

FAQs and Parking Lot Questions

ABLELink/Exiting

Q: What are the definitions of the exit reasons that programs find on student intake forms and in ABLELink?

Q: Is the Corrections field an exclusion on the exit or registration form?

Q: Can we have a webinar that will help us follow-up on exited students?

A: The state will host a “**Lessons Learned – Data Reporting under WIOA**” webinar on **Thursday, January 11, 2018 at 10:30 a.m.** The webinar topics will include program exit reasons, the FY2017 desk review updates and changes in data entry as a result of the FY2017 APR submission. Data entry staff should plan to attend this webinar with the administrator. Registration is available at www.ohioable.org. The webinar will be recorded. ABLELink reporting to assist with student follow-up is currently in development. Programs will be notified when the new reporting is available.

Assessment

Q: When should we adopt TABE 11/12?

A: Please continue to use TABE 9/10 through June 30, 2019. The Aspire office staff were concerned that TABE 9/10 expires February 2019. But, according to our federal consultant at OCTAE, *“It has been the practice to sunset the usage of a test at the end of a program year. If the test expires 2/2/2019, programs may use it through 6/30/2019.”* Therefore, our plan is to use FY19 to train the field, program ABLELink, and consider our budget to see if we can purchase new assessments for programs. Effective July 1, 2019, programs can begin to use TABE 11/12. It is crucial to follow this guidance since ABLELink is not programmed to have multiple versions of TABE.

Q: Can programs still use CASAS as an approved assessment tool?

A: As we work toward a goal of a common ESL and a common ABE assessment in Ohio, we realize this will take some time. Our goal is to have all programs using TABE CLAS-E and TABE 11/12 effective July 1, 2019, at the earliest. During the transition year, FY19, programs will have time to train teachers on the new assessments. For FY19, we are eliminating some CASAS assessments from the Assessment Policy because when we reviewed assessment data, few if any programs are using these. Tests to be eliminated effective July 1, 2018: CASAS Citizenship, CASAS Life and Work (Reading and Math) for ABE students, and CASAS Secondary Assessments for ABE students, and CASAS Adult Life Skills for Developmental Disabilities. **We will continue to allow CASAS Life and Work for ESOL students through FY19.**

Career Pathways

Q: Will an IET be required for FY19?

A: IET is only mandatory if you are offering IELCE/IET programs using 243 funds. The Aspire office encourages IET as a strategy for career pathways across all educational levels because IET is based on adult learning theory. Through IET programs, students are exposed to goal-oriented, relevant, practical knowledge. Other educational strategies to make learning basic skills relevant to adult learners includes bridge models, employability training, contextualized classes, workplace education etc.

Q: I am not sure if the scenario that I have created fits all the requirements of an IET?

A: Check your model using OCTAE's "*IET Checklist for Ohio*", which you will find in the WIOA Resources section on the OHDE website. This checklist will help you to make sure you have all components of an IET. Contact your program manager with any questions.

Q: What is the definition of a Bridge Program?

A: Please refer to [Aspire Definitions](#) for the definition of a Bridge Program. The Aspire State office approves also having a Bridge to employment and/or an apprenticeship.

Q: Where can I find the list of approved industry credentials?

A: [ODHE Approved Industry Credentials](#)

Q: Where do I find the recording/slides about the "Ability to Benefit" webinar that was presented by Judy Mortrude and Lauren Walizer?

A: [Recorded Webinars](#), including "Ability to Benefit: Connecting WIOA and Student Financial Aid to Educate Low-Skilled Students."

Distance Education (DE)

Q: Will DE curricula options change?

A: Options may change each year so it's important for staff to be up-to-date with the approved options listed in the [Ohio Aspire Distance Education Policy](#).

Q: What if my program has purchased our own curricula and we want to use it for DE?

A: It can be used for blended-learning and count toward regular in-class instructional hours. If you want students to use this away/outside of your learning environment, and have it count toward DE hours, then you need to submit the "DE New Curriculum Approval Form", which is available under "policies" on the ODHE website. According to federal guidelines, the Aspire office staff must vet and approve all curriculum before it is approved for DE reporting.

Q: What is the definition of distance education?

A: Please refer to [Distance Education Models](#) and [Distance Education Scenarios](#) which describe our current DE options. Keep in mind that for FY19 the Providing Program DE model will be expected by all grantees. For assistance transitioning to Providing

Program, please contact ODHE program manager, Stephanie Schab at sschab@ohiohighered.ohio.gov.

Q: What will be the impact on staff time/hours for supervising and managing DE?

A: It would be a good idea to assess your current usage of DE. How many students in your program are actually using DE? What curricula are you currently using? What model(s) are you currently following? We cannot make recommendations as to how many extra hours the task for having a Providing Program DE Model will take. It would be beneficial to look at your numbers in ABLELink first and determine if you have 20 students served by the Hub, how would you create a plan of action to serve those 20 students without using the Hub?

Q: Will the Aspire office financially support DE seats in FY19?

A: The Aspire office would like to, but since we will not know our federal and state budgets until next spring, it makes it difficult to plan this early. We strongly encourage you to budget as if you were purchasing the seats out of your awarded funding, if you are awarded a grant. Also, consider using free software/curricula.

Q: Will there be one consistent cost for DE curricula for all local programs to have?

A: Sometimes vendors will give a price break to the local programs. Again, it's too early to have these discussions from our office but certainly something we will ask the vendors as we start to plan the FY19 budget.

Family Literacy

Q: What role will Family Literacy place in FY19?

A: Family Literacy as a formal four-part grant component is being phased out of Ohio Aspire services for FY19. Although family literacy related activities is a priority service in the Adult Education and Family Literacy Act, the federal policy emphasis on career pathways and employment, has caused a shift in family literacy activities to include programming that can lead to jobs and/or postsecondary education. According to a recent OCTAE Public Memorandum: [Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act](#), *"Family literacy programs provide parents and family members with foundational skills that boost their knowledge and confidence to support the educational development of, and to become educational advocates for, their children. Parents and family members are able to improve their skills to achieve readiness for postsecondary education or training, job advancement, and economic self-sufficiency. Programs are designed to make sustainable improvements in the economic prospects for a family and to better enable the family to support their children's learning needs."*

High School Equivalency

Q: Will all the approved High School Equivalency exams be included in the Ohio HigherEd Remediation Free Standards?

A: Not yet. As we get further along with HiSET and TASC implementation in Ohio, the Aspire office will advocate for these tests to be included in the [Ohio HigherEd Remediation Free Standards](#). Below, you can reference the CCR scores for TASC and HiSET but it unlikely colleges will accept these as remediation free scores until they are included in the ODHE standards.



TASC Test Information For
Colleges/Postsecondary Schools

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Passing Standards

While the scale for the TASC test was established to have a common HSE scale score cut of 500 for passing across subject areas, the TASC Test Distinguished Achievement scale score cuts vary, with the Reading cut score higher (580) than those for Mathematics and Writing (560). Note that the Writing test requires a minimum score on the Essay, in addition to the scale score cut of 500, as shown in the table below.

Subject	Passing Score	Distinguished Achievement Score
Language Arts Reading	500	580
Mathematics	500	560
Language Arts Writing	500 and at least a 2 out of 8 on the Writing essay	560 and at least a 6 out of 8 on the Writing essay

In addition to the cut scores in the table above, Performance Level Descriptors (PLDs) provide more information about the types of skills and knowledge examinees can be expected to have at or above the passing and the

HiSET

What is a college- and career-readiness score?

If you score at least 15 out of 20 on any of the subtests and at least a 4 on the essay, that indicates college and career readiness. Your college- and career-readiness score means you scored at the 75th percentile of graduating high school students and indicates that you should be able to enroll in credit-bearing course work in the university level.

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