection contains resources on assessment, learning disabilities, and program improvement.

http://www.nifl.gov/lincs/resourcecollections/RC_planning.html

Basic Skills Resource Collection

The Basic Skills Resource Collection contains resources on reading, writing, and mathematics and numeracy.

http://www.nifl.gov/lincs/resourcecollections/RC_skills.html

Workforce Competitiveness

The Workforce Competitiveness Resource Collection contains resources on workforce basic skills education, English language acquisition, and technology.

http://www.nifl.gov/lincs/resourcecollections/RC_workforce.html
Worksheets for Training
## Alphabet Soup Quick Quiz

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>To be able to identify the basic acronyms/abbreviations for the ABLE program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps:</td>
<td>1. Distribute the Quick Quiz to the participants.</td>
</tr>
<tr>
<td></td>
<td>2. Allow about five (5) minutes to complete the table.</td>
</tr>
<tr>
<td></td>
<td>3. Review the results and discuss the items listed.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Copy of worksheet for each participant.</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Pens or pencils</td>
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</table>
Alphabet Soup Quick Quiz

<table>
<thead>
<tr>
<th>OBR</th>
<th>OAACE</th>
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<tr>
<td>EDR</td>
<td>GED</td>
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<td>IPQ</td>
<td>ESOL</td>
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<td>OPAS</td>
<td>APR</td>
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<td>IPDP</td>
<td>PPDP</td>
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<td>SBE</td>
<td>OLRC</td>
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<td>CCIP</td>
<td>FER</td>
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<tr>
<td>PCR</td>
<td>MPL</td>
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<tr>
<td>RCN</td>
<td>EFL</td>
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</tbody>
</table>

Name of the ABLE State Director ________________________________

Name of YOUR Regional State Consultant __________________________

My ABLE Region:  
1 | 2 | 3 | 4
---|---|---|---
   |   |   |   
# Alphabet Soup Quick Quiz
## Answers

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>OBR</td>
<td>Ohio Board of Regents</td>
<td>OAACE</td>
<td>Ohio Association for Adult and Continuing Education</td>
</tr>
<tr>
<td>EDR</td>
<td>Economic Development Region</td>
<td>GED</td>
<td>General Education Development</td>
</tr>
<tr>
<td>IPQ</td>
<td>Indicators of Program Quality</td>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
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<tr>
<td>OPAS</td>
<td>Ohio Performance Accountability System</td>
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<td>Annual Performance Report</td>
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<td>IPDP</td>
<td>Individual Professional Development Plan</td>
<td>PPDP</td>
<td>Program Professional Development Plan</td>
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<td>SBE</td>
<td>Standards-Based Education</td>
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<td>CCIP</td>
<td>Comprehensive Continuous Improvement Plan</td>
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<td>Final Expenditure Report</td>
</tr>
<tr>
<td>PCR</td>
<td>Project Cash Request</td>
<td>MPL</td>
<td>Minimum Performance Level</td>
</tr>
<tr>
<td>RCN</td>
<td>Resource Center Network</td>
<td>EFL</td>
<td>Educational Functioning Level</td>
</tr>
</tbody>
</table>

Name of the ABLE State Director  __Jeff Gove________________________

Name of YOUR Regional State Consultant  __Depends on location of program__

My ABLE Region:  __Depends on location of program__

<table>
<thead>
<tr>
<th>Region</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jeff Gove</td>
</tr>
<tr>
<td>2</td>
<td>Cindy Zengler</td>
</tr>
<tr>
<td>3</td>
<td>Karen Scheid</td>
</tr>
<tr>
<td>4</td>
<td>Donna Albanese</td>
</tr>
</tbody>
</table>
**ABLE FY 2011 Calendar**

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>To determine the timeline of required reports and submissions for local ABLE Programs</th>
</tr>
</thead>
</table>
| Steps: | 1. Discuss the federal and state requirements for information. This can be completed by quarters or for the whole year in general.  
2. Provide all participants with the individual calendar worksheets and the names of the reports and submissions.  
3. Work in groups and have the participants place the due dates into the calendar.  
4. Have groups place the slips of items on a workshop calendar.  
5. Discuss the dates and correct any ones not correctly placed. |
| Materials: | Individual Calendar Worksheet  
Classroom Size Calendar (Expand the individual worksheet by quarters and display on the wall.)  
Slips of paper with names of reports and submission items |
| Supplies: | Markers  
Tape or glue sticks  
Poster board or Newsprint for Large Calendar display |
<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>FY 2010 FER (FINAL EXPENDITURE REPORT)</td>
<td>FY 2011 1&lt;sup&gt;ST&lt;/sup&gt; QUARTERLY ABLELINK REPORT</td>
</tr>
<tr>
<td>FY 2010 INITIAL APR (ANNUAL PERFORMANCE REPORT)</td>
<td>FY 2011 2&lt;sup&gt;ND&lt;/sup&gt; QUARTERLY ABLELINK REPORT</td>
</tr>
<tr>
<td>ABLE LD POLICY AND PLANNING GUIDE</td>
<td>FY 2011 3&lt;sup&gt;RD&lt;/sup&gt; QUARTERLY ABLELINK REPORT</td>
</tr>
<tr>
<td>FY 2011 TECH PLANS</td>
<td>FY 2011 4&lt;sup&gt;TH&lt;/sup&gt; QUARTERLY ABLELINK REPORT</td>
</tr>
<tr>
<td>NEW ADMINISTRATORS ORIENTATION</td>
<td>FY 2010 DATA CERTIFICATIONS CHECKLIST</td>
</tr>
<tr>
<td>FALL ADMINISTRATORS’ MEETING</td>
<td>FY 2011 PPDP (PROGRAM PROFESSIONAL DEVELOPMENT PLAN)</td>
</tr>
<tr>
<td>FY 2010 SCHEDULE A</td>
<td>FY 2011 IPDP (INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN)</td>
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<td>FY 2012 GRANT</td>
<td>FY 2010 FINAL APR</td>
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<td>First Quarter</td>
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<td>--------------</td>
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<tr>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>Second Quarter</td>
<td></td>
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<tr>
<td>October</td>
<td>November</td>
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<td></td>
<td>January</td>
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<tr>
<td>----------------</td>
<td>---------</td>
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<tr>
<td><strong>Third Quarter</strong></td>
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<tr>
<td><strong>Fourth Quarter</strong></td>
<td></td>
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<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>
# Correct Placement of Items

## First Quarter

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011 TECH PLANS</td>
<td></td>
<td>FY 2010 SCHEDULE A</td>
</tr>
<tr>
<td>NEW ADMINISTRATORS ORIENTATION</td>
<td></td>
<td>FY 2010 DATA CERTIFICATIONS CHECKLIST</td>
</tr>
<tr>
<td>FY 2011 1st QUARTERLY ABLELINK REPORT</td>
<td></td>
<td>FY 2011 PPDP (PROGRAM PROFESSIONAL DEVELOPMENT PLAN)</td>
</tr>
<tr>
<td>FY 2011 PPDP (INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN)</td>
<td></td>
<td>FY 2010 FER (FINAL EXPENDITURE REPORT)</td>
</tr>
</tbody>
</table>

## Second Quarter

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010 INITIAL APR (ANNUAL PERFORMANCE REPORT)</td>
<td>FY 2011 2nd QUARTERLY ABLELINK REPORT</td>
<td></td>
</tr>
<tr>
<td>FALL ADMINISTRATORS’ MEETING</td>
<td></td>
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</tr>
</tbody>
</table>

## Third Quarter

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2010 FINAL APR</td>
<td></td>
<td>FY 2011 3RD QUARTERLY ABLELINK REPORT</td>
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</tbody>
</table>

## Fourth Quarter

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012 GRANT</td>
<td></td>
<td>FY 2011 ABLE LD POLICY AND PLANNING GUIDE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2011 4TH QUARTERLY ABLELINK REPORT</td>
</tr>
</tbody>
</table>
ABLE FY 2011 Policies

Purpose: To become aware of the FY 2011 policies and why they are needed

Steps:

4. Divide the group into five groups if possible. If this is not possible because of the overall size of the group, determine how many groups can be formed. Use the policies in order of priority based on the number of groups formed. (See note in materials section.) The remainder of the policies can be reviewed at another time.

5. Give each group one policy to review.

6. Allow 15 minutes for the group to review the policy and 5 minutes for them to complete the worksheet for the policy. (Provide highlighters and/or Post-It Notes® for the participants to note areas in which they are unclear.)

7. Have a spokesperson from each group to report on the policy using the Policy Worksheet.

8. Clarify the issues about each policy discussed.

Materials:

Copies of the following policies:

<table>
<thead>
<tr>
<th>Priority for review</th>
<th>ABLE Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Adult Basic and Literacy Education (ABLE)</td>
</tr>
<tr>
<td></td>
<td>Student Eligibility Policy</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Ohio ABLE Assessment Policy FY 2011</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>FY 2011 PD Policy</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>LD Policy and Planning Guide</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Concurrent Enrollment Policy</td>
</tr>
</tbody>
</table>

Copy of worksheet for each participant.

Supplies:

Highlighters
Post-it Notes®
Pens or pencils
**WORKSHEET TO REVIEW ABLE FY 2011 POLICIES**

<table>
<thead>
<tr>
<th>Name of Policy Reviewed:</th>
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</table>

<table>
<thead>
<tr>
<th>Briefly describe in your own words what the policy is about:</th>
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</table>

<table>
<thead>
<tr>
<th>Explain why the policy is in place (Why is it important):</th>
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<table>
<thead>
<tr>
<th>Outline what actions the programs need to have in place to ensure that the policy is complied with:</th>
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<tr>
<th>List the questions about the policies that still need to be answered:</th>
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</table>
SAMPLE RESPONSES FOLLOW
Name of Policy Reviewed:  
**Ohio ABLE Assessment Policy Fiscal Year 2011**

Briefly describe in your own words what the policy is about:

The Ohio ABLE assessment policy guidelines include the selection and use of appropriate student assessment and procedures for:

1. Accurate student placement into appropriate program and instructional level
2. Diagnostic information to guide instruction
3. Pre and posttesting to monitor progress toward goals
4. Certification of level and program completion

These policy guidelines also include staff training and test security requirements for all staff that administer the standardized assessments and use the results from these assessments.

Explain why the policy is in place (Why is it important):

Standardized, ongoing assessment of student progress is essential to ensure that all adult students become proficient in literacy and language skills. To ensure accuracy and consistency, the Chancellor of the Ohio Board of Regents ABLE Program (the “Chancellor”) prescribes that programs use standardized assessments with proven validity and reliability and approved for use by the National Reporting System (NRS).

- **Validity** refers to the extent to which the instrument measures what it intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the Educational Functional Levels (EFL).
- **Reliability** refers to the degree of consistency in performance of an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction, to diagnose student strengths and weaknesses, to monitor progress and to certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development and performance targets. Results from assessment provide the basis for the Local Program Desk Review. Uniform implementation of policy allows for comparability across programs within the state, especially as Ohio moves toward performance based funding.

Outline what actions the programs need to have in place to ensure that the policy is complied with:

ABLE programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments, used to document student placement, progress and level completion are described in detail in subsequent sections of this document. In addition, all programs must use student portfolios. The ABLE Portfolio System provides a framework for standards-based education. Informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments and student observations are also encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

List the questions about the policies that still need to be answered:

Lists will vary.
Name of Policy Reviewed: 
Adult Basic and Literacy Education (ABLE) Student Eligibility Policy

Briefly describe in your own words what the policy is about:

As defined by the WIA, “adult education” includes services or instruction below the postsecondary level for individuals who: (A) have attained sixteen years of age; (B) are not enrolled or required to be enrolled in secondary school under state law; and (C) (i) lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.

Services and instruction may be provided to individuals sixteen and seventeen years who meet the General Requirements above. Additionally, in order to satisfy General Requirement (B), the student must: (A) provide written evidence of an age and schooling certificate and official withdrawal from school or (B) provide written evidence of a high school diploma.

The only statutory exceptions to compulsory school attendance which would allow the enrollment of sixteen and seventeen year olds in ABLE programs are the conditions cited above. Documentation of the age and schooling certificate and withdrawal from school or a copy of the diploma must be verified prior to enrollment and must be kept on file with other required student records (i.e., standardized assessment and other test records).

Explain why the policy is in place (Why is it important):

The Ohio Board of Regents is responsible for insuring that federal and state ABLE funds are distributed in accordance with state and federal law. Inquiries from local ABLE program providers regarding eligibility of sixteen and seventeen year old individuals, those who are home-schooled or court-ordered, as well as those with other special circumstances, have supported the need for a legal review and updating of the 2001 eligibility policy in relation to current state and federal law.

The guidelines are offered in order to assist local program staff and others to determine the eligibility or ineligibility of individuals in Ohio Board of Regents funded ABLE programs supported by the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

Outline what actions the programs need to have in place to ensure that the policy is complied with:

Documentation of the age and schooling certificate and withdrawal from school or a copy of the diploma must be verified prior to enrollment and must be kept on file with other required student records (i.e., standardized assessment and other test records).

List the questions about the policies that still need to be answered:
Lists will vary.
<table>
<thead>
<tr>
<th>Name of Policy Reviewed:</th>
<th>FY 2011 PD Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe in your own words what the policy is about:</td>
<td>All staff must complete a Self-Assessment, Individual Professional Development Plan (IPDP), and Record of Accomplishments annually (See Ohio ABLE Professional Development Planning Guide). All programs must complete a Program Professional Development Plan (PPDP) annually that reflects the local program goals and staff PD needs. The State ABLE Program requires local program staff members to engage in at least two (2) activities, if they work more than seven (7) hours per week paid from ABLE funds and in at least one activity, if they work seven (7) hours or fewer per week paid from ABLE funds.</td>
</tr>
<tr>
<td>Explain why the policy is in place (Why is it important):</td>
<td>The intent of the Professional Development (PD) system as outlined in this policy is: • to assist local ABLE program staff in developing skills and gaining knowledge needed to support higher levels of student achievement; • to ensure program staff have relevant information and training in order to meet the intent and requirements of the grant; • to ensure that the knowledge and skills acquired are sustained through classroom practice.</td>
</tr>
<tr>
<td>Outline what actions the programs need to have in place to ensure that the policy is complied with:</td>
<td>All programs must have a process in place to document that all staff members have met the PD requirements for FY 2011. Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring by State ABLE staff.</td>
</tr>
<tr>
<td>List the questions about the policies that still need to be answered:</td>
<td>Lists will vary.</td>
</tr>
<tr>
<td>Name of Policy Reviewed:</td>
<td>LD Policy and Planning Guide</td>
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<tr>
<td>Briefly describe in your own words what the policy is about:</td>
<td>ABLE programs will not discriminate against individuals with disabilities and must ensure that all services are accessible. Federal law requires that ABLE programs meet the administrative requirements of the Americans with Disabilities Act. In addition, ABLE programs must have a learning disabilities screening process in place with the option for a student to sign a waiver, if a student declines a learning disabilities screening. Also, ABLE programs must maintain confidential all information related to students’ disclosure and documentation of disability and/or screening information. The programs must maintain current information about professional diagnosis, vision screening, and hearing screening and collect data for input into ABLELink per OBR requirements. Programs must also provide instructional adaptations and/or accommodations to students with diagnosed learning disabilities to help ensure they have equal access to services. To this end local programs must maintain a sufficient number of staff members adequately trained.</td>
</tr>
<tr>
<td>Explain why the policy is in place (Why is it important):</td>
<td>It is important for all Ohio Board of Regents - Adult Basic and Literacy Education (ABLE) programs to have a written plan in place to address serving the needs of students with learning disabilities and at a later point, students with other special needs. This online Policy and Planning Guide will lead ABLE programs through the development of such a written plan, with policies and procedures which address how the program will provide services to students with learning disabilities (LD). All Ohio ABLE programs will be held to the policy statements in this Guide.</td>
</tr>
<tr>
<td>Outline what actions the programs need to have in place to ensure that the policy is complied with:</td>
<td>All programs are responsible for ensuring all services are accessible to persons with disabilities and for providing reasonable accommodations in the delivery of services and have the right to identify and establish the abilities, skills, and competencies fundamental to its academic programs, and to evaluate each learner's performance on this basis. Programs need to understand the legal rights of students with disabilities This knowledge can provide the basis for setting realistic expectations on the part of the learners so that they can make appropriate requests for assistance. It can also help program providers deliver the types of services necessary to enhance opportunities for the success of adults with learning disabilities. The LD plan establishes the expectations so that both the students and the programs clearly identify their rights.</td>
</tr>
<tr>
<td>List the questions about the policies that still need to be answered:</td>
<td>Lists will vary.</td>
</tr>
<tr>
<td>Name of Policy Reviewed:</td>
<td>Concurrent Enrollment Policy</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>Briefly describe in your own words what the policy is about:</td>
<td>Concurrent enrollment within the University System of Ohio occurs when an adult student is enrolled in two educational institutions at the same time receiving educational programs, services and/or benefits from each. These services may include courses, support services, facilities and equipment, or other services necessary to succeed within the continuum of education in Ohio. The goal of concurrent enrollment is to have statewide agreements that will guarantee the transfer credit. In addition, bilateral agreements may be developed in unique or specific content for a region where the faculty of two institutions have validated the college level equivalency of the course offering(s). An ABLE student is considered concurrently enrolled when the student is enrolled in ABLE course work and also enrolled in at least one of the following: college developmental courses, general education courses, or technical programs/courses. A student’s ABLE course work must not include the academic subjects for which the student is enrolled in college courses or technical programs/courses and paying tuition. No college credit would be awarded for ABLE course work.</td>
</tr>
<tr>
<td>Explain why the policy is in place (Why is it important):</td>
<td>The policy was established to advance opportunities for adults to participate in college within this system, while maintaining the quality assurances associated with the transfer guarantee. The Adult Concurrent Enrollment Policy provides flexibility in offering college-level coursework to adults through concurrent enrollment opportunities, expands the possibilities of college program location and types of offerings, ensures the quality of the educational experience and transferability of credit, and makes the University System of Ohio outreach more comprehensive for adult learners.</td>
</tr>
<tr>
<td>Outline what actions the programs need to have in place to ensure that the policy is complied with:</td>
<td>Local programs need to establish new agreements based on learning outcomes developed regionally and validated statewide. (This is for technical programs/courses where CT2 statewide agreements have not yet been developed.)</td>
</tr>
<tr>
<td>List the questions about the policies that still need to be answered:</td>
<td>Lists will vary.</td>
</tr>
</tbody>
</table>