Ohio Department of Higher Education
Aspire Office
FY 2019 Desk Review Guidance

January 2020

Introduction

The Aspire Program under the Chancellor of the Ohio Department of Higher Education is required by law to show progress toward continuously improving performance. In addition, each year the Chancellor must describe how the Aspire Program evaluates the effectiveness of the adult education and literacy activities based on the performance measures described in Title II of the Workforce Innovation and Opportunity Act (WIOA). The Desk Review is one means of measuring local program performance.

The uses of the Aspire Desk Review are:
- Accountability - meet performance goals and demonstrate state/local program achievement
- Program improvement – establish a system for assisting programs in their continuous improvement
- Information/advocacy for program - share key information with internal/external stakeholders and assist in overall planning

The first page of the Desk Review illustrates how well the local program met priority performance targets. In addition to a percent value, color coding provides a visual indicator of performance; backgrounds are shaded with lighter colors indicating lower percentages and darker colors indicating higher percentages. The elements noted on the first page are:
- Measurable Skill Gain (MSG) - including a breakdown of Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL)
- Educational Functioning Levels (EFL) Met
- Other Performance Measures
- Obtained Secondary Credential
- Transitioned to Postsecondary Education

Explanation of the Report Format

The Desk Review consists of two forms – the FY 2019 Desk Review Report and the FY 2019 Local Program Desk Review Data Form.

- The FY 2019 Desk Review Report is a summary of the results and achievement levels of your program.
- The FY 2019 Local Program Desk Review Data Form compares key performance measures to state performance targets. Some performance measures include enrollment, assessment, student achievement, and program achievement.

Explanation of the Scored Elements

Student Achievement
The Student Achievement section of the Desk Review Report FY 2019 has two (2) sections focusing on factors related to student performance and the reporting of those achievements including Measurable Skill Gain and Other Performance Measures. A point scale has been developed and a point value is attached to each of the sections based on the percentages achieved. As a reminder, color coding provides a visual indicator of performance; backgrounds are shaded with lighter colors indicating lower percentages and darker colors indicating higher percentages.

Point Scale:

Desk Review Point Scale

Measurable Skill Gain (state target 63%)			MSG - ABE only (state target 64%)			MSG - ESOL only (state target 59%)			Other measures	
min	max	points	min	max	points	min	max	points	met	points
	0%	0		0%	0		0%	0	0%	0
1%	45%	1	1%	55%	0.5	1%	54%	0.5	25%	1
46%	55%	2	56%	60%	1	55%	58%	1	50%	2
56%	65%	3	61%	64%	1.5	59%	63%	1.5	75%	3
66%	75%	4	65%	70%	2	64%	68%	2	100%	4
76%	100%	5	71%	75%	2.5	69%	74%	2.5		
			76%	100%	3	75%	100%	3		

Measurable Skill Gain:
Measurable Skill Gain is the percentage of participants who:
- completed at least one educational functioning level as documented through a standardized assessment OR
- entered into postsecondary education or training after exit OR
- attained a secondary school diploma or equivalent

This indicator is also included separately for ABE and, if applicable, ESOL students. The state target, as negotiated with the U.S. Department of Education, is 63%.

Example:

Measurable Skill Gain	Enrollment	Achieved MSG	MSG %	Points
Overall	469	332	71%	4
ABE only	430	310	72%	2.5
ESOL only	39	22	56%	1

Other Performance Measures:
Programs are rated on four other student performance measures. Each element achieved is worth one point.

- _Enrollment_ - Enrollment is based on achieving 100% or more of the FY 2019 projected enrollment or exceeding the FY 2018 actual enrollment.
- _Retention_ - Retention refers to a student who completed a level or who was enrolled during the fourth quarter of the previous program year. Retention is based on achieving a rate of 75% or above.
- _Cost per Student_ – Cost per Student is determined by dividing the Total Amount Expended by the number of Enrolled Students; the cost per student is compared to the program's projected cost per student as well as the state average. In order to achieve this measure, a program must be within 120% of the state average.
- _Student Persistence_ – Student Persistence is the average attendance hours per student and is compared to the FY 2018 program and state persistence rates.

Once the scoring for each sub-section is completed, the average overall percentage for the Other Performance Measures section is determined by finding the average of the four sub-sections.

Example:

Other Performance Measures	Target		FY2019 Actual	Achieved	Point Achieved
Met approved enrollment or exceeded previous year's actual enrollment	Approved	456	469	Y	1
	FY 2018	429		Y	
Retention rate	75%		81%	Y	1
Cost per student (120% of state average)	< = $856.04		$629.65	Y	1
Met state FY 2018 persistence or exceeded program's FY 2018 persistence	State	58.31	56.72	N	0
	Program	69.25		N	
				Points	3
				Percent	75%

Explanation of the Additional (Unscored) Performance Measures

Educational Functioning Level (EFL) Completion:
Programs receive points for the student _completion_ of the Educational Functioning Levels. Programs are given one point for each EFL for which students' performance met or exceeded the state's recommended Minimum Performance Level (MPL) targets. Points are totaled and divided by the total number of EFLs in which students were enrolled to achieve an overall percentage for Educational Functioning Levels Met.

Example:

EFL Completion	MPL %	MSG %	Met MPL	Point Achieved
Beginning Literacy	67	83	Y	1
Beginning Basic Education	61	65	Y	1
Low Intermediate Basic	62	64	Y	1
High Intermediate Basic	64	77	Y	1
Low Adult Secondary	70	89	Y	1
High Adult Secondary	70	80	Y	1
Beginning ESOL Literacy	54	62	Y	1
Low Beginning ESOL	60	71	Y	1
High Beginning ESOL	65	35	N	0
Low Intermediate ESOL	65	66	Y	1
High Intermediate ESOL	65	100	Y	1
Advanced ESOL	52	66	Y	1
			EFLs met	11 of 12
			Percent	92%

Obtained Secondary Credential:
All participants who achieve a recognized secondary credential and exit during the program year who are employed or in Postsecondary Education and Training (PSET) during participation in or within one year after exit from the program.

Transitioned to Postsecondary:
All participants who enroll in PSET during the program year.

Employed 2nd Quarter After Exit:
Participants who exit and are employed in unsubsidized employment during the second quarter after exit.

Employed 4th Quarter After Exit:
Participants who exit and are employed in unsubsidized employment during the fourth quarter after exit.

Median Earnings (2nd Quarter):
Participants who exit and are employed in unsubsidized employment during the second quarter after exit.

Notes about the Local Program Desk Review Data Form
Additional data has been included on the FY 2019 Local Program Desk Review Data Form to help programs make informed decisions for program improvement. These elements are not included in the average overall percentage.

Notable items:
- Total Allocated vs. Total Expended – Programs are able to see the total budget allocation versus what was actually expended.
- Enrollment – Included are projected enrollment and the actual number of students enrolled. Percent of projected is the percent at which a program met their projected enrollment.

- Persistence and Retention – Persistence is the average attendance hours per enrolled student (measured in hours) while Retention refers to a student who completed a level or who was enrolled during the fourth quarter of the program year (measured in percent).
- Achieved vs. Progressing MPL – Progressing is the percentage of students who did not complete one educational functioning level, but who attended in the 4th quarter. Achieved is the percentage of students who completed at least one educational functioning level.
- Assessment Information – Initial Assessment represents the number of students who had an initial assessment but did not receive a posttest. Progress Tests (+1, +2, +3, +4) represent the number of students who took an initial assessment and made it to the corresponding amount of posttests.
- Students pre and posttested – This percentage represents the percentage of students who took a pre and posttest.
- HSE > postsecondary – This percentage represents the percentage of students who obtained their HSE while enrolled in Aspire and enrolled in postsecondary education.

Improvement Actions

Overall Program Performance is determined by dividing the total points assessed for Measurable Skill Gain and Other Performance Measures by the total points possible for the program. Point values total 15 for programs with an ESOL program and 12 for programs without an ESOL program.

Programs are placed into one of three tiers based on their Overall Program Performance percentage. The three tiers are: Bottom Tier, Middle Tier, and Top Tier.

Based on Measurable Skill Gain and Other Measures, Apollo Career Center is in the middle tier of Aspire programs statewide.

0%		100%
17 Aspire programs	17 Aspire programs	15 Aspire programs

70%

Programs in the Bottom Tier will be assessed 50 points on the FY20 Ohio Department of Higher Education Aspire Risk Assessment for item *#1 - The program scored in the Bottom Tier on the most recent Desk Review.*

Programs, whose Overall Program Performance is in the Middle or Bottom Tier, should take the following actions:

1. Review program data frequently during the year to be aware of the accuracy and reliability of the data and make program adaptations.
2. Address the areas of concerns in the FY 2020 grant revision(s) and in the FY 2020 Program Improvement Consultation Plan (PICP).

3. Address any areas needing improvement in the Data Quality Certification Checklist.
4. Request technical assistance as needed from the Ohio Department of Higher Education Aspire Program office and/or the Ohio Professional Development Network.
5. Seek appropriate professional development for the local program personnel.

If the program remains in the Bottom Tier for <u>more than two consecutive years</u>, the funding level of the program may be affected.

If you have any questions regarding your FY 2019 Desk Review, please contact your Ohio Department of Higher Education Aspire program manager.