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INTRODUCTION

This Document
This document contains information from the Ohio Performance Accountability System (OPAS) Manual and the Ohio Adult Basic and Literacy Education (ABLE) Administrator’s Manual. These manuals were combined to provide a single, interactive resource guide for all Ohio ABLE Instructors, Administrators, and Support Staff.

Ohio Board of Regents
The Ohio Board of Regents (OBR) is the coordinating board for higher education in Ohio. Created in 1963 by the General Assembly, it is a nine-member advisory board to the Chancellor with two ex-officio representatives from the state legislature. Members of OBR are appointed by the Governor with the advice and consent of the Senate. Responsibilities of OBR include developing an independent annual report on the Condition of Higher Education in Ohio and issuing an annual performance review of the Chancellor. OBR also is responsible for advising the Chancellor on issues of statewide importance affecting higher education.

University System of Ohio (USO)
Governed by OBR, the USO is the public university system of the state of Ohio. It is one of the largest comprehensive public systems of higher education in the nation. Ohio’s public colleges, universities, and adult education programs serve almost 600,000 students and offer every option from a General Educational Development (GED®) to a PhD, ensuring that all Ohioans have easy access to a high-quality, affordable higher education. The System includes:

- 14 universities with 24 regional branch campuses
- 23 community colleges
- over 120 adult workforce education and training centers statewide

Adult Basic and Literacy Education (ABLE)
The Ohio ABLE Program is part of the University System of Ohio that, in addition to Ohio Technical Centers, serves Ohio’s adult population, including:

- non-traditional students who left high school before earning a diploma
- recent high school graduates who need additional skills before enrolling in college
- working adults who wish to pursue postsecondary credentials years after graduating from high school
- adults seeking to study English for Speakers of Other Languages (ESOL)
- employers who want to invest in their workers through flexible, customized, industry-driven skill training

Ohio’s 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 University System of Ohio map on the next page shows all universities and regional campuses, community colleges, and Ohio Technical Centers and ABLE programs.
JobsOhio

Anchored by Ohio’s major metropolitan areas, the state is comprised of six geographic regions with specific industry strengths and resources. Together, they form The JobsOhio Network, a partnership of development professionals with the local contacts and expertise. For more information about JobsOhio, visit jobs-ohio.com.
**History of the Adult Education Act**

**Federal Response To Adults With Low Literacy Skills**

The Federal government has been involved in adult education for well over 200 years. The nature and extent of Federal attention to the needs of adult learners has varied over this period, but, from its earliest days, the government provided funds to establish, encourage, and expand programs to assist adults in overcoming educational deficiencies which would hinder productive and responsible participation in the life and growth of the nation.

At the state level, evening schools for adults, part-time education, citizenship/Americanization classes for the foreign-born, and the Chautauqua experience were forerunners of the State/Federal adult education movement. State histories give evidence of organized adult education as early as the 18th century.

However, it was not until the early 1960’s, in the Kennedy administration, that poverty and adult literacy became a concern. Building on Kennedy’s efforts, President Lyndon Johnson and a sympathetic Congress launched a series of programs to end poverty and increase the role of the Federal government toward the improvement of education. With the passage of the Economic Opportunity Act (August 20, 1964), Title II B of Public Law (PL) 88-452 created the first Adult Basic Education program as a state grant. The 1964 Federal legislation established a state and Federal partnership to focus on the most basic of educational skills for adults who had not completed secondary education. Funding for states that first year was $18.6 million. In 1965, 37,991 adults enrolled nationally in what was known as ABE (Adult Basic Education). At times, Federal efforts have been disjointed. Sometimes they overlapped with other similar programs. Throughout the years, there have been continuous programs focused on increasing adult literacy skills through the Adult Education Act. A **Legislative History** timeline includes amendments and new priorities for carrying out the Adult Education Act.

**Ohio ABLE Program: Then and Now**

Ohio’s first federally funded step into adult education began in 1966, two years after the passage of the federal Economic Opportunity Act of 1964, in response to the administration’s “War on Poverty.” From the beginning, it was believed that the development of basic academic skills was essential to adults’ employment and self-sufficiency. That’s still true today. The **Then and Now** table includes comparisons from our state’s 46 year history (1966 to 2012).

<table>
<thead>
<tr>
<th>Element</th>
<th>FY 1966</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>Ohio Department of Education (through 2008)</td>
<td>Ohio Board of Regents (started 2009)</td>
</tr>
<tr>
<td>Need</td>
<td>1960 census – 421,276 Ohioans, 25-year-olds + without High School diploma or equivalent</td>
<td>2010 census – 1.2 million 18 year-olds + without High School diploma or equivalent</td>
</tr>
<tr>
<td>Funding</td>
<td>Federal – $702,639</td>
<td>Federal – $16,698,271</td>
</tr>
<tr>
<td></td>
<td>State – $0</td>
<td>State – $7,302,416</td>
</tr>
<tr>
<td></td>
<td>Local – $114,905</td>
<td>Local – $3.5 million +</td>
</tr>
<tr>
<td>Eligible Providers</td>
<td>Local School Districts</td>
<td>Local Education Agencies, Community Based Organizations, colleges, government agencies, faith-based organizations</td>
</tr>
<tr>
<td>Approved Providers</td>
<td>25 school districts in 19 counties</td>
<td>67 providers with services accessible in all 88 counties</td>
</tr>
<tr>
<td></td>
<td>Cleveland – largest with 3,118 students</td>
<td>Cuyahoga Community College – largest with 2,302 students</td>
</tr>
<tr>
<td></td>
<td>Oak Harbor Local/Jackson County – smallest with 11 students</td>
<td>SEPTA Correctional Facility– smallest with 84 students (corrections only)</td>
</tr>
<tr>
<td>Students Served</td>
<td>7,297</td>
<td>39,877</td>
</tr>
<tr>
<td>Cost Per Student</td>
<td>$96</td>
<td>$603</td>
</tr>
</tbody>
</table>

**INTRODUCTION**
PL 88-452—Title II, Part B; Adult Basic Education was signed by President Johnson on August 20, 1964.

The initial Federal program of adult education for persons 18 years of age and older who had not completed their secondary education and whose inability to read, write, and compute was a substantial impairment of their ability to obtain or retain employment.

PL 90-247—Title IV of the Amendments to the Elementary and Secondary Education Act; The House Resolution (H.R.) 7819 was introduced by Congressman John Brademas on April 3, 1967. The legislation was signed by President Johnson on January 2, 1968.

PL 92-318—Title IV, Part C of the 1972 Amendments to the Elementary and Secondary Education Act; Amendments were introduced by Senator Claiborne Pell to ESEA and the legislation was signed by President Nixon in June.

PL 93-380—Title V, Part A of the 1974 Amendments to ESEA; Amendments were introduced by Congressman Carl Perkins and signed by President Nixon on April 13, 1970.

PL 94-382—Title V, Part B of the 1975 Amendments to ESEA; Amendments were introduced by Senator Claiborne Pell to ESEA and the legislation was signed by President Reagan on May 30, 1976.

PL 95-560—Title X of the 1978 Amendments to ESEA; H.R. 49, introduced by Senator Claiborne Pell to ESEA and the legislation was signed by President Reagan on May 30, 1976.

PL 95-561—Title XIII, Part A of the Education Amendments of 1978; H.R. 15, introduced by Carl Perkins, was signed by President Carter on November 1, 1978.

PL 97-35—Amendments to the Adult Education Act were signed by President Reagan, August 13, 1981.

PL 100-297—Hawkins/Stafford Elementary/Secondary School Improvement Amendments of 1988 were signed on April 28, 1988 by President Ronald Reagan.


PL 99-500—Long Term Continuing Resolution, signed October 18, 1986 continued provisions of the Adult Education Act (PL 89-750). On December 22, 1987 a permanent continuing resolution (PL 100-202) was passed.

PL 105-220—The Adult Education Act was repealed and replaced by the Workforce Investment Act in 1998.
Stakeholders

The University System of Ohio’s network of ABLE programs, Ohio Technical Centers, community colleges, and universities play a vital role in the economic advancement of Ohio and its citizens by serving the state’s student population. This population includes traditional students and non-traditional students who left high school early, high school graduates who need additional skills before enrolling in college, and working adults who wish to pursue postsecondary credentials.

There are currently 57 local ABLE programs providing FREE services in all 88 Ohio counties. These services assist adults in acquiring the skills they need to be successful and include:

• basic math, reading, and writing skills
• adult secondary education/GED® preparation
• English for speakers of other languages (ESOL)
• transition services to postsecondary and employment
• family literacy
• workplace literacy

Once basic academic and workforce skills are developed, learners have access to a seamless career pathway by easily transitioning to a credential/certificate program and/or a community college or university within the University System of Ohio. Local ABLE programs collaborate — often co-locating — with other partners within the System (e.g., adult workforce centers, community colleges, universities, and their regional branch campuses), allowing continued access to services over a lifetime of learning and career advancement.

The graph below indicates the relationship between the stakeholders in the University System of Ohio. Our efforts are all student-centered with the role of teacher/instructor/professor paramount to the success of Ohio’s economic future.

Transitions

Workforce development is a high priority in Ohio. More and more current and future jobs and careers will require some level of postsecondary education/credentials. The Ohio Board of Regents state ABLE program supports this priority by being part of the University System of Ohio, comprised of ABLE programs, Ohio Technical Centers, two- and four-year colleges, and universities and branch campuses. ABLE programs provide services to eligible youth and adults that help them build their foundational academic skills, prepare to earn the GED® credential, learn to understand, speak and write in English, and transition beyond the GED® into postsecondary education/training as part of a larger statewide career pathway system. ABLE programs organize these services within a Transitions Framework model that is comprised of three main elements: Instructional Services, Support Services, and Collaboration.
Ohio Adult Basic and Literacy Education System

Congress
Ohio General Assembly
United States Department of Education (USDOE) Federal funding and policy
State of Ohio State funding and policy
Chancellor, Ohio Board of Regents (OBR)
Innovation and Enterprise Development
Adult Basic and Literacy Education (ABLE) Direct funding and policy
State GED Office
Ohio Department of Education

Adult Basic and Literacy Education Programs
directors - coordinators
instructors - support staff
volunteers

State Professional Development Network (PDN)
(including State ABLE Program)
Ohio State University
Ohio Literacy Resource Center

State Leadership Main Responsibilities

| OBR | Policy (Developing, Evaluating, Implementing), Accountability, Development and Management of State Initiatives, Approval of Grants, Monitoring of State Projects/Grants, Communication (Policy, Requirements, Compliance), Continuous Improvement |
| OSU | Professional Development Network Management |
| OLRC | Technology, ABLELink, Distance Learning Professional Development Support |

INTRODUCTION
Overview
• Ohio’s ABLE System – The system is funded by the federal Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) of 1998 and is dedicated to assist Ohio adults in becoming more effective workers, parents, and citizens.
• ABLE State Staff Directory – This is a list of the names and contact information of the State ABLE Program Staff.
• Eligibility – The ABLE program in Ohio is designed for adults and youth age 16 years or older who are not enrolled in school and lack the basic skills equivalent to a secondary education.
• Indicators of Program Quality (IPQ) – All funded ABLE instructional programs operate within the framework of the IPQ, a set of seven indicators that reflect effective and efficient program performance.
• Ohio ABLE’s Strategic Plan – The Strategic Plan provides goals and objectives for future ABLE activity within five areas: Instructional Services, Partnerships, Professional Development, Capacity, and Accountability.

About Ohio ABLE
Vision
The vision for Ohio ABLE is for Ohio to have a highly trained and educated workforce.

Mission
The mission for Ohio ABLE is to provide high-quality basic educational services to assist students in acquiring skills to be successful in postsecondary education/training and employment, to earn a living wage, and to be contributing members of society.

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

Services
Services available at programs throughout the state include instruction in one or more of the following:
• foundational math, reading, and writing skills
• GED® preparation
• English for Speakers of Other Languages (ESOL)
• transition services — including employment and postsecondary education
• life, employability, and technology skills
• family literacy — enriching the parental role of adult learners
• workplace literacy — education services offered in collaboration with business, industry, government, and/or labor to increase the productivity of the workforce through improved skills
• corrections education — a partnership with a jail, detention center, community-based rehabilitation center, or similar institutions
• distance education

These services are provided at no cost to students and are customized to help them achieve their goals for participation. Services are targeted to those adults who are most educationally and economically disadvantaged.
State Leadership
Ohio Board of Regents ABLE Staff

Provide leadership, technical assistance and oversight to local ABLE programs that supports their integration in the University System of Ohio to better serve all students, including those transitioning to postsecondary education.

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State ABLE Director
58 Instructional Programs; 15 EL/Civics Programs
614.752.1642
jgove@regents.state.oh.us

Cheryl Brueggeman
State Leadership Manager
614.644.6661
cbrueggeman@regents.state.oh.us

Sharon Brannon
Administrative Assistant
614.466.5015
sbrannon@regents.state.oh.us

Region 1
Northeast Ohio: 15 Programs
Cynthia Zengler
Program Manager
614.466.4186
czengler@regents.state.oh.us

Region 2
Central/Southeast Ohio: 18 Programs
Donna Albanese
Program Manager
614.466.6204
dalbanese@regents.state.oh.us

Region 3
Southwest Ohio: 8 Programs
Jeff Gove
Program Manager (Interim)
614.752.1642
jgove@regents.state.oh.us

Region 4
Northwest Ohio: 17 Programs
Nikia Fletcher
Program Manager
614.728.2793
nfile Fletcher@regents.state.oh.us
Eligibility
The Adult Education and Family Literacy Act defines adult education as services or instruction below the postsecondary level for individuals who:
1. are at least 16 years of age;
2. are not enrolled or required to be enrolled in secondary school under State of Ohio law;
3. lack sufficient mastery of basic educational skills to enable individuals to function effectively in society;
4. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education;
5. are unable to speak, read, or write the English language.

ABLE System
Ohio Board of Regents ABLE Staff
OBR ABLE staff provide leadership, technical assistance, and oversight to local ABLE programs that supports their integration in the University System of Ohio to better serve all students, including those transitioning to postsecondary education. See the Ohio Board of Regents ABLE Staff graphic for the names and contact information of the state ABLE staff.

Programs
Ohio ABLE consists of:
- 58 local ABLE programs that provide direct instructional services accessible to students in all Ohio counties
- 15 ABLE programs that provide English Literacy and Civics Education

Ohio’s ABLE program services are accessible in all 88 counties. A complete listing of ABLE locations is available online at ohiohighered.org/able/locations.

Performance Accountability
The Ohio Performance Accountability System (OPAS) is the Ohio ABLE program’s response to the federally legislated National Reporting System (NRS) for adult education. The NRS was created at the national level to develop accountability requirements for federally funded adult education programs in response to Title II, the Adult Education and Family Literacy Act, of the WIA of 1998.

WIA requires adult education programs to report on Core Indicators of Performance (CIPs) to receive federal funding. The NRS aligns the CIPs in WIA with specific outcome measures as indicated in the Core Indicators of Performance and Outcome Measures table.

Along with these outcome measures, Ohio is required to report on:
- descriptive measures — student demographics, reasons for attending the program, and employment status
- participation measures — student contact hours and the program component type (e.g., family literacy or workplace literacy)

For further information about NRS, refer to the NRS website at nrsonline.org.

Strategic Plan
To ensure that Ohio ABLE continues to address the issues and opportunities for ABLE, the State ABLE program initiated a comprehensive planning process. The strategic plan is available at ohiohighered.org/able/reference, under the heading Supporting Documents.

State Plan
The content of the strategic plan is used to guide the development of the ABLE State Plan. This plan is updated annually to ensure that the targets are current. The ABLE State Plan is available at ohiohighered.org/able/reference, under the heading Supporting Documents.
### Core Indicators of Performance and Outcome Measures

<table>
<thead>
<tr>
<th>Core Indicators of Performance Required by WIA</th>
<th>Outcome Measures Designated by NRS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem-solving; English language acquisition; and other literacy skills</td>
<td>Educational gains (achieve skills to complete a level or advance one or more Educational Functioning Levels) Educational Functioning Levels are defined in the Glossary of this document.</td>
</tr>
<tr>
<td>Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement</td>
<td>Entered employment Retained employment Placement in postsecondary education or training</td>
</tr>
<tr>
<td>Receipt of a secondary school diploma or its recognized equivalent</td>
<td>Receipt of a secondary school diploma or GED®</td>
</tr>
</tbody>
</table>

*The OPAS defines these outcome measures based on the cohort in which the student is identified at exit.*
Overview
• 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 Grant Application can be found under the heading ABLE Instructional Grant at ohiohighered.org/ABLE/grants.

The Adult Education and Family Literacy Act, Title II of the WIA of 1998 authorized federal support for ABLE through June 30, 2004. Continuing resolutions authorize current federal support for ABLE. State budgets approved through the Ohio General Assembly provide supplemental fiscal support adhering to the same guidelines as the federal legislation.

Federal and state ABLE funds are administered by OBR, which approves local grants submitted by local education agencies, community and four-year colleges, community-based organizations, and other eligible agencies.

Legal Requirements
The applicant understands that if its application is accepted by the Chancellor, the applicant shall enter into a contract with the Chancellor. The applicant agrees to comply with all applicable federal, state and local laws in the conduct of the work hereunder. The Chancellor reserves the right to fund any application in full or in part, to request additional information to assist in the review process, to require new applications from interested parties, to reject any or all applications, or to re-issue new requirements if it is determined that it is in the best interests of the State of Ohio. Issuing the requirements does not bind the State to making an award. The Chancellor’s staff administers the program. The Chancellor reserves the right to adjust the dates for the application for whatever reasons are deemed appropriate. The Chancellor reserves the right to waive any infractions made by an applicant.

All costs incurred in preparation of an application shall be borne by the applicant’s institutions including lead applicants and collaborating partners. Application preparation costs are not recoverable under an award. The State of Ohio shall not contribute in any way to recovering the costs of application preparation.

The funding decisions of the Chancellor are final. All lead applicants of the grant will be notified in writing whether their applications will be approved for funding.

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

Comprehensive Continuous Improvement Plan (CCIP) Process
The CCIP has two sides: the Planning Tool (PT) and the Funding Application (FA).
Preparing to use the online ABLE grant involves first creating a SAFE (Security Application for Enterprise) account. To create a SAFE account, go to the Home Page for the Ohio Department of Education (ODE) at education.ohio.gov, pictured above. Click on “SAFE,” the first item on the top line.

Next, the SAFE Page is displayed. If you already have a SAFE account, sign in. If you need to create a SAFE account, click on the “Sign Up” statement after the question “Don’t have a SAFE account?”

In addition to having a SAFE Account, you must have permission to work with the CCIP site. To do this, you need to know who the CCIP Administrator is for your program. Once you know who the CCIP Administrator is, ask for access to CCIP. Superintendents, treasurers, and their representatives will have access once they receive a SAFE account and their roles have been verified. Users without one of these roles in the Ohio Educational Directory (OEDS-R) will need a “Data-Entry-CCIP” role to be able to make changes in CCIP.

Some school systems only allow the ABLE Administrator to view the information in CCIP. If this is the case, be sure to ask for the right to view the application; namely the right to “Data View-CCIP.”

Data View-CCIP will grant users the ability to see all active plans and draft funding applications.

Completing the Grant Application in CCIP

To complete the grant in CCIP, two parts need to be completed: adding to an existing district/agency plan or creating one on the Planning Tool side and preparing the ABLE funding application on the Funding Application side. The following chart illustrates the Two Sides of the CCIP.

When completed, the Planning Tool 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.

Make sure you sign into CCIP. If you have forgotten your SAFE account information, you can retrieve this from ODE by clicking on “Forgot user name or password?”

Data-Entry-CCIP will grant users update access to the planning tool and all funding applications.
Two Sides of the CCIP

The Funding Application side has several separate ODE funding applications: Consolidated Grants, Competitive Grants, Career Technical and Adult Education Grants (CTAE), Student Intervention Grants, ABLE Instructional Grants, Community School Grants, and EL/Civics Grants.

The ABLE section contains individual applications and budgets for the ABLE Instructional Grant and the EL/Civics Grant. 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 Addendum on the OBR website.

All the tables in the Grant Application Addendum are in spreadsheets. They may be downloaded, saved on your personal computer, and completed. They must be e-mailed to the State ABLE Program before the grant application deadline. The forms are available under the heading ABLE Instructional Grant at ohiohighered.org/ABLE/grants.

To Do
• 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 copy 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 Program Manager, if you have questions about issues.
As the year progresses, the grant may need to be revised. All budget revisions for ABLE grants must be completed no later than May 31 of the current program year. Email ABLE grant forms to able-grants@regents.state.oh.us.

**Grant Guidance**

**Strategies**
The strategies for the ABLE Instructional and EL/Civics grants are:

Strategy 1: Improve basic skills performance and 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. (Corrections Education)

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

Strategy 8: Improve English language acquisition of ESOL students utilizing a civics-based content (only use for EL/Civics grants).

**Budget**

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.

NOTE: Please include funds for ABLE Administrators’ Meetings and staff Professional Development in the budget line of Professional Development.

**Project Budget Grid**
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 the area where 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 that 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

**APPLICATION & FUNDING**
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 (administrators, coordinators/managers, data entry, instructors)
- assessment instruments (e.g., Basic English Skills Test [BEST] and Test of Adult Basic Education [TABE])
- materials
- books
- educational software
- equipment (computers, printers, copiers, fax machines, scanners)
- publishing, printing
- utilities
- professional development
- travel to class sites and community partner meetings
- travel to conferences and conference fees
- other needs

Note: Local programs are to budget for staff professional development. Any funds used for professional development activities must be tracked separately as a part of the ABLE budget so as to be identifiable as part of local programs’ monitoring reviews by state ABLE staff and/or local fiscal audits. Also, Professional Development costs must be accounted for within the total administrative costs which cannot exceed 15% per program budget without state ABLE office approval. Keep in mind that 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 goals.

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 approved” form will become effective once OBR has approved the revisions on the date that it was “substantially approved.”

Substantially approved is defined in CCIP as “the date that the superintendent or designee has approved the grant.”
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 put in the “Comment Log of CCIP” a brief explanation of the proposed budget revision. Send a revised budget narrative and any other revised addendum pages to the ABLE email address able-grants@regents.state.oh.us.

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.

All payments must be requested by the district/agency by submitting the Project Cash Request electronically to The Ohio Department of Education. The PCR form is located both in the CCIP materials and on the Ohio Department of Education website. The instructions for the online form can be found under the heading Local Entities at education.ohio.gov/Topics/Finance-and-Funding/Grants/Grants-Management-Online-Forms.

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. If a justification is not provided, PCRs will be rejected. 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 U.S. 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 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. FERs are completed by the fiscal representative.

More CCIP information and documents can be found under the CCIP section of the Document Library at ccip.ode.state.oh.us/documentlibrary.

ABLE programs offering Corrections Education must report these funds and their expenditures through a separate FER submitted to OBR no later than September 30.
Overview

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

ABLE Policies change as needed to comply with state and federal guidelines. Below is a description of the policies that are currently in place. All policies are available online, under the heading Policies, at ohiohighered.org/able/reference.

To Do

It is good practice to review and discuss ABLE policies with all staff at staff meetings.

Assessment Policy

The Ohio ABLE Assessment Policy is can be found online at ohiohighered.org/able/reference, under the heading Policies. Any new information or 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 updated each year.

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 post-testing 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, OBR’s ABLE program requires that programs use standardized assessments with proven validity and reliability and approved for use by the NRS. For more information about the NRS go to nrsweb.org

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

Student Eligibility Policy

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;
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).
Remember that 16- and 17-year-old students need:

1. to be officially withdrawn from school,
2. to have documentation signed by the superintendent or designee officially withdrawing the student from school.

18-year-old students need:

1. official withdrawal documentation, or
2. evidence of a high school diploma.

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 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,
3. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

The entire policy can be found under the heading Policies at ohiohighered.org/able/reference.

Learning Disabilities Policy

Programs must provide responses to 10 policy items. The Learning Disabilities Policy is in the table on the following page.

It is important for all ABLE 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 entire LD policy can be found at ohiohighered.org/able/reference, under the heading Policies. The brochure and application can be found at ohiohighered.org/able/reference, under the heading Learning Disabilities.

Distance Education Policy

The United States Department of Education’s Office of Vocational and Adult Education has authorized states to provide distance education as a formal option for delivering adult basic and literacy education services. This authorization acknowledges the reality that an increasing number of ABLE students have both the capability and desire to pursue their ABLE studies at a distance.

This policy defines the practices and procedures that govern the delivery of distance education in Ohio ABLE Programs.

The entire policy can be found under the heading Policies at ohiohighered.org/able/reference.

Concurrent Enrollment Policy

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. Programs should encourage and make concurrent enrollment opportunities available.

The entire policy can be found under the heading Policies at ohiohighered.org/able/reference.
### Learning Disabilities Policy

<table>
<thead>
<tr>
<th>Policy 1.0:</th>
<th>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 Amendments Act of 2008.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy 2.0:</td>
<td>ABLE programs will have a documented learning disabilities screening process in place, which will include the identified elements.</td>
</tr>
<tr>
<td>Policy 3.0:</td>
<td>ABLE programs will maintain a signed waiver if a student declines a learning disabilities screening.</td>
</tr>
<tr>
<td>Policy 4.0:</td>
<td>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.</td>
</tr>
<tr>
<td>Policy 5.0:</td>
<td>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.</td>
</tr>
<tr>
<td>Policy 6.0:</td>
<td>ABLE programs will provide instructional adaptations to assist students with suspected or documented learning disabilities to succeed.</td>
</tr>
<tr>
<td>Policy 7.0:</td>
<td>ABLE programs will provide accommodations to students with diagnosed learning disabilities to help ensure they have equal access to services.</td>
</tr>
<tr>
<td>Policy 8.0:</td>
<td>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.</td>
</tr>
<tr>
<td>Policy 9.0:</td>
<td>Programs will collect data for input into ABLELink per OBR requirements.</td>
</tr>
<tr>
<td>Policy 10.0:</td>
<td>ABLE programs will annually update their Learning Disabilities Plan per requirements established by the Ohio Board of Regents ABLE office.</td>
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</tbody>
</table>

### Professional Development Policy

The purpose of ABLE's PD System is to provide opportunities for adult education practitioners to develop skills and gain knowledge that support improved student achievement and their transitions to postsecondary education/training and employment. It also serves to ensure that programs meet the PD requirements of the grant.

The entire policy can be found under the heading Policies at ohiohighered.org/able/reference.

### Other Guidelines

**Release of Information Form (RIF) and Revocation of Release of Information (R-RIF)**

ABLE programs funded by the Ohio Board of Regents are required to use the Release of Information Form (RIF) and Revocation of Release of Information Form (R-RIF) provided by the State ABLE Program. These forms may be downloaded from ohiohighered.org/able/reference, under the heading Forms. 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 the Family Education Rights and Privacy Act (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 matched with OBR data.

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 RIFs are only valid for follow-up for the project period in which the student is enrolled, plus six months following. This supports 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 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 literacy.kent.edu/ablelink/documents.html, under the heading Manuals and Instructions.

To complete the data match, all ABLE programs funded by OBR 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 applicant ID. The assigned Security number is to be entered into the “GED® Security #” field, not the Social Security number field. The number is created by using the first three numbers of the student’s zip code and his or her date of birth (e.g., 43209, 08-20-1959 = Security number 432-08-2059). The student will use this applicant ID number whenever he/she wants the state GED® program to reference the application or test results.

According to the state GED® program, 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 Ohio Technical Centers (OTC) data match. The local ABLE program would complete the Follow-up Survey (located under the heading Forms at ohiohighered.org/able/reference) to document the student’s enrollment in postsecondary education or training. Local ABLE programs are expected to use the Follow-up Survey Process and Form to document student achievement of this CIP. 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 all ABLELink Reports.
PROGRAM OPERATION

Overview

- Operating an ABLE 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, the advisory committee, and others.

Operating an ABLE 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 are made in the program services and operation of the program.

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)

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, including time and effort documentation, for all paid ABLE 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 IPQ.

- 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) and partners with annual or semi-annual updates of the size and scope of the classes at that site, including student retention.

- 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 administrators should develop an annual calendar of classes and sites with all partners in consideration of each site’s hours of operation and annual calendars. Some schools close during holidays and summer months, but programs should not close longer than four consecutive weeks. The class schedule should take these fluctuations into account.

Books/Materials

The choices of instructional resources are a matter of identifying materials that 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 tests 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 and benchmarks. Resources such as Eureka! are available at Ohio Literacy Resource Center (OLRC). Other sources that have resources include Literacy Information and Communication System (LINCS) and regional resource centers.

Communication and Recruitment

Programs should design communication and 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.

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
• program services

The program administrator is required to keep minutes of all advisory committee meetings. These minutes must be available during a local ABLE on-site program review.

Maintaining an ABLE Program

In the delivery of services to meet the program’s goals, the program must provide instruction that:
• integrates the IPQ,
• includes the OBR Adult Learner Strategy,
• is based on research-based principles of adult learning,
• 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/attendance
• 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 needed.

Adult Learner Strategy Goals

• Increase the number of adults earning credentials/degrees.
• Increase the number of adults successfully transitioning through the University System of Ohio earning credentials/degrees.

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. Annual Performance Report (APR)

The Final Expenditure Report can be found under the heading Required Documents at ohiohighered.org/able/reference.

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 administrators 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 post-testing 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 required 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 the state ABLE program, community groups, and agencies.

Program Improvement Consultation Plan (PICP)

Definition
The PICP is a prescriptive performance improvement tool resulting from a collaborative process designed to assist local program administrators as they examine data and select and implement strategies for program improvement.

Objectives
With a focus on transitions, the primary objectives of the PICP are:

1. to assist programs in analyzing data and to perform a gap analysis to identify program improvement efforts;
2. to identify strategies, resources, and tools to support successful student transitions to postsecondary enrollment.

The Program Improvement Consultation Plan (PICP) can be found under the heading Professional Development at ohiohighered.org/able/reference.

Assistance
The OBR ABLE program managers and the PDN will be consulting with programs to assist in the development and implementation of the plan. Here are some examples of how we can assist programs.

Program Managers can assist programs by providing the following consultative and technical assistance supports:

- Assist with deciding which data to include in needs assessment.
- Assist with reviewing gaps in performance that will drive goal setting.
- Review of program administration challenges and barriers.
- Set policy expectations.
- Assist with selecting strategies and solutions.
- Provide oversight of accountability measures.

The Professional Development Network can assist programs by providing the following consultative and technical assistance supports:

- Assist with how to review data and conduct an analysis.
- Assist with how to conduct a gap analysis to drive goal setting.
- Provide tools to support data-informed decisions.
- Provide guidance regarding the process for identifying evidence-based strategies and solutions.
- Provide content-specific professional development.
- Establish a Community of Practice (CoP) with fellow administrators.

**NOTE:** The assistance provided through the PICP implementation from regional program managers and PDN staff is intended to provide a framework for identifying solutions and supports through collaboration. Recommendations made in the planning stages are open for discussion and review.

Benefits
The PICP is aligned with OBR’s goals for ABLE and includes a process for analyzing program data through various data sources in order to make data-informed decisions. And, the PICP process is designed to give programs opportunities to network and learn from other program administrators as part of a community of practice by sharing best practices, identifying similar solutions/strategies, and establishing program supports essential to continuous improvement.

Results
The expected result of the PICP process for programs is a focused plan that includes one or two program goals and related action steps designed to help programs to achieve the overarching goal of increasing postsecondary transition. This will serve as the roadmap for implementation of program improvement activities throughout year.
Ohio Transitions Framework

The Ohio ABLE programs are part of the USO. Aligning with the Adult Learner Strategy and being an integral part of the USO gives ABLE programs the ability to facilitate student success through partnerships among ABLE, community colleges, regional campuses, Ohio Technical Centers (OTC), and throughout community-based organizations.

The Ohio ABLE Transitions Framework is organized by three primary categories: instruction, support services, and collaborations. The framework is constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. It has been edited by state ABLE staff to align with the new national adult career pathway model promoted by the U.S. Departments of Education, Labor, and Health and Human Services.

All Ohio ABLE programs should operate within this framework. It is expected that all ABLE programs provide bridge programs and maintain formal partnership agreements among the USO and local community partners. Programs should: define the desired adult career pathway system and program outcomes; determine how to measure system and program outcomes; establish how data will be collected, stored, tracked, and shared as well as analyze data, revisit desired outcomes, and assess progress.

ABLE transitions services are defined as those services that facilitate students successfully transitioning to postsecondary education, training, and/or employment as a result of receiving ABLE services.

Instruction

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (e.g., math, reading, critical thinking).

Develop and Deliver Instructional Program that

Facilitates Student Transitions

Provide an instructional program that is more immediately relevant to students’ educational/career interests.

- Establish a structure that supports: monitoring time, tracking attendance, enforcing punctuality, managed enrollment, flexible scheduling, Saturday classes, class terms¹, and/or classes organized by subject or level.

- Identify and implement modularized, accelerated, contextualized curricula needed for entry into postsecondary education and the workplace.

- Provide academic content support and monitoring, such as coaching or individualized instruction.

- Build a culture of community with students in the program through group methods (e.g., learning communities, peer to peer mentoring, cohorts).

Facilitate student access to career pathways or other features of postsecondary education and training.

- Embed industry recognized certificates/credentials throughout transition process.

- Utilize evidence-based methods² to increase student persistence and retention.

¹Class terms – as defined to be classes of certain lengths such as 10-week classes or 15-week classes.

²Evidence-based methods refers to the use of research and scientific studies as a base for determining the best practices in the field. The methods chosen for the classroom should be those that have been identified through research (methodologically sound, quantitative and/or qualitative studies) as having positive impact on learners and the learning environment.
Determine desired outcomes for the classroom.

- Define how data will be collected, stored, tracked, and reported.
- Ascertain how data should be analyzed to revise classroom outcomes to better address the overall program needs.

Support Services

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

Build Awareness of Postsecondary and Work Options

Identify and establish relationships with key student support services within the organization/community/region.

- Facilitate cross-training of resource partners while identifying key partners and clarifying their roles.
- Sustain and work to expand partnerships such as college access programs, local One-Stops, employers, and chambers of commerce.

Conduct labor market analysis for employment trends/career pathways needed.

- Target high employment demand and growth sectors.
- Share results with partners.

Provide students with access to postsecondary information, resources, and services.

- Utilize access points such as ohioable.org and ohiomeansjobs.com.
- Explore different career profiles and entrance requirements, programs of study, and credentials for college majors and career fields.

Incorporate career, individual, and/or group advising throughout instruction.

- Tailor advising to individual student’s needs based on career assessment information using databases such as Ohio Career Information System (OCIS), Economic Modeling Specialists, Inc. (EMSI), or other valid systems.

Provide Comprehensive Goal-Setting Activities

Set realistic long- and short-term transition goals that take into consideration the student’s academic achievements and assessment scores.

- Use appropriate tools for examining goals, such as SMART criteria.
- Help students understand the need to prepare beyond ASE/ESOL NRS Level 6 (i.e., TABE 12.9) and recognize options beyond the GED® as an end goal.
- Review goals on a regular basis.

Collaboration

Participate in collaborative activities to connect with agencies that can support ABLE students in meeting their goal of completing postsecondary education or workforce training.

Develop Partnerships with other Agencies to Access Comprehensive Support Services

Engage a team of cross-agency partners at the regional/local levels.

- Identify an ABLE point person to coordinate day-to-day collaboration.
- Examine and access resources from partners, such as public workforce development programs and/or private employers.
- Identify costs associated with the adult career pathway system and program development and operations.
- Establish a shared vision, mission, set of goals, and an implementation plan.
- Address any administrative barriers to cross-agency collaboration at state/local levels; seek solutions.

Create a formal agreement/Memorandum of Understanding including assessment, referral and placement processes, responsibilities, etc.

- Define partners’ roles/responsibilities and working relationships.
- Determine and secure funding (cash and in-kind) as needed from public agencies, private foundations, and/or partner organizations.
• Continuously review system procedures and revise as needed.
• Continue support\(^1\) with students enrolled in postsecondary for one year.
• Include at least one Bridge Program\(^2\) with formal partnership.

Maintain partnerships to address needs of ABLE students (e.g., Rehabilitation Services Commission, child care facilities, one-stop centers, mental health facilities).

**One-Stop System Memorandum of Understanding (MOU) Guide**

The foundation of the comprehensive reforms made possible by Title I of the WIA of 1998, Public Law 105-220, is the creation of a One-Stop delivery system. The purpose of the system is to make it easier for individuals and employers to access education and training services, as well as a diversity of other resources, that help to build the capacities of communities to sustain economic and workforce development.

Ohio ABLE programs, supported by WIA Title 11, the Adult Education and Family Literacy Act (AEFLA), are required partners of Ohio’s One-Stop delivery system.

The One-Stop provisions of WIA Title I offer ABLE programs and other partners exciting opportunities to expand customer access to programs and services and to help them to operate more efficiently. By working collaboratively, One-Stop partners will collectively achieve goals that they may not be able to accomplish by working independently.

With funding and other resources being increasingly difficult to secure and maintain by Ohio’s respective workforce development delivery systems, it makes good economic and social sense to integrate a portion of these limited funds and other resources to maximize our return on our investments through the creation and implementation of One-Stop systems.

\(^1\)Support – as defined to be academic intervention per the concurrent enrollment policy

\(^2\)ABLE formally defines a *Bridge Program* as “a class or series of classes specifically intended to prepare students to enter and succeed in a postsecondary degree or certificate program. The core elements of such a course would include: contextualized instruction, career development, and transition services.”

The Ohio ABLE One-Stop MOU Implementation Guide is available under the heading **One-Stop System** at ohiohighered.org/able/reference. This guide is meant to assist local ABLE programs in the local One-Stop MOU negotiations. This information is meant to be complimentary to the information provided by the Ohio Department of Job and Family Services (ODJFS) that formally supports the development of a local One-Stop MOU.

**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, business community, workforce community, and postsecondary education. 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)

**To Do**

It is good practice to review and discuss the Transitions Framework, which can be found at ohiohighered.org/able/reference, under the heading **Transitions**.
Effective collaborations have the following characteristics.

**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.

**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.

**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.

**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.

**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.
Overview

- All students must be pretested prior to enrollment using a state approved standardized test. All pre-test information must be entered into ABLELink.
- A minimum of 65% of enrolled students should be posttested with the same standardized assessments (e.g., TABE, Comprehensive Adult Student Assessment System [CASAS]) as was used for pretesting.
- A standardized assessment must be used to determine level completion and advancement.
- A student with a secondary credential whose pre-test score meets or exceeds the highest scale score for level completion in all academic subject areas may not be served by ABLE. A student without a secondary credential whose pre-test score meets or exceeds the level 6 completion scores in all academic subject areas may be enrolled in ABLE if it can be demonstrated through some other means that there is a need for instruction.
- Programs should follow the test publisher’s guidelines for recommended hours of instruction before posttesting. A program may posttest a student earlier if there is evidence of level completion in the student portfolio and the program administrator documents why early posttesting is warranted.
- All staff who administer assessments must be trained in proper test administration procedures.
- All pre-test, progress, and post-test assessment results must be entered into ABLELink by the 10th day of the following month. Scale scores must be entered for ABLELink to calculate student entry and completion levels. If scale scores are not entered, a student’s data will not be counted.
- An administrative file must be maintained for student forms, releases of information, waivers and test results. This folder must be kept in a secure location in a locked cabinet.
- Each student must have a portfolio that includes the student’s Individual Learning Plan (ILP) and selected student work.
- Portfolio information must be used for monitoring student learning but may not be used to determine level completion.
- Hard copies of the student portfolio and administrative paperwork, including attendance records, must be retained for one year after the student has exited. Administrative files must be retained in paper or electronic format for five years.
Assessment Features

Assessment is the ongoing process of gathering, describing, or quantifying information about performance or learning.

• Assessment begins at the student’s initial point of contact with the ABLE program and continues throughout the student's involvement with the program.

• Results of assessment should be used to help guide instruction.

• Assessment involves both formal and informal evaluation of student progress and mastery of content.

• Assessment results provide the program, the instructor and the student with the tools that they need to make good decisions or re-think previous decisions about the educational process.

• All students are to have a portfolio that includes the ILP and student work. This portfolio may not be used to determine level completion or progress for reporting purposes but should be used to monitor student learning.

• To determine level completion and advancement, all students are to be assessed using state-approved standardized tests.

• The Ohio ABLE Assessment policy provides further details and specific assessment instruments, located under the heading Policies at ohiohighered.org/able/reference.

Actions for selecting assessments

• Offer a variety of assessment options to ensure accommodation of varied skills, goals, and learning styles.

• Select appropriate assessments for the population being served.

• Choose assessments that determine appropriate instruction for individual students.

To Do

Scale scores, not grade level equivalents, are used to determine the Educational Functioning Level (EFL) into which a student should be placed and progress measured.

For the TABE test, the range of scale scores varies from subject to subject. To appropriately place a student who has been assessed in multiple subject areas, use the scale score to determine the EFLs into which the student falls for each subject. The student is tracked in the subject with the lowest EFL.

If a student’s scale scores place him or her in the same lowest EFL for multiple subjects, then the student would be tracked in the subject area with the lowest actual scale score.

The subject area in which a student is tracked can be changed manually, if the student’s identified goal area is not his or her lowest subject area.

ESOL students often need a variety of assessments to determine their oral (speaking/listening) and literacy (reading/writing) skills.

Post-Testing Guidelines

Monitoring student progress through portfolio reviews—see discussion later in this section—is important to gauge student advancement toward his/her goals. However, formal credit for student advancement only is possible when a student demonstrates level gain as a result of posttesting with the appropriate standardized tests.

Adherence to correct posttesting protocols is essential to ensure that test results realistically reflect student achievement. Thus, the ABLE Assessment Policy provides detail guidance about assessment for ABLE programs. Among the guidelines contained in the policy are the following:

• All ABLE programs must employ proper testing, scoring, and reporting protocols for the standardized instrument(s) being used. Guidelines appearing in the publisher’s test administration manual must be followed including those related to hours of instruction that should occur prior to posttesting. (See the Assessment Policy under the heading Policies ohiohighered.org/able/reference for further information.)
### Elements of Assessment for Placement, Progress, and Level Completion

<table>
<thead>
<tr>
<th>Assessment for Placement</th>
<th>Assessment for Progress and Level Completion</th>
</tr>
</thead>
</table>
| Standardized assessment for placement must take place before identifying the student’s goals (Question 14 on the Student Registration Form). | **Standardized Testing**  
Ohio’s Assessment Policy stipulates that standardized assessments must be used to determine if the student has completed one or more EFLs. |
| **Locator/Initial Appraisal**  
- A locator/initial appraisal determines which diagnostic level of standardized assessment is appropriate for the student. (If the TABE is used, the Word List may be utilized for students functioning at the Beginning ABE literacy level).  
- The locator/initial appraisal assessment should be given prior to diagnostic testing, but it does not replace the full assessment.  
- If a locator test is not used, alternative assessments must be used to determine the appropriate placement test. |  
- If the posttest is administered within six months of the pretest, a different form or different level of the test must be used.  
- If the posttest is administered after six months of the pretest, the same form of the test may be used. |
| **Diagnostic Testing or Pretesting**  
- Diagnostic testing involves administering a standardized assessment to determine the student’s EFL.  
- A student’s EFL, as determined by the diagnostic pre-test scale score must be recorded on the Student Registration Form and the Progress Form. ABLELink will automatically assign the student’s EFL based on his/her scale score. | **Portfolio Review**  
- Students’ portfolios must be maintained to help instructors monitor student learning and make decisions about when posttesting may be appropriate. (Refer to the Assessment Policy, located under the heading Policies at ohiohighered.org/able/reference, for more information on assessment for level completion and/or advancement, which is.) |
| **Areas for Assessment**  
- Programs must at least test students in the basic skill area in which the student wants to be instructed, but they may also test in other areas. Students who are tested in all basic skills areas must be placed and tracked for ABLELink purposes in their lowest EFL as determined by the standardized test’s scale score. However, the program is encouraged to keep documentation of progress for all areas in which instruction occurs. It should be noted that if a student has a specific goal that differs from the area in which he/she scores the lowest (e.g., the student states “improving reading” as a goal but scores lowest in math), the student would be tracked in his or her goal area—in this case, reading. | Note: Any student not receiving instruction in the last 90 days would need to be retested. See the Assessment Policy for guidelines related to retesting students who have “Stopped Out.” |

**Students with diagnosed learning disabilities may need accommodations on standardized tests. Refer to the test publisher’s manuals for the appropriate procedures to follow for the accommodations.**
• A posttest may be administered before a student has obtained the recommended amount of instruction only if there is evidence in the student’s portfolio to substantiate a conclusion that the student may have completed a level. The program administrator must approve early posttesting and document in writing that evidence exists to justify it. This documentation must be maintained in the student’s administrative file.

• Staff who administer standardized assessments must be trained in proper test administration procedures. Records must be maintained of persons who were trained and those who provided training. An Assessment Verification Form will need to be completed annually by ABLE programs as a part of the Local Program Data Certification Checklist.

• Refer to the Ohio ABLE Assessment policy on the ABLE web page for clarification, further details and specific assessment instruments.

Programs should consider the following factors when deciding that it is time to administer a standardized assessment for progress and level completion:

• number of hours the student has attended the program;
• number of hours of instruction the student has received in class and/or at a distance;
• number of benchmarks the student has accomplished since the last standardized assessment;
• number of benchmarks the student still needs to achieve level completion.

Recording Assessment Results on the Student Progress Form

Placement, progress, and level advancement results from standardized tests for the area in which the student is being monitored must be recorded on the Student Progress Form and entered into ABLELink. Scale scores of these assessments are required. The scale scores are used as the basis for determining students’ educational functioning levels. Therefore, scale scores are needed for student test data to be recognized in ABLELink.

The Student Progress Form can be found, under the heading Forms, at ohiohighered.org/able/reference.

ABLELink Information

Information from the initial standardized test must be entered into ABLELink. It is recommended that this information be entered into ABLELink at the same time that Student Registration Form data are entered. Pretest and posttest scale score information is also documented on the Student Progress Form and entered into ABLELink.

Please Note: The scale scores for all subject areas from the initial assessments and the posttest scale score(s) for the subject being tracked must be entered into ABLELink. Scale scores are required to determine level placement and progress.
## Required Elements of the ABLE Portfolio System

<table>
<thead>
<tr>
<th>Student Portfolio (non-secured) that includes:</th>
<th>Administrative File (secured) that includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ILP that includes:</td>
<td>1. ABLE Student Forms</td>
</tr>
<tr>
<td>Student Name</td>
<td>2. Standardized Test Scores</td>
</tr>
<tr>
<td>Teacher Name</td>
<td>3. RIFs</td>
</tr>
<tr>
<td>Program Name</td>
<td>4. Screenings and Inventories such as LD screening and Learning Styles Inventory</td>
</tr>
<tr>
<td>Date</td>
<td>5. Any student-identifiable information</td>
</tr>
<tr>
<td>Orientation Site - if different from Program name</td>
<td></td>
</tr>
<tr>
<td>Instructional implications from a learning styles inventory</td>
<td></td>
</tr>
<tr>
<td>Instructional implications from a learning disabilities screening, if applicable</td>
<td></td>
</tr>
<tr>
<td>Long-term goal</td>
<td></td>
</tr>
<tr>
<td>Short-term goal</td>
<td></td>
</tr>
<tr>
<td>Steps and activities for meeting the short-term goal</td>
<td></td>
</tr>
<tr>
<td>Time frame for meeting the short-term goal</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>2. Student work to document beginning, progress toward, and mastery of standards and benchmarks.</td>
<td></td>
</tr>
</tbody>
</table>

### 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 to enhance learning and teaching with Ohio’s Student Experience Model (SEM) and 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 files: the Administrative File and the Student Portfolio. Together they make up the ABLE Portfolio System.

The student portfolio must be used to collect and analyze student work to monitor student learning.

### The portfolio should be used to:

- create a student-centered approach in which students monitor and evaluate his or her own work and achievement in learning experiences;
- determine a student's progress in achieving standards and benchmarks;
- provide a method for collecting samples of student work, monitoring student progression toward his or her instructional goals, and determining when standardized posttesting may be appropriate.

### Actions for Managing the Portfolio Process

- Plan the process for handling confidential information.
- Choose the physical form of the portfolio and how it will be stored.
- Use color-coded forms to quickly recognize the paperwork in the file.
Portfolio Features

• The portfolio must be reviewed and updated on an ongoing basis, at least every 90 calendar days. The portfolio is developmental and shows student growth over time.
• The portfolio shows a more holistic picture of the student than do results from a standardized test.
• The portfolio is evidence of the importance of self-evaluation by students and is a vehicle to help students develop awareness of their skills.
• The portfolio involves instructor/student collaboration:
  • Collection of evidence of student work is a selective and collaborative process between the student and instructor.
  • Evaluation of the portfolio is the shared responsibility of the student and instructor.
• Portfolio assessment gives the instructor and the student information about the student’s progress and level advancement relative to his or her educational functioning level.
  • Monitoring a student’s work utilizing the portfolio gives the instructor and the student information about the student’s progress relative to his or her previous performance on goals.

OBR Guidance for Programs

• The portfolio is 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, including attendance records, must be kept for one year after the student has exited the program. Attendance records may be copied and kept in a separate binder.
• 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 should not be an entire collection of work.
• It is a product and a process that the student can use to take ownership of the work and be proud of accomplishments.

More information is provided in A Guide to the ABLE Portfolio System under the heading Standards and Benchmarks-ABE/ASE at ohiohigher.org/able/reference.
Additional Information

Please consult the Assessment Policy under the heading Policies at ohiohighered.org/able/reference for requirements. As changes occur in assessment and other policies, the pertinent sections will be revised and published on the web page.

Additional Assessments

Programs are encouraged to supplement required assessments with additional assessment instruments. These other assessments help to avoid over-testing students with standardized instruments. Some examples of additional assessments are listed below.

- subject specific diagnostic tests
- checklists
- individual projects or products
- small group projects
- role-playing
- journals
- demonstrations
- teacher-made tests
- student self-evaluations
- performance examples
- end of chapter tests
- anecdotal records
- rubrics or matrices
- student interviews
- audio or video tapes
- worksheet or homework assignments

Use of Rubrics

Rubrics are scoring guides that help instructors make decisions as to whether or not students are able to perform a benchmark at a level of proficiency. Rubrics put the emphasis on student performance and help guide students in developing their work. They also are intended to provide some consistency in instructor judgment of student performance. Rubric results, along with those from standardized tests and other assessments, will be maintained in the student administrative file.

Aligning Assessments with Ohio’s Benchmarks and Standards

As illustrated above, there are numerous assessment options available to ABLE instructors to help document student progress in achieving benchmarks. Within the ABLE Portfolio System, instructors will utilize assessments to verify students’ abilities to perform the benchmarks. Multiple benchmarks may be addressed by a single assessment.

Special Assessment Issues

Different and/or additional assessment requirements must be followed for programs with family literacy and workplace education.

Programs with an approved Family Literacy component must:

- follow the general assessment requirements for students as delineated in the assessment policy and explained earlier in this section;
- additionally, pretest and posttest students using the Parenting Education Profile (PEP).

Programs with a Workplace Education component must:

- place students in an EFL using an approved standardized assessment instrument.

Programs with a GED® component must follow the Modified Student Experience Model for students with GED® specific goals who do not initially intend to enroll in the program. That Model may be found in the Appendix of this Manual.
## ABE/ASE Standardized Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Subject</th>
<th>EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE — Test of Adult Basic Education</td>
<td>Reading, Total Math, Language</td>
<td>1–6</td>
</tr>
<tr>
<td>Programs may administer either the TABE 9-10 full battery or 9-10 survey for placement and/or progress testing. The full battery is recommended since it provides more diagnostic information to guide instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS — Comprehensive Adult Student Assessment Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life and Work, Life Skills, Employability Competency System (ECS)</td>
<td>Reading for Life and Work or ECS, Math for Life Skills or ECS</td>
<td>1–6</td>
</tr>
<tr>
<td>CASAS Secondary Assessments</td>
<td>Reading for Language Arts, Math</td>
<td>5–6</td>
</tr>
<tr>
<td>WorkKeys</td>
<td>Reading for Information, Applied Mathematics</td>
<td>4–6</td>
</tr>
</tbody>
</table>

## Approved ESOL Assessments

<table>
<thead>
<tr>
<th>Test</th>
<th>Subject</th>
<th>EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST — Basic English Skills Test</td>
<td>Reading, Writing</td>
<td>1–5</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Plus</td>
<td>Speaking, Listening</td>
<td>1–6</td>
</tr>
<tr>
<td>CASAS</td>
<td>Reading Life and Work or ECS</td>
<td>1–6</td>
</tr>
<tr>
<td>CASAS Citizenship</td>
<td>Reading</td>
<td>1–4</td>
</tr>
<tr>
<td>TAVE CLAS-E — Complete Language Assessment System - English</td>
<td>Reading, Writing, Speaking, Listening</td>
<td>1–6</td>
</tr>
</tbody>
</table>
Overview

- The 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 (e.g., home, work, community) together with academic skills (e.g., 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).

The SEM\(^1\) is based on student retention research. The framework was developed to help 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;
- help local programs meet the standards and benchmarks and the accountability requirements.

SEM Features

- The SEM represents good practices employed by ABLE programs.
- It delineates the sequence of events that a student encounters as he/she goes through the educational process.

A graphic of the required elements of the Student Experience Model is included on the following page. A modified SEM is available for students with GED\(^{®}\)-specific goals. The explanation of that model and a graphic of it appear in the Appendix.

In addition, a Workplace Education Model is included in the Appendix. This model may be followed for ABLE programs offered at worksites, especially when services have been customized to meet the employer’s needs. If the ABLE program chooses not to use the Workplace Education Model, the SEM or the modified SEM must be followed.

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.

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\(^1\) The Student Experience Model may vary based upon program structure and student needs.

\(^2\) Intervention and referral to other services may occur at anytime during the student’s experience in an ABLE program.

\(^3\) Support – as defined to be academic intervention per the concurrent enrollment policy.
Student Experience Model

Follow-up
Continue support with students enrolled in postsecondary for one year.
The graphic of the Student Experience Model, on the previous page, shows the elements of the model as separate and distinct. However, based on the variety of student needs and services available in an ABLE program, some of these elements may overlap or blend together. Also, a Modified Student Experience Model is available for students for whom obtaining a GED® is their goal, and a workplace education model is available for ABLE programs that offer instruction at worksites.

Orientation

Overview

- 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 and/or initial appraisal assessment.

Student Eligibility for ABLE Services

Title II of the Workforce Investment Act specifies that:

1. students must be 16 years of age and not enrolled in school or required to be enrolled in school under state law to be eligible for ABLE services.
   - In Ohio, a student who is 16 or 17 must not be enrolled in school and have official withdrawal documentation from school district superintendent or designee.
   - In Ohio, a student who is 16 or 17 and has graduated from high school must provide evidence of a high school diploma and also be shown through testing to be eligible for ABLE enrollment (see below).
   - In Ohio, a student who is 18 must have official withdrawal documentation from their home school district or evidence of a high school diploma and also be shown through testing to be eligible for ABLE enrollment.

2. students must lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read or write English.

Ohio’s eligibility policy indicates that students who do not have a secondary credential as well as those who do must demonstrate a deficiency in at least one academic subject area of basic skills to receive ABLE services.

For example, a writing sample could show that a student’s essay was not written at a level sufficient for passing the GED® writing test. This would be evidence that ABLE services were needed.

For more information about student eligibility for ABLE services, see the ABLE Student Eligibility Policy.

Orientation of Students

The purpose of orientation is to ensure that all prospective students are provided with the information and assistance that they need to make informed decisions about their participation in ABLE. Some individuals may have been away from the educational process for a long time, so orientation is a way to reintroduce the learning process and to acquaint participants with ABLE in Ohio.

Orientation Features

- Orientation is required for all persons interested in participating in an ABLE program.
- All ABLE-funded programs are expected to implement a formal, separate student orientation that includes the required orientation activities detailed on the following pages.
- Orientation is to be facilitated by qualified, knowledgeable ABLE staff.
- Orientation is to be offered at regularly-scheduled intervals to support managed enrollment.
- The length of orientation is to be determined by individual programs.
**Required Orientation Activities**

Local ABLE programs may determine the order of required orientation activities and programs may find it beneficial to combine some of the activities. However, all programs’ orientations must include the following required activities:

**Rapport and Support Building** — This includes activities (e.g., icebreakers, motivational films, student success stories, group activities, mini-lessons) that help the student build confidence, feel comfortable, establish relationships, identify support systems, and increase the level of trust and motivation.

**Program and Student Information Sharing** — Program staff and the student exchange information so that the student may make an informed decision about participation in an ABLE program. This includes:

- program information — oral and written information about the program’s goals, services, structure, delivery, organization, policies, procedures, schedules, referral and support services, the instructor’s role, and the program’s expectations of the students
- student information — student contact information (i.e., name, address, telephone number, and student Social Security Number) and other demographic data

**Learning Style Inventory** — An inventory is to be administered that identifies the student’s preferred style of processing information. *Note: for special populations such as ESOL or cognitively disabled students, it may be more appropriate to administer the inventory at a time other than during orientation. The program may choose the learning style inventory it wants to use.*

**Initial Goal-setting Instruction** — This includes basic instruction on how to set goals. (See the Goal-Setting portion of this section for further information.)

**Initial Assessment** — Programs should administer instruments for the purpose of determining the student’s estimated skill level and the appropriate diagnostic testing level for the entering student. The results of the locator/initial assessment should not be used to determine the subject area in which the student should be tracked. (See the Assessment Policy under the heading **Policies** at ohiohighered.org/able/reference for exceptions and further information.)

**To Do**

It is important to introduce assessment, the portfolio system, and the standards and benchmarks to students during orientation so that they may be aware of the ways in which learning will be assessed, monitored, and documented. (For more information, see the Assessment section of this document.)

**Screening for Learning Disabilities at Orientation**

Some programs may choose to conduct a screening for possible learning disabilities during orientation if the program’s Learning Disabilities Policy and Planning Guide calls for screening all students. More information about screening options appears in the LD Policy and Planning Guide. (See the LD Policy and Planning Guide under the heading **Policies** at ohiohighered.org/able/reference.)

The PDN offer programs support in developing orientation activities.

Based on the objective, focus of the program, program structure, student demographics, and other factors, programs may choose to expand orientation by adding additional topics or activities. Suggestions include:

- aptitude tests
- GED® testing information
- learning disabilities screening
- vision/hearing screening
- identifying values/prioritizing
- language acquisition principles
- listening skills strategies
- multiple intelligence surveys
- career needs assessments
- additional diagnostic assessments
- problem-solving strategies
- reading comprehension strategies
- skills and interests inventories
- workplace assessments
- study/test taking strategies
- time management techniques

**INSTRUCTIONAL SERVICES**
Registration and Enrollment

Overview
• A student is enrolled after he or she has received 12 hours of service.
• Students must fill out the first page of the Student Registration Form with the assistance of staff as needed.
• Students should be asked to sign the RIF upon registration; a new RIF form must be completed each program year and kept on file.
• A Social Security number is needed for follow-up indicators of obtaining and retaining employment and entering postsecondary education. (See Policy on Use of Social Security number and Data Match Requirement at the ABLE web page.)
• A Social Security number or GED® Application Number is needed for the follow-up indicator of GED® completion.

Enrollment
Enrollment means that a student has received a minimum of 12 hours of service in an ABLE program. Until an individual has received 12 hours of service, he/she is considered a participant rather than an enrolled student. Only enrolled students are counted in the APR.

Student Registration Form
The Student Registration Form is required for all students and can be found under the heading Forms at ohiohighered.org/able/reference.

Release of Information Form (RIF) and Revocation of Release of Information Form (R-RIF)
A signed RIF is required to share information about students for data match purposes. Program staff should explain to students the importance of this form for reporting purposes. Students under the age of 18 must have the signature of a parent or guardian. Service to students is not contingent upon their signing the RIF.

ABLELink Information
• All required information collected on the Student Registration Form must be entered into ABLELink.
• Whenever a program collects information about a participant or enrolled student, the information must be entered into ABLELink.
• The ABLELink Manual lists the fields required for reporting purposes. The ABLELink Manual is available online at the ABLE web page at literacy.kent.edu/ablelink.
• Attendance is entered into ABLELink using the Detailed or Total attendance feature. ABLELink automatically marks the student enrolled when 12 hours of attendance are reported.

Registration
A student is registered once he/she has made an informed decision to participate in an ABLE program — usually at the end of orientation — and the Student Registration Form is completed. Those students who opt for the Modified Student Experience Model for students with a GED®-specific goal should complete a Student Registration Form and the information should be entered into ABLELink.

• Programs may choose to separate registration from the orientation process or include registration as the last orientation activity.
• All students must have a completed Student Registration Form.
• Goals (Question 14 on the Student Registration Form) should be selected after the completion of diagnostic testing.
• To be enrolled in a family literacy component, students must complete Question 27 of the Registration Form.

• At the time of registration, students must be informed of follow-up procedures including use of a Social Security number to determine attainment of employment, secondary school diploma or GED® and/or postsecondary education. At this time, students should be asked to complete the RIF.
Administrative File

The student’s Administrative File contains forms with sensitive student information. Items to be included in the Administrative File are: student forms (including special needs forms), standardized test scores, RIFs, LD screening results, and any other student identifiable information. The Administrative File must be secured and the information in it must be retained either in paper form or through ABLELink for no less than five years.

Students who previously signed a RIF and who wish to revoke it must complete the R-RIF.

A student must complete a new RIF form each project year he or she is enrolled. Forms are only valid for the project period in which the student is enrolled, which begins July 1st of that project year and extends through December 31st of the following calendar year. The 18-month period allows for utilization of the data match process to obtain follow-up information.

All RIF and R-RIF Forms must be maintained in a locked location at your program site. Examples of the RIF and R-RIF are contained below. The forms may be downloaded from the ABLE web page.

Special Needs Form for ABLELink

The purpose of the Special Needs Form is to collect data about ABLE students with suspected or diagnosed learning disabilities or other special learning needs (i.e., vision and hearing problems) for entry into ABLELink. Programs need to complete and retain the Special Needs Form that apply for each student who is screened and/or diagnosed with learning disabilities or other special learning needs (i.e., vision and hearing problems). In addition, programs need to maintain the appropriate Consent, Waiver, and RIFs related to service to students with special needs. Copies of these forms appear at the end of this chapter. The Special Needs Form can be found under the heading Forms, at ohiohighered.org/able/reference.

All ABLE programs must choose a learning disability screening instrument to utilize. However, the instrument selected and the process of how students will be screened is a programmatic decision. Several options for screening exist:

Option 1: Screen all students (no consent form needed).
Option 2: Develop criteria for screening students for the probability of learning disabilities and apply the criteria consistently (consent form required).
Option 3: Screen all students with one instrument and follow-up with a more extensive screening with those who score high on the initial screening (consent form required for secondary screening).

Directions for Completing Special Needs Form

Screening

- Mark if a screening for learning disabilities was offered, conducted, or refused. Indicate the date it was conducted or refused.
- Mark if a screening for hearing or vision was offered, conducted, or refused. Indicate the date the screening was conducted or refused.
- Indicate which screening was administered.
- If your program does not screen all students, then a Screening Consent Form signed by the student is necessary (Option 2, above).
- If a student refuses a screening, he/she must sign a Waiver of Consent Form. However, the student may reconsider the Waiver and undergo an LD screening at anytime during her/his enrollment.

Note: ABLELink will allow programs to input information for up to three screening instruments.

Information Release

- Indicate whether a Release of Information Form was signed by the student. This is needed if you are going to release information to others, such as a psychologist or any partnering agency.

Educational Accommodations (for students with a documented learning disability diagnosis only)

- Mark accommodations that you are providing for students who have been diagnosed with a learning disability. Please note that accommodations are different from routine classroom adaptations that instructors make for any students having difficulties learning. On this form, only mark accommodations that result from a documented diagnosis.
• Mark if any of the GED® accommodation forms were completed.

Referral and Diagnosis
• After screening, you may determine that further information about referral for diagnosis by a trained clinician/psychologist should be provided to the student.
• Mark if information about being assessed for a learning disability was offered, given, or refused. Indicate the date the information was offered, given, or refused.
• Students must sign a Waiver of Referral Information Form if they refuse further evaluation or any referral you provide. If possible, you should try to provide at least three referral options, and it is important that students know they are not limited to the referral sources you provide them.
• Mark if information about being assessed for a hearing problem was offered, given, or refused. Indicate the date the information was offered, given, or refused. Students must sign a Waiver of Referral Information form if they refuse a screening or further evaluation.
• Mark if information about being assessed for a vision problem was offered and given or refused. Students must sign a Waiver of Referral Information form if they refuse a screening or further evaluation.
• If it has been determined that an LD diagnosis is necessary based on goals and objectives the student may have, and the student received a diagnostic evaluation, indicate the results of the diagnostic evaluation.

Note: A student who has previously refused referral information may reconsider and request it at a later date. When this occurs, you should retain the student’s “Waiver of Referral Information” in the student’s file, but change ABLELink to reflect that the information was provided and on what date.

Comments
• Include any additional relevant information, such as adaptations that might be recommended, other health issues that might interfere with the student’s learning, or key information from a diagnostic evaluation that might be helpful to track.

Special Needs Consent, Waiver, and RIFs
Programs must collect and maintain appropriate forms to document students’ agreement to be screened (if not everyone is screened), to waive screening or referral information, and to release information about screening.

The Screening Consent or Waiver form is used to obtain a student’s permission for or refusal of LD, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD), vision, or hearing screening.

Note: If all students are screened a consent form is not needed.

The Special Needs Waiver of Referral Information form is used to indicate a student’s declination of information about hearing, vision or learning diagnoses.

A student who declines referral information may later decide to receive it. While the subsequent acceptance should be noted in ABLELink, the Waiver form should be maintained in the student’s file.

The Special Needs Release of Information form must be completed by a student if his or her information is to be shared with other professionals outside the ABLE program.

These forms can be found under the heading Forms at ohiohighered.org/able/reference.

Goal Setting and Individual Learning Plan (ILP) Development

Overview
• Goal setting must take place during orientation after the completion of progress assessment.
• All students must have goals recorded as a part of the ILP.
• Student goals may be modified any time during a program year.
• Each student must have an ILP.
Rationale for Goal Setting

Goal setting is one of the most important processes of any learning experience. This ongoing process begins during orientation, extends into the creation of the student’s ILP and continues throughout instruction as the student progresses. A chart illustrating the Goal-setting Process can be found on the following pages.

Student implications:
- If students have a clear vision of where they are going and the steps they will take to get there, they will be motivated to stay in the program.
- Goals provide long-term vision and short-term motivation by helping students measure progress/level completion and take pride in their achievements.

Program implications:
- Program performance is assessed by comparing students’ outcomes to their achievement. For example, in examining employment measures, a rate or percentage is computed by dividing the number of students who obtained a job by the total number of students who where placed in the cohort of “obtain a job.” A student is placed in this cohort if they are unemployed and looking for a job upon entering the program.
- Success in meeting program objectives may be increased by helping students set realistic goals that are achievable within the program year.

Initial Goal Setting

Initial goal-setting instruction helps prospective students begin the process of setting their own goals and making an informed decision about participation in an ABLE program. Goal setting should take place during orientation. At that time, program staff should explain the benefits and basic components of goal setting and the action steps involved. Goal setting may be offered individually or in a group setting.

Introducing Goal Setting

What is a goal and goal setting?
- A goal is something that a person wants to learn, do, have, or be.

- Goal setting involves defining and prioritizing choices and deciding how to get from the beginning to the end.
- Defining goals helps a person take action.
- Effective goals are specific, measurable, action-oriented, realistic, and time-bound.

What are the benefits of goal setting to the student?
- Student benefits of goal setting include achievement, improved performance, enhanced self-confidence and self-esteem, and increased motivation and persistence.

What are the supports and barriers to goal achievement?
- A support network (e.g., family, friends, work and business contacts, support groups, professional counselors) may help in achieving goals. Students need to identify the support networks in their lives and recognize how support can help them overcome barriers.
- Certain factors in life may hinder the achievement of goals. Students need to identify those factors in their lives that are potential barriers to goal achievement and to prepare themselves to deal with those factors.

ABLELink Information

ABLELink will calculate student achievement for the APR report and other reports based upon local data reporting and data match.

Types of goals

To make goal setting more manageable, it is important to break down larger goals into smaller goals that can be achieved in shorter periods of time. Goals may be divided into long-term, short-term, and immediate goals.

Long-term goals:
1. are major, overarching;
2. provide general targets to aim toward;
3. may be distant; and
4. may extend beyond the program year (one to five years).
Goal-setting Process

Goal Setting: A Collaborative Process

Introduce Goal Setting
Discuss Definition Benefits Barriers and support Characteristics

Identify Student’s Personal Goals
Determine long- and short-term goals. Explain program services.

Record Student’s Goals and Develop Individual Learning Plan (ILP)
Record long- and short-term goals. Establish immediate strategies and timeframe to reach goals.

Manage and Evaluate Student’s Goals
Monitor performance. Review process regularly. Adjust goals and/or ILP as needed.
Short-term goals:
1. are smaller goals that support the long-term goals,
2. may be prerequisites for eventual achievement of long-term goals,
3. may be achieved in a relatively short period of time (one to three months).

Immediate goals:
1. have a narrower focus than short-term goals,
2. may combine actions and specific activities,
3. may contribute to the achievement of short-term goals,
4. should be frequently monitored to determine progress or level completion,
5. may be completed in a short period of time (three to four weeks),
6. should include steps or processes to provide students a clear path to completing immediate goals.

Identifying Students’ Personal Goals
This part of the goal-setting process provides an opportunity to help students translate their personal goals into goals that can be achieved through ABLE.

- Determine students’ long-term goals. — Based on the initial goal-setting instruction on long-term goals, program staff should help students determine their major, overarching goals. (See the preceding discussion of long-term goals.)
- Explain program and community services. — Program staff should inform students of available services and discuss how the services may help the students reach their long-term goals.
- Establish students’ goals. — Program staff should help the students identify goals and explain how these goals will be measured and documented. These goals should be established after diagnostic testing has occurred.
- All students should identify goals from those listed in Question 14 on the Student Registration Form. The goals should be achieved during the program year.
- Students will be placed in cohorts as appropriate.

Recording Students’ Goals
The ABLE student’s long-term and short-term goals must be recorded on the student’s ILP.
If the program chooses to use a goal form, it should include space for: student name, program name, orientation site (if different from program name), date, long-term goal and short-term goal.

Goals should be:
- specific
- measurable
- achievable
- realistic
- time-bound

INSTRUCTIONAL SERVICES
Developing an ILP

What is an ILP?
An ILP is a road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate strategies, steps and activities the student will employ to reach his/her goals.

ILP Features
- Each ABLE program must have an ILP for every student.
- Each ABLE program may develop its own ILP format. The ILP must include the items indicated in the table below.

The ILP Process
The instructor and student work together to create the student’s ILP. When doing so they:
- discuss the importance of the ILP process (i.e., planning, implementation, and monitoring progress/level completion);
- discuss the roles of the instructor and student in the ILP process;
- designate the time frame in which to review goal progress and achievement;
- record strategy information.

### Required ILP Contents

<table>
<thead>
<tr>
<th>Student name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation site (if different from the program site)</td>
</tr>
<tr>
<td>Short-term goal and activities and timeline for achieving it</td>
</tr>
<tr>
<td>Information about needed adaptations and accommodations, if applicable</td>
</tr>
<tr>
<td>Teacher name</td>
</tr>
<tr>
<td>Date form is completed</td>
</tr>
<tr>
<td>Results of learning style inventory</td>
</tr>
<tr>
<td>Comments section</td>
</tr>
<tr>
<td>Program name</td>
</tr>
<tr>
<td>Long-term goal</td>
</tr>
<tr>
<td>Student work</td>
</tr>
</tbody>
</table>

Establish student goals in a one-on-one setting.
See the discussion of long-term, short-term and immediate goals on the previous pages before recording information in the ILP.
Refer to the Goal Setting and ILP resources later in this section for further information.

ILP Contents
The table on the previous page contains the elements considered a part of the ILP. The ILP may be one form or several.

In addition to identifying information, the ILP includes goals and steps and activities to accomplish them. Goals should be realistic and broken down to a level where they can be obtained within a relatively short period.

The student’s ILP should be developed in consideration of the student’s educational functioning level, any content of particular importance to the student (e.g., specific career field goals, completing job applications, passing the citizenship test), learning techniques or strategies that would improve the student’s performance as a learner, social skills that would help the student communicate and work with others, and methods of self-advocacy to assist the learner to articulate his/her rights and needs.

Standardized tests, diagnostic assessments, inventories, and screenings provide much information related to the student’s basic skill strengths and weaknesses, learning strategy needs, instructional adaptations, and/or accommodations that may assist the student in the learning process.

Discussions with the student when developing the ILP will provide content areas of interest to students as well as social and self-advocacy needs.

The ILP is not a static document and should be updated as needed during the course of the student’s instructional time with the program.

A time frame for meeting the immediate goal and comments (e.g., indication of whether goal is met, explanation of why goal is not met, date of reviews, and/or revisions).
What are the Benefits of the ILP?
The ILP is used to guide instruction. The ILP:
- puts the student at the center of his/her learning plan,
- requires that the student be an active partner in his/her learning process,
- is tied directly to what happens in the learning process,
- provides positive direction for goals,
- improves program consistency across ABLE programs,
- encourages frequent monitoring of progress toward goals,
- is clearly written and understandable by student and instructor,
- responds to the unique and diverse needs of adult students.

Goal-Setting Resources
Programs may develop their own forms for goal setting and ILPs. Examples may be found in A Guide to the ABLE Portfolio System, under the heading Standards and Benchmarks-ABE/ASE, at ohiohighered.org/able/reference.

Monitoring Student Performance

Overview
- Student progress monitoring must occur at least every 90 days.
- Progress monitoring primarily involves review of the student’s portfolio. When appropriate, standardized testing may also be a part of progress monitoring if the student has received an adequate number of hours of instruction and/or there is evidence indicating the likelihood that the student has advanced a level.
- Monitoring results, including any test information, must be recorded on the Student Progress Form and entered into ABLELink regularly.
- Level completion and advancement are demonstrated by results on a standardized posttest.

ABLELink Information
Starting from the day of registration, programs must maintain and update student progress data for enrolled students. Progress and attendance information should be entered at least monthly into ABLELink.

The Purpose and Features of Monitoring Student Performance
Student performance is monitored to:
- provide the student with ongoing feedback about his/her performance,
- provide the instructor insight into the effectiveness of the instructional plan so areas can be adjusted as needed,
- provide the program with current student information for the maintenance and updating of information in ABLELink.

Monitoring Features
A formal review of each student’s performance is required at least every 90 calendar days starting from the date of registration.

Each student’s standardized test information must be recorded on the Student Progress Form and entered into ABLELink.

The Monitoring Student Performance table provides an overview of the activities involved in monitoring student performance.

The ABLE Standards and Benchmarks section of the ABLE web page contains the ABLE standards and benchmarks support materials and portfolio information.

Completing the Student Progress Form
The Student Progress Form must be updated as needed to include updated progress assessment data. The form lists the assessments approved by the State ABLE Office. This form may be modified to meet specific program needs. However, the basic content elements must be retained. The form may be accessed, under the heading Forms, at ohiohighered.org/able/reference. The following pages include explanations regarding the completion of pertinent sections.
## Monitoring Student Performance

<table>
<thead>
<tr>
<th>Tools</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Benchmarks</td>
<td>Collect evidence that reflects student progress toward and mastery of the standards and benchmarks. Alter instructional strategies and materials to help student in mastering standards and benchmarks as needed. Instructors are encouraged to plan instruction for benchmarks in every standard so that students do not miss an application skill which would increase their likelihood for success in the next EFL.</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>Determine the mastery of standards, components of performance and benchmarks. Review achievement according to the baseline information used for placement (first portfolio review). Use the level of performance identified in the last review as a baseline against which to measure progress and determine the appropriateness of administering a standardized test.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administer standardized assessments per guidelines appearing in the Ohio ABLE Assessment Policy, found under the heading Policies at <a href="http://ohiohighered.org/able/reference">ohiohighered.org/able/reference</a>. Use a variety of assessment measures to gather student performance data. Review assessment data to help in decision-making about changing resources, targeting and/or adjusting instruction, refocusing student efforts, and determining when to posttest with a standardized test. Specific hours of attendance between assessment/progress testing must be maintained and documented for all students and available for review by the ABLE program managers. This data must also be entered into ABLELink regularly.</td>
</tr>
<tr>
<td>Goal Review</td>
<td>Use formal and informal methods of evaluating student goals. If the student is making progress toward the same short-term goals, he/she should continue working on the goals. • If the short-term goals have been met, new ones should be set and recorded. • If the review reveals that the student has met his/her long-term goal and is ready to exit the program, complete an Exit Form as directed. • If the student wishes to choose another long-term goal, revisit the goal-setting process and complete a new goal form and ILP.</td>
</tr>
<tr>
<td>Individual Learning Plan</td>
<td>Using the above monitoring tools, review the ILP on a regular basis and make adjustments to the plan as needed. Informal, possibly unscheduled, reviews offer a “snapshot” of the student’s progress and allow more opportunity for decision-making about the student’s ILP. Using the above monitoring tools, formally review the ILP on an ongoing basis, at least every 90 calendar days and make adjustments to the plan as needed.</td>
</tr>
<tr>
<td>• Informal Review</td>
<td></td>
</tr>
<tr>
<td>• Formal Review</td>
<td></td>
</tr>
</tbody>
</table>
Exiting Students

Overview
- All enrolled students must have a completed Student Exit Form when they exit the program.
- ABLE programs use the Detailed or Total Attendance Feature in ABLELink. The “Total Hours” Field on the Exit Form is calculated from the information programs entered into ABLELink previously.
- Data should be entered and updated by the 10th of the following month.

Procedures for Exiting Students
A student is to be exited from the program when:
- instruction ends or
- a student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

Exiting Features
- The exit date for individuals with 90 days of non-attendance is the last date of attendance for the student. Programs should wait until the 90 days of non-attendance has passed before setting the exit date in the system, unless circumstances justify exiting a student sooner.
- Each enrolled student must have a completed Student Exit Form.
- Student exit data must be entered into ABLELink.
- The Student Exit Form does not need to be completed for students who participate for fewer than 12 hours (i.e., never considered enrolled).
- Programs cannot edit the “Total Hours” field on the Exit Form, which is automatically calculated. If a program believes this amount is incorrect, the data entered in Detailed or Total Attendance should be checked.

The National Reporting System Cohorts chart provides guidance on how to note information about level completion on the Student Exit Form.

Exit quarter is the quarter when one or both of the following occur:
- Instruction ends.
- The student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

Completing The Student Exit Form
This section provides some additional guidance on completing the Student Exit Form. The form is located under the heading Forms at ohiohighered.org/able/reference.

Follow-up

Overview
- Follow-up information for obtaining a GED®, getting a job, retaining a job, and transitioning into postsecondary education or training is obtained through state level data matching.
- Only data match information will be allowed for use to determine attainment of the GED® cohorts.
- Programs may continue to report follow-up information through the Follow-up Survey, if a student has entered postsecondary instruction not covered in the data match.
- Programs may report follow-up information through the Follow-up Survey, if a student only has entered employment in the military.

Following-up To Determine Goal Attainment
To comply with the WIA and the NRS, Ohio is required to collect information relative to the CIP after students exit ABLE programs. The state ABLE program and local programs must be consistent in their methods of collection and reporting data to ensure the comparability, reliability, and validity of this information. The Follow-up Survey can be accessed under the heading Forms at ohiohighered.org/able/reference.
<table>
<thead>
<tr>
<th>Core Outcome Measure</th>
<th>Student Population (Cohort)</th>
<th>Time Period to Collect Information</th>
<th>Method to Collect Goal Information</th>
<th>Student Data Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment</td>
<td>Learners unemployed at entry with employment goal, who exit the program</td>
<td>First quarter after exit quarter</td>
<td>State-level data matching</td>
<td>Social Security number</td>
</tr>
<tr>
<td>Learner enters employment by the end of the first quarter after the program exit quarter. Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. The exit quarter is the quarter when instruction ends, the learner terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted for entered employment and is reported if the student is still employed in the first quarter after exit from the program.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Retained Employment</td>
<td>Learners unemployed at entry with employment goal who obtain a job during first quarter after exit; and learners employed at entry with a goal of retained or improved employment and exit the program</td>
<td>Third quarter after exit quarter</td>
<td>State-level data matching</td>
<td>Social Security number</td>
</tr>
<tr>
<td>Learner remains employed in the third quarter after exit quarter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entered Postsecondary Education or Training</td>
<td>Learners who take all GED® tests, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education and exit the program</td>
<td>Any time during the program year and up till the end of the following program year (June 30th).</td>
<td>State-level data matching</td>
<td>Social Security number</td>
</tr>
<tr>
<td>Learner enrolls in a postsecondary educational, occupational skills training program, or an apprenticeship training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipt of a Secondary School Diploma</td>
<td>Learners who take all GED® tests, or are enrolled in adult high school at the high ASE level and exit the program</td>
<td>Any time to the end of the reporting period (December 31st)</td>
<td>State-level data matching</td>
<td>Social Security number or GED® Application Number</td>
</tr>
<tr>
<td>The learner obtains certification of attaining passing scores on GED® tests, or the learner obtains a diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Collecting Information

The Ways to Collect Information chart provides the agencies and reasons for collecting information through data matching.

Note: Only state-level data match information will be accepted as evidence of GED® obtainment.

Programs may continue to use the Follow-up Survey to collect data for students who enter postsecondary training and education in agencies and institutions not covered by the data match. In addition, the approved survey may be used to document only employment in the military. These surveys and the list of students for whom follow-up is done must be kept on file. Both versions of the Follow-up Survey are located under the heading Forms at ohiohighered.org/able/reference.

Collecting Postsecondary Enrollment Information

- Follow-up Surveys — Programs desiring to identify students who enter postsecondary education or training beyond those who will be identified through the data match must use the follow-up survey in the Forms section of this manual. In addition, a Follow-up Survey may be used to document only employment in the military. This information must be kept on file and be made available to OBR staff upon request.

Confidentiality of Student Records

With increased concern about identity theft, sensitivity to the availability of personal information, and legal requirements as reflected in the Family Educational Rights and Privacy Act (FERPA), it is extremely important that ABLE programs maintain strict adherence to data security issues. All student records must be secured in locked files. Forms such as registration forms and data match reports that may contain sensitive information such as students’ Social Security numbers must be shredded or otherwise appropriately destroyed after the information is entered into the ABLELink system and is retained in hard copy for one year after the student has exited the program.

To Do

Program staff should inform students that their Social Security numbers will be needed to complete follow-up procedures for goals related to employment, postsecondary education and the GED®. This should be done as a part of the orientation process.
The ABLE program administrator and any ABLE staff receiving restricted or confidential data from OBR as a result of data matches conducted for state and federal reporting must annually complete the Personal Confidentiality Statement. By so doing, the staff member verifies that he/she has read and understands the confidentiality requirements for the data from data matches and that he/she understands the possible penalties for failure to comply.

Likewise, ABLELink information on the computer must be secured. The computer on which ABLELink resides must be password protected. (See Confidentiality of Student Record Information/ABLELink Data Entry under the heading Policies at ohiohighered.org/able/reference.)

The Follow-up Survey for collecting and documenting information about ABLE students’ entry into postsecondary education or training can be found at ohiohighered.org/able/reference, under the heading Forms.

Student Follow-up
The NRS includes four 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 are placed into the appropriate cohort.

Tips for collecting follow-up information via survey:

• Use the ABLELink data query to determine students in the postsecondary cohort.
• Review data match information.
• It is advisable to send a follow-up survey to students in this cohort that were not included in the data match. If this is cost prohibitive, a sample may be taken for a program with more than 300 students in the cohort. The guidelines are:
  • If the program has 300 or fewer students in the cohort all students should receive a follow-up survey.
  • If the program has from 301 to 5000 in the cohort then at least 300 students should receive the follow-up survey.
  • If the program has more than 5000 student in any cohort then at least 1000 students should receive a follow-up survey.
• The program must achieve at least a 50 percent response rate.
• Program staff make up to three telephone calls to students with postsecondary as a goal but for whom no data match information is available.
• After three attempts, if the student has not been contacted by telephone, a written survey is mailed to his/her last known address.
• If the survey is not returned within two weeks, one telephone call is made to the student’s emergency contact person to confirm the student’s address or obtain a current address.
Data Reports

The NRS requires that programs complete follow-up with the cohort groups. 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. 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 (RIF) 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 affect 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. It is important that students participate long enough to ensure accuracy and reliability of posttest assessments administered to them to measure educational gain. Guidelines are available in the ABLE Assessment Policy.

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 student advancement challenges. 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.

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. Management enrollment is defined as classes where a student may enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term.
Overview

- Ohio’s standards and benchmarks define the desired outcomes for instruction. Therefore, curricula and learning activities should be selected that lead students to the achievement of the knowledge and skills reflected in standards and benchmarks.
- Instruction must be designed in consideration of students’ learning goals and ILPs.
- Results of the learning style inventory and, when applicable, learning disability screenings, should be considered when selecting instructional methods and designing the learning environment.
- A variety of teaching modalities, including technology, small group instruction, lecture, peer tutoring, and individualized instruction, should be used as appropriate as well as a variety of teaching materials.
- Instructors should use evidence-based instructional methods and practices that have proven to support student persistence and achievement of goals.

Standards Framework

The ABLE Standards and Benchmarks provide clear guidance as to the content that should be taught within ABLE classrooms. The benchmarks, which embed these competencies, contain more rigor and represent the fundamental academic knowledge that a student needs to transition to postsecondary education and training. The Standards table on the next page lists these standards and the areas in which benchmarks are listed. A student must be able to perform with proficiency on all benchmarks for a standard to have been achieved.

The ABLE Standards and Benchmarks can be found under the heading Standards and Benchmarks-ABE/ASE at ohiohighered.org/able/reference.

A student’s ILP describes student goals and strategies for achieving them. Ohio’s standards and benchmarks provide instructors and students with a clear understanding of the knowledge and skills needed to achieve those goals. They convey a vision for learning and a common set of criteria that may be used to evaluate individual student success.

The current standards for ESOL instruction appear under the heading Standards and Benchmarks-ESOL at ohiohighered.org/able/reference.

Selecting Curricula

It is up to instructors to select appropriate curricula and learning activities that will help lead students to the achievement of their academic goals and the acquisition of skills represented by Ohio’s standards and benchmarks.

According to the ODE Center for Curriculum and Assessment, “Curriculum is the way content is designed and delivered.” It includes the structure, organization, balance, and presentation of expected or recommended study topics that address content standards and meet local expectations. A curriculum contains three primary elements: substance, purpose, and practice.

- Substance communicates what should be taught. It is the field of instruction.
- Purpose communicates why a topic should be taught. It is the context of instruction.

It is recommended that teachers use the program-wide written curriculum, assigned to the ABLE standards and benchmarks, to guide classroom instruction.
Practice communicates how a topic should be taught and learned. It is the methodology of instruction, including the methodology of collecting and using evidence of students’ learning to inform and to adjust instruction.”

Ohio’s standards and benchmarks reflect the purpose and substance of curriculum. All ABLE programs need to ensure that teaching materials and activities that they use align to Ohio’s standards and benchmarks. Documents which link instructional materials and activities to desired learning outcomes are referred to as curriculum alignments or correlations. The Example of Curriculum Alignment to a Benchmark chart illustrates an appropriate alignment.

Involving instructional staff in the production of curriculum alignments or correlations is one way to ensure that teachers are familiar with Ohio’s standards and benchmarks and the texts, materials, and other activities that will help students achieve them.

The OLRC has compiled a database of resources, the Transitions Repository, that can be used to teach skills reflected in the benchmarks. Many of these resources represent materials, which include basic skills instruction contextualized within career areas. The Transitions Repository can be found at ohioable.org.

### Instructional Strategies

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

- **Strategy 1**: Improve basic skills performance and GED® attainment of ABE/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. (Correction Education)
- **Strategy 7**: Provide a distance education program. (Distance Education Component)

### Example of Curriculum Alignment to a Benchmark

<table>
<thead>
<tr>
<th>Date Assigned</th>
<th>Benchmark</th>
<th>Curriculum/Materials/Activities</th>
<th>Evidence of Mastery</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.10</td>
<td>Connect new information with prior knowledge to address reading purpose.</td>
<td>Reading Skill Development Comprehension Skills, Inference: Books D and E Complete assigned units ______________________ Enrichment Activities Read newspaper, magazines, or textbook materials and discuss highlights and difficulties of text. Discuss the ways the text related to information you already know. Answer the question: What have I learned?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 eight strategies that can be addressed in an ABLE program.
Strategy 8: Improve English language acquisition of ESOL students utilizing a civics-based content (ONLY USE FOR EL/CIVICS GRANTS)

All ABLE programs must specify how they will design and deliver an adult basic and literacy education program that will result in 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. 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 ESOL, 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 website. 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, ABLE requires all programs to have a bridge program as defined to be a class or series of classes specifically intended to prepare students to enter and succeed in a postsecondary degree or certificate program. The core elements of such a course would include: contextualized instruction, career development, and transition services.

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:
- ABLE 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 option is to be a “Referring Partner” in which a program refers students to the hub program.

Strategy 8 is designed to improve English language acquisition for ESOL students utilizing civics-based content. Programs providing EL/Civics education must develop and implement a marketing plan for recruiting students. The curricula provided will include activities and instructional strategies to teach the four English language acquisition skills (i.e., speaking, listening, reading, writing). The primary focus of the curricula, activities, and instructional strategies is to teach: Civics Education (i.e., the rights and responsibilities of citizenship), U.S. Government and History, Naturalization Process/Citizenship Preparation, and Civics Participation. Programs are expected to integrate the delivery of the English language and civics education program. It is also necessary for instruction to utilize instructional techniques and technology to enhance EL-Civics students' literacy skills.

**Instructional Considerations**

Instruction is the “practice” part of curriculum. When planning and implementing instruction, ABLE instructional staff should remember that learning situations for all students should:

- be purposeful, by providing activities that will help students to achieve their goals;
- be transparent, by offering students a clear understanding of what they need to know and be able to do to reach their goals;
- be contextual, by providing learning activities in a context that is meaningful to their lives;
- build upon students’ expertise, by utilizing students’ prior knowledge and experience.

In addition, instructors should utilize instructional practices that help adult students to most effectively acquire the skills and knowledge they seek. Listed below are some instructional practices that are particularly applicable for adult learners.

**Utilize Various Methods and Materials to Meet the Diverse Learning Needs of Adult Students**

To enhance the learning opportunities of students with varying learning styles, good instructional practice dictates utilizing a variety of instructional materials from standard texts and workbooks to contextualize instruction to real life situations. Activities that require multisensory involvement are particularly advised for students who have, or who are suspected of having, a learning disability or ADD.

Instructors should provide instructional adaptations and accommodations to assist students who would benefit from them. Magnifying strips, color overlays, rulers, and other simple instructional adaptations can have a major impact on student learning. Accommodations are legally required adaptations that help ensure that a student with a disability has a chance to succeed. Extra time to complete a task, large print material, and books on tape are a few examples of accommodations.

**Present Instruction to Adult Students in Meaningful Contexts**

Adult students particularly appreciate and benefit from learning activities that have relevance to their day-to-day lives. Therefore, to the extent possible, teach basic skills through authentic activities. Also consider presenting lessons within the context of occupations that students may be planning to pursue. This contextualized instruction can serve to more fully engage students in their academic learning and also demonstrate to students the relevance of what they are learning to their future occupational choices.

**Utilize Teaching Practices that Have Proven To Be Effective in Helping Students Learn**

Educational programs at all levels are being urged to utilize instructional methods that have proven via research to be successful such as explicit instruction and activating students’ prior knowledge. Some evidence of effectiveness has resulted from studies involving adult learners. In some cases, results of research from K-12 have proven to have relevance for adults. For instance, some of the approaches and methods that have promise for helping students acquire reading skills include:
• Directly teaching phonemic awareness and word analysis skills. According to the National Reading Panel, phonemic awareness refers to, “the ability to focus on and manipulate phonemes (the smallest units constituting spoken language) in spoken words.” Adult students who are non-readers, beginning readers or have learning disabilities frequently have difficulties recognizing phonemes and associating them with the graphemes or the written letters used to represent them.

• Focusing on the development of reading fluency. The National Reading Panel states that reading fluency involves looking at words more quickly and efficiently. Beginning readers may be assisted in developing fluency through guided oral reading.

• Teaching vocabulary. Lack of knowledge of word meaning obviously impairs reading fluency and comprehension. There are several methods for teaching vocabulary. Those cited by the National Reading Panel include explicit instruction, such as giving students definitions of words to learn; implicit instruction that involves exposing students to new words through general reading opportunities; capacity methods, which includes practice for developing automaticity; association methods in which learners are encouraged to draw connections between what they know and new words; and multimedia methods that rely on techniques such as word webs and hypertext to help students see connections between words. Adult learners are thought to be assisted by techniques that teach vocabulary within contexts that are of interest to them such as workplace or family literacy.

• Assisting students to develop comprehension skills. Comprehension involves integrating and synthesizing information. Comprehension is diminished when learners struggle with vocabulary and fluency. Students’ lack of knowledge about and use of reading strategies also impedes their ability to comprehend what they read. Strategies involved in effective reading include activating prior knowledge, identifying the purpose for reading, and summarizing what has been read, among others.

These strategies help learners monitor their own reading. Students with learning disabilities and other adult learners who struggle with basic skills often have not acquired these strategies and need explicit direct instruction in their use. Instructors’ modeling of strategy selection and use is one effective method for teaching strategies.

Employ Technology in Instruction as Appropriate
Knowledge of appropriate use of technology in the classroom is critical to student success. Students should have the opportunity to utilize technology in instruction and research.

Incorporate a Distance Education Option in Your Program
Structured, monitored distance education can provide an instructional option for students who have difficulty attending classes due to work schedules, family obligations, or other situations that prohibit their regular class attendance. Distance education can assist students to study throughout the summer when some programs offer fewer class options. Also, distance education, when used in addition to in-class instruction, enables students to accelerate their learning. (See the documents under the heading Distance Education at ohiohighered.org/able/reference for more information about ABLE’s distance education options.)

Help Students Reflect on Their Learning.
Instructors and students should frequently review the student’s learning plan and the student’s progress in developing proficiency in Ohio’s standards and benchmarks. These reviews should be an opportunity to obtain the student’s assessment of his or her accomplishments and input as to what instructional strategies have been particularly beneficial in and out of the ABLE classroom.

The Partnership for Reading’s publication, Research-Based Principles for Adult Basic Education Reading Instruction, explores research on teaching reading to adults and offers instructional principles based upon research. The document may be found under Publications for 2002 at lincs.ed.gov/publications/publications.html.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Students Should</th>
<th>Teachers Should</th>
</tr>
</thead>
</table>
| Preparing | Participate in formal and informal assessments.  
Create long-term goal(s).  
Become familiar with program policies, expectations, and services.  
Become familiar with standards-based education. | Work with the student to determine the student’s goals and prior knowledge.  
Take into consideration the learner’s background.  
Consider the results of standardized tests, diagnostic assessments, learning style inventories; and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student.  
Identify the standard that will help the student achieve his or her instructional goals.  
When working with groups of students, identify a shared goal or purpose and, as with individual students, determine the appropriate standard and benchmarks. | Work with the student to determine the student’s goals and prior knowledge.  
Take into consideration the learner’s background.  
Consider the results of standardized tests, diagnostic assessments, learning style inventories; and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student.  
Identify the standard that will help the student achieve his or her instructional goals.  
When working with groups of students, identify a shared goal or purpose and, as with individual students, determine the appropriate standard and benchmarks. |
| Planning | Develop ILP.  
Select short-term goal.  
Choose steps and activities to accomplish goals in alignment with Ohio’s standards and benchmarks, appropriate learning styles and strategies.  
Determine end product to be used for assessment (evidence). | Work with students to select curriculum and activities that align with Ohio’s standards and benchmarks and that are at the appropriate instructional level.  
Select authentic activities as learning opportunities, especially related to career goals.  
Select learning activities that match students’ learning styles.  
Set up a method for maintaining student portfolios and recording progress.  
Ensure that the learning environment is not only safe but also conducive to learning.  
Produce written lesson plans to guide instruction. | Work with students to select curriculum and activities that align with Ohio’s standards and benchmarks and that are at the appropriate instructional level.  
Select authentic activities as learning opportunities, especially related to career goals.  
Select learning activities that match students’ learning styles.  
Set up a method for maintaining student portfolios and recording progress.  
Ensure that the learning environment is not only safe but also conducive to learning.  
Produce written lesson plans to guide instruction. |
| Teaching/Learning | Participate in a variety of multi-sensory learning activities.  
Seek help as needed.  
Create end products (work samples) for assessment. | Utilize a variety of teaching modalities—textbooks, authentic activities, and supplemental materials.  
Employ multisensory instructional activities.  
Model learning strategies that will help students to become more strategic and independent learners.  
Maintain a supportive, non-threatening instructional environment.  
Offer instructional adaptations and accommodations to students whose learning would be assisted by them. | Utilize a variety of teaching modalities—textbooks, authentic activities, and supplemental materials.  
Employ multisensory instructional activities.  
Model learning strategies that will help students to become more strategic and independent learners.  
Maintain a supportive, non-threatening instructional environment.  
Offer instructional adaptations and accommodations to students whose learning would be assisted by them. |
| Assessing | Adjust strategies based on feedback from instructors and other students.  
Evaluate what (knowledge or content) has been learned. | Provide the student with ongoing feedback on his or her progress.  
Follow guidelines for monitoring student progress discussed in the Assessment and Monitoring Student Performance (sections of this manual).  
Document evidence of student performance on appropriate forms.  
Follow instructions in test manuals for providing testing accommodations. | Provide the student with ongoing feedback on his or her progress.  
Follow guidelines for monitoring student progress discussed in the Assessment and Monitoring Student Performance (sections of this manual).  
Document evidence of student performance on appropriate forms.  
Follow instructions in test manuals for providing testing accommodations. |
| Reflecting | Evaluate and reflect on how what was learned is transferable to real-life situations.  
Determine next steps. | Determine which instructional activities were most effective in helping students achieve their goals.  
Obtain students’ perspectives of what activities were most useful to them in and outside of the classroom.  
Determine, with the student, the next steps in his/her learning plan.  
Consider what professional development opportunities would enhance your effectiveness as an instructor. | Determine which instructional activities were most effective in helping students achieve their goals.  
Obtain students’ perspectives of what activities were most useful to them in and outside of the classroom.  
Determine, with the student, the next steps in his/her learning plan.  
Consider what professional development opportunities would enhance your effectiveness as an instructor. |
The Instructional Process chart provides an overview of the steps of the instructional process and factors that ABLE instructional staff should consider at each step.

Sample Learning Activities
The Sample Learning Activities assist teachers in connecting the Ohio ABLE content standards for math, reading, and writing to instruction. Eighteen learning activities are included in the 2011 edition, ready to use as presented or adaptable to meet teacher preference and student needs.

The Sample Learning Activities reflect current content standards. In addition, they are designed to better aid in classroom assessment. Each learning activity shows the relationship between the learning activity and standardized assessment as well as provides informal assessments.

Student work resulting from the learning activities can be used as portfolio evidence to help demonstrate mastery of the standards.

Lesson Plans
ABLE instructors must plan lessons and produce lesson plans that help students achieve the goals articulated in students’ ILPs.

Lesson plans can take many forms. They may be produced for individual students or classes of students. At a minimum, a lesson plan should include:

- expected outcomes of the activity;
- the Ohio standards and benchmarks being addressed;
- activities, materials, and resources that will be used to teach the processes and content being addressed;
- methods and/or materials that will be used to assess learning gains;
- an estimated timeline for completing the instruction.

Download your copy at ohioable.org/InstructionalResources.
### ABE Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Benchmarks are contained within the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Math to Solve Problems and Communicate</td>
<td>Number Sense</td>
</tr>
<tr>
<td></td>
<td>Geometry and Measurement</td>
</tr>
<tr>
<td></td>
<td>Algebra and Patterns</td>
</tr>
<tr>
<td></td>
<td>Data Analysis and Probability</td>
</tr>
<tr>
<td></td>
<td>Process: Solve Problems</td>
</tr>
<tr>
<td></td>
<td>Process: Communicate Mathematical Ideas</td>
</tr>
<tr>
<td></td>
<td>Process: Reason Mathematically</td>
</tr>
<tr>
<td></td>
<td>Process: Connect Mathematical Concepts</td>
</tr>
<tr>
<td></td>
<td>Process: Mathematical Performance</td>
</tr>
<tr>
<td>Read with Understanding</td>
<td>Purpose</td>
</tr>
<tr>
<td></td>
<td>Word Knowledge</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>Convey Ideas in Writing</td>
<td>Prewriting</td>
</tr>
<tr>
<td></td>
<td>Drafting</td>
</tr>
<tr>
<td></td>
<td>Editing and Revision</td>
</tr>
<tr>
<td></td>
<td>Publishing</td>
</tr>
</tbody>
</table>

### Program Components

**Basic Skills — ABE**

All programs must provide a program of instruction designed for adults who have minimal or no skills up to a level of 8.9 grade level equivalence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, in the workplace, or in the family.

Students completing this program component would be able to achieve a Basic Skills Stackable Certificate as evidenced by scores on required assessment instruments.

The ABE Standards chart provides an overview of the ABE standards and benchmarks.

### Advanced Skills — ASE and GED® Preparation

All programs must provide a program of instruction designed for adults who have some literacy skills and can function in everyday life, but who are not proficient in reading, writing, speaking, problem solving, or computation or do not have a high school credential/GED®. Students receiving ASE/GED® instructional services would work from a 9.0 grade level equivalence up to a 12.9 grade level. Students with a high school credential may be served if they score below a 12.9 grade level as evidenced by results from required assessments.

Students completing this program component would be able to achieve an Advanced Skills Stackable Certificate as evidenced by scores on required assessment instruments.

**ESOL**

All programs must provide a program of instruction 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.

Need ideas for lessons? A good resource is “Eureka!” the lesson plan database maintained at the Ohio Literacy Resource Center. The site may be accessed at [ohioable.org](http://ohioable.org), under Instructional Resources.

The Eureka! Website contains lesson plans, links, and templates to develop plans.

Need ideas for lessons? A good resource is “Eureka!” the lesson plan database maintained at the Ohio Literacy Resource Center. The site may be accessed at [ohioable.org](http://ohioable.org), under Instructional Resources.

The Eureka! Website contains lesson plans, links, and templates to develop plans.
ABLE funds may not be used to provide instruction in other languages.

Students completing this program component would be able to achieve an ESOL Skills Stackable Certificate.

The **ESOL Standards and Components** chart provides an overview of the ESOL standards and components.

**Transitions Services**

All programs must provide services to help students transition to postsecondary education and employment. The ABLE Transitions Framework model can be found, under the heading **Transitions**, at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference). 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 the level of students to be served.

The ABLE Transitions Framework describes three categories that are important in assisting students’ success in postsecondary education and employment. These include instructional services, support services, and collaboration. All elements of the model must be addressed by ABLE programs and/or through partnerships with other agencies, including postsecondary education institutions. Collaborations between and among ABLE programs and institutions of higher education will make transitions more effective (e.g., sharing physical locations, offering classes on a college and/or Ohio technical center campus, sharing personnel/Board members).

**Distance Education**

All programs must provide this component. A distance education (DE) component is defined as a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

For NRS accountability in ABLElink, distance education students are those who receive distance education services for more than 50% of their total instructional time. Actual contact hours are hours in which the student is physically present in the program for progress monitoring, testing, or instruction.

Other ABLE students may receive some instruction at a distance, but not meet the criteria referenced above to be counted in ABLELink as a formal Distance Education student.

**Optional Components**

ABLE programs may offer the optional components of Family Literacy, Workplace Literacy, and/or Corrections Education based upon areas of need.

**Family Literacy**

All ABLE programs are encouraged to offer instructional activities that enrich the parental role of adult learners. However, the ABLE program 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
- 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.

Applicants approved to operate a family literacy component would report on one or both of the following outcomes, in addition to the other ABLE outcomes:
- increased involvement of parents and primary caregivers in a child’s school and education (minimum performance level = 80%)
- increased involvement in a child’s literacy related activities (minimum performance level = 85%)
## ESOL Standards and Components

<table>
<thead>
<tr>
<th>Standard</th>
<th>Components of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen Actively</td>
<td>To listen actively, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Attend to oral information.</td>
</tr>
<tr>
<td></td>
<td>• Clarify purpose for listening and use listening strategies appropriate to that purpose.</td>
</tr>
<tr>
<td></td>
<td>• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.</td>
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<td></td>
<td>• Integrate information from listening with prior knowledge to address listening purpose.</td>
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<tr>
<td>Read with Understanding</td>
<td>To read with understanding, Ohio ABLE students should:</td>
</tr>
<tr>
<td></td>
<td>• Determine the purpose of reading.</td>
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<td></td>
<td>• Select reading strategies appropriate to the purpose.</td>
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<td></td>
<td>• Monitor comprehension and adjust reading strategies.</td>
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<td></td>
<td>• Analyze the information and reflect on its underlying meaning.</td>
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<td></td>
<td>• Integrate it (i.e., new information) with prior knowledge to address the reading purpose.</td>
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<tr>
<td>Speak So Others Can Understand</td>
<td>To speak so others can understand, Ohio ABLE students should:</td>
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<tr>
<td></td>
<td>• Determine the purpose for communicating.</td>
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<tr>
<td></td>
<td>• Organize and relay information to effectively serve the purpose, context, and listener.</td>
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<td></td>
<td>• Pay attention to the conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension.</td>
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<td>• Use multiple strategies to monitor the effectiveness of the communication.</td>
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<tr>
<td>Convey Ideas in Writing</td>
<td>To convey ideas in writing, Ohio ABLE students should:</td>
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<tr>
<td></td>
<td>• Determine the purpose for communicating.</td>
</tr>
<tr>
<td></td>
<td>• Organize and present information to serve the purpose, context, and audience.</td>
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<tr>
<td></td>
<td>• Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers’ comprehension.</td>
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<tr>
<td></td>
<td>• Seek feedback and revise to enhance the effectiveness of communication.</td>
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</tbody>
</table>
Workplace Literacy

Workplace literacy is defined as education services 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. To be designated as pursuing a workplace literacy component, an applicant needs to have a program conducted in a setting provided by the workers’ employer and designed to assist incumbent workers to strengthen their basic skills.

Corrections Education

Correctional education is defined as a partnership with a jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminals. Funding will be limited to partnerships that involve learners who are likely to leave the correctional institution within five years of receiving ABLE services. Projections for students to be served should be reasonable and in line with dollars requested.

English Literacy/Civics Education (EL/Civics)

The purpose of the funds, as defined by the U.S. Department of Education, “...is not simply to expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education.” The intention of EL/Civics is to provide integrated English literacy and civics education to immigrants and other limited English proficient populations to promote effective participation in the education, work, and civic opportunities of this country.

In Ohio, the EL/Civics service model includes an integrated curricula which blends teaching English language acquisition using a citizenship/civics education context. Examples of classes that fit the EL/Civics service model could be:

1. immigrants attending classes that emphasize English acquisition, but also learn how to participate in their new community.
2. immigrants attending classes that emphasize preparation for the citizenship test while they are learning English skills.

Activities funded through the EL/Civics allocation will extend instructional services; funds are to be used to supplement, not supplant, adult education programs.

Workplace Education Model

Workplace education is defined in the Ohio ABLE Workplace Education Resource Guide as, “Education services 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.” The Ohio ABLE Workplace Education Resource Guide can be found under the heading Supporting Documents, at ohiohighered.org/able/reference.

Education services include those activities designed to improve the work-related basic education and literacy skill levels of workers that are offered to business, industry, government, and/or labor by an OBR–funded ABLE service provider. See the Workplace Education Model for a graphic representation.
Overview

- ABLELink is a database designed to collect student, site, and program data for local, state, and federal reporting and accountability.
- PCR is the form to request payment during the approved project year.
- FER is a report on expenditures for project year.
- MPLs are the established state ABLE program performance levels for each CIP. The percentages set the expected performance levels that each program is to achieve. The levels are negotiated each year with the U.S. DAEL.

Assurances

The assurances can be found in the ABLE Instructional Grant Application, located under the heading ABLE Instructional Grant, at ohiohighered.org/ABLE/grants.

To Do

Sharing the grant document with all staff will assist the staff to better understand the performance outcomes as outlined in the grant and their connection to it.

Indicators of Program Quality (IPQ)

All funded ABLE instructional programs operate within the framework of the IPQ, a set of seven 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 the rest of life; 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®; and, achieve family literacy outcomes.

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 matching 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 in the AEFLA, WIA, Title II, as needing literacy services.

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 website: literacy.kent.edu/ablelink.

ABLELink provides the data used to complete the APR and to conduct state level data matches on the federal and state CIP. These are the 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 Education’s Division of Adult Education and Literacy (DAEL) and establishes Ohio’s Minimum Performance Levels (MPL) for each CIP.

In preparing state proposed levels of performance for the CIP, considerations are given to levels of completion reported for literacy levels of other states. In addition, state and local performance data on the CIP 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.

In the process of completing the ABLE Desk Review, a program is rated on each CIP by comparing the MPLs and the program’s actual performance level. This comparison provides a rating for the local programs based on the achievement levels for the 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 local program Desk Review is explained in further detail on the following pages.

The Minimum Levels of Performance previous years can be found under the heading Accountability at ohiohighered.org/able/reference.

To Do

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.
Monitoring and Technical Assistance

Overview

• 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 program manager 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 level.

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 AEFLA, Title II of the 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 program 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.

Information for the Desk Review can be found at ohiohighered.org/able/reference, under the heading Accountability.

Local Program On-Site Review Information

Federal guidelines require the state ABLE program to review ABLE funded programs. There are two primary benefits for conducting an on-site review:

• For state ABLE program managers, 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 four content areas, which represents a synthesis of three components of program accountability (IPQ, Local Program Data Certification Checklist, and OPAS Checklist):

1. Administration
2. Local Program Data Certification Verification
3. Staff Development
4. Student Experience Model

The forms can be found under the heading Accountability at ohiohighered.org/able/reference.
To Do
A review of the Goals and Action Plans in the ABLE grant, along with the Desk Review and the program onsite review, will assist the program staff to determine professional development needs.

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. Programs are to use this checklist to rate their implementation of the data quality standards in their data collection procedures. Programs are also to describe details of their data collection policies and procedures for some standards. The administrator 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 Data Certification Checklist can be found, under the heading Required Documents, at ohiohighered.org/able/reference.

Improvement Plan
The local program is to meet all standards in all areas. The program must rate as “superior” in all criteria. If not, the program 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.

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 administrator or the administrator of the agency where the local ABLE program resides must certify to the accuracy of the information in the checklist. The program administrator or the administrator of the agency must annually complete and sign the Data Certification Checklist and submit it to OBR. The Data Certification Checklist and Memo can be found at ohiohighered.org/able/reference, under the heading Required Documents.
Overview

- Professional Development is supported by the state ABLE program and the PDN in an effort to provide opportunities for local ABLE programs and staff in their continuous improvement efforts.
- The PICP is a prescriptive performance improvement tool resulting from a collaborative process designed to assist local program administrators as they examine data and select and implement strategies for program improvement.

Quality Professional Development (PD)

Quality PD:

- aligns all professional development services and resources with ABLE federal and state requirements;
- maintains the goals of the Ohio ABLE professional development statewide system for continuous improvement that is collaborative, sustainable, and evidence based;
- utilizes an instructional design model (e.g., teacher guide, student guide, course activities) to create professional development materials;
- integrates universal design methods into the development of professional development products and services;
- aligns all professional development materials with a consistent design using OBR branding standards and the state ABLE logo.

Professional Development Network (PDN)

Mission

To assist local ABLE programs in developing the skills and knowledge of staff in order to increase the successful transition of students to postsecondary education/training and employment.

ABLE PD Performance Objectives

The Ohio ABLE PD system will:

- facilitate a culture of sustained learning;
- provide evidence based, high quality, effective professional development;
- respond to emerging state ABLE professional development priorities.

PD Standards

Ohio’s Professional Development Standards include six statements that represent a framework for what ABLE practitioners should know and be able to do. Each standard contains elements that elaborate understandings and assumptions about the statement and includes indicators that provide a means of measuring knowledge attainment.

Standard 1: Effective professional development is a purposeful, structured, and continuous process that occurs over time.

Standard 2: Effective professional development is informed by multiple sources of data.

Standard 3: Effective professional development is collaborative.

Standard 4: Effective professional development includes varied learning experiences that accommodate the individual educator’s knowledge and skills.
Standard 5: Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

Standard 6: Effective professional development is evaluated by its short- and long-term impact on professional practice and achievement of all students.

The PD standards can be found under the heading **Professional Development** at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference).

Additional standards are provided for Teachers, Administrators, and Support Staff.

**Resources**

The State ABLE Program and the PDN are 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 PD.

PD resources can be found at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference).

These resources can be found under the heading **Policies**.

- PD Memo
- PD Policy

These resources can be found under the heading **Professional Development**.

- Learner Persistence Program
- National Center for the Study of Adult Learning and Literacy’s (NCSALL’s) Evidence-Based Program
- PD Evaluation Framework
- PD Standards Overview

**Required Trainings**

Required PD trainings include:

- New Staff Orientation (NSO) (NSO will include a generic orientation with specific online modules for new administrators, teachers, and support staff.)
- New Administrator Webinars
- Introduction to Learning to Achieve
- Learning to Achieve
- ESOL Basics
- Assessment Fundamentals
- TABE CLAS-E
- Best Plus

Audience, delivery mode, and time frame varies for each training. Please see the Professional Development Policy for additional details. The policy can be found under the heading **Policies** at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference).

In addition to information on required trainings, the Professional Development Network (PDN) Catalog, provides descriptions of PD sessions and events for the fiscal year. The catalog can be found under the heading **Professional Development** at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference).

**OhioABLE.org**

Practitioners can access necessary resources from [ohioable.org](http://ohioable.org), including the Professional Development System, PD calendar, Moodle courses, and the Ohio ABLE PDN Library.
COMMUNICATION

Calendar
The interactive ABLE Calendar provides dates for events and submission deadlines. The calendar can be found at ohiohighered.org/able/calendar.

ABLE Program Directory
The ABLE Program Directory provides contact information for Ohio ABLE Programs. The directory can be found under the heading Information for Administrators at ohiohighered.org/ABLE.

Fast Facts
Fast Facts is a one-page macro overview of the state ABLE program from the most recent federal reporting period. It contains data on student demographics and program services, paid ABLE personnel, student academic achievement, and follow-up outcomes of GED completion, placement in postsecondary education or training, getting a job, and job retention. It also provides federal and state investments made in the state ABLE program and cost per student.
Fast Facts are located under the heading Accountability at ohiohighered.org/ABLE/reference.

Friday Facts
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.
Previous editions of Friday Facts are available at ohiohighered.org/ABLE/friday-facts.

ABLE Style Guide
The ABLE brand is a subset of the State of Ohio and the OBR/USO brand.
Consistent application and precise production of logos and branding standards will identify and reinforce public awareness of ABLE within the USO and will make local ABLE programs more recognizable and uniform across the state.
The full ABLE Style Guide is available under the heading Branding Standards at ohiohighered.org/ABLE/reference.

Logo Standards
Logos developed for Ohio ABLE are available for download under the heading Branding Standards at ohiohighered.org/ABLE/reference.

Unacceptable use
Condensing, extending, distorting, manipulating, modifying, or redrawing the logo in any way placing the logo over areas of imagery where the logo is not clearly defined.

Color Standards
Used consistently over time, colors become associated with organizations. Ohio ABLE uses the same Color Palette set forth by the State of Ohio, which can be found under the heading Branding Standards at ohiohighered.org/ABLE/reference.

Typeface Standards
The Ohio Board of Regents primarily uses two typefaces: Serifa and Univers. Additional information can be found in the ABLE Style Guide under the heading Branding Standards at ohiohighered.org/ABLE/reference.

Print Material Standards

Templates
A variety of printed material and other templates have been developed with the goal of improving presentation and establishing consistency.
Recruitment Pieces
Two state-level pieces have been developed for use by local ABLE programs to educate local community partners and for recruitment of prospective students. All templates are available for download at ohiohighered.org/able/reference, under the heading Branding Standards.

Use of Disclaimers
Two disclaimers have been created for projects/products produced using OBR ABLE funds:

Major Products
This disclaimer should be used on major products (more than three pages) produced by grantees. Products would include items that receive OBR ABLE funding but are not produced at OBR or are not written/created by state staff.

Funds for producing and distributing this publication were provided by the Ohio Board of Regents under authority of Section 223 of the Workforce Investment Act, 1998. Opinions expressed do not necessarily reflect those of the Ohio Board of Regents or the U.S. Department of Education, and no endorsement should be inferred.

Discrimination Prohibited Disclaimer
The discrimination disclaimer should be on all publications that are more than two pages long and with the trailer of a video.

The Ohio Board of Regents does not discriminate on the basis of race, color, religion, sex, national origin, disability (ADA), age or veteran status in employment, programs or against individuals receiving services.
**General Terms**

**ABLELink** Ohio’s database system for keeping track of student attendance, registration information, achievement, and outcomes.

**ABLE Portfolio System** Ohio’s system of portfolio assessment, involving the collecting and analyzing of student work in order to make consistent decisions about student progress and advancement.

**Alignment** Process of linking standards to assessment, instruction, and learning in classrooms.

**Assessment** Ongoing process of gathering, describing, or quantifying information about performance or learning.

**Advancement** Student advances from one Educational Functioning Level to the next, based on performance.

**Benchmark** A description of the expected performance at a particular place on the National Reporting System Educational Functioning Level continuum.

**Bridge Program** A class or series of classes specifically intended to prepare students to enter and succeed in a postsecondary degree or certificate program. The core elements of such a course would include: contextualized instruction, career development, and transition services. For students who are referred to an ABLE program, the registration form should note the type of program in which the student should be placed.

**Cohort** A group of ABLE students to be followed for NRS post-program outcomes based on pre-defined characteristics.

**Competency** Set of broad-based skills which can be taught. Knowledge or skill required for task performance.

**Core Indicators of Performance (CIP)** Federal performance standards which include the following:

- **Educational Gain** — The learner completes or advances one or more Educational Functioning Levels from starting level measured on entry into the program.

- **Entered Employment** — The learner obtains a job by the end of the first quarter after the program exit quarter.

- **Retained Employment** — The learner remains employed in the third quarter after the exit quarter.

- **Receipt of a secondary school diploma or its recognized equivalent** — The learner obtains certification of attaining passing scores on the GED® tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

- **Placement in postsecondary education or training** — Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

**Curriculum** The way content is designed and delivered. It includes the structure, organization, balance, and presentation of expected or recommended study topics that address content standards and meet local expectations. A curriculum contains three primary elements: substance, purpose, and practice.

**Diagnostic Testing** Standardized assessment administered to determine the student’s EFL.
Distance Education A formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.

Educational Functioning Levels (EFL) Federally-mandated levels of performance in basic reading, writing, numeracy, and functional and workplace skills. There are six for ABE and six for ESOL.

Enrollment A student is enrolled when he or she has received a minimum of 12 hours of service in an ABLE program.

Exit Quarter The quarter when instruction ends or student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

Follow-up Process of collecting information relative to the CIP after students exit ABLE programs.

Goal Statement of what a student (or program) desires to have (inputs), to be (processes), or to produce (outcomes at a specific time in the future).

Goal Form Form utilized to record the student’s long-term and short-term goals.

Individual Learning Plan (ILP) A road map for the student and instructor to help the student reach his/her educational goals during the learning process. It reflects the immediate goals and the steps and activities the student will employ to reach his/her goals.

Initial Goal-Setting Instruction Basic instruction in how to set goals. This instruction is to take place during orientation.

Learning Style Inventory Assessment administered to identify a student’s preferred style of learning and processing information. This assessment is to take place during orientation.

Locator/Initial Appraisal Test administered during orientation to determine which diagnostic level of standardized assessment is appropriate for the student.

Monitoring Student Performance Process of gathering evidence of what a student can do and using that evidence to make decisions influencing the learning experience.

National Reporting System for Adult Education (NRS) System created at the national level to develop accountability requirements for federally-funded adult education programs in response to the WIA of 1998.

Ohio Performance Accountability System (OPAS) OBR/ABLE’s response to the federally legislated National Reporting System for Adult Education.

Orientation Introduction of services available in an ABLE program to prospective students, including rapport and support building, program and student information sharing, learning style assessment, goal setting/ILP, and diagnostic testing.

Participant An individual who has received less than 12 hours of service is considered a participant rather than an enrolled student.

Participation Measures Reporting measures that include contact hours received (total hours attended) and program enrollment type.

Persistence in Adult Education Adults staying in programs as long as they can, engaging in self-directed study if they have to drop out of the program, and returning to the program as soon as the demands of their lives allow.

Placement Student placement in an Educational Functioning Level determined by a standardized test.

Posttest Test administered to a student at regular intervals during a program. Usually used to measure advancement in the program.

Postsecondary Educational Institution Institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor’s degree. A tribally-controlled community college. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Program and Student Information Sharing Process in which program staff and the student exchange information so that the student can make an informed decision about participation in an ABLE program. This activity is to take place during orientation.

Progress Student progresses within one (or same) EFL.
Rapport and Support Building Activities that help the student build confidence, feel comfortable, establish relationships, identify support systems, and increase level of trust and motivation. This activity is to take place during orientation.

Registration A student is registered once he/she has made an informed decision to participate in an ABLE program, and the Student Registration Form is completed.

Standardized Test Test administered, scored, and interpreted consistently by qualified ABLE staff.

Standards Broadly stated expectations of what students should know and be able to do.

Stopping Out One or more cycles of attending, withdrawing, and returning to class

Student Experience Model Framework developed to assist local programs in serving ABLE students.

Workplace Education Education services 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.

Student Goals

Student Goals are the main reasons for students to attend an ABLE programs. Student goals may include: earn a GED® or secondary school diploma, enter postsecondary education or training, improve basic skills, improve English language skills, obtain a job, or retain a job. Student goals should be achievable within the program year. The follow-up outcomes are based on student cohort designations.

Earn a GED® or Secondary School Diploma Student obtains certification of attaining passing score on the GED® tests, or obtains a diploma, or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

Enter Postsecondary Education or Training Student enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of where the prior services or training were completed.

Improve Basic Skills Improve overall basic literacy skills. Student completes or advances one or more EFLs from starting level measured on entry into the program.

Improve English Language Skills (ESOL) Improve overall skills in the English language (e.g., speaking, reading, writing). Student completes or advances one or more Educational Functioning Levels from starting level measured upon entry into the program.

Obtain a Job Student obtains a job before the end of the first quarter after the program exit quarter. A job is considered to be paid, unsubsidized employment or 15 hours or more of work per week in an unpaid job on a farm or business operated by a family member or the student.

Retain Current Job Student remains employed in the third quarter after exit quarter.

Decrease Public Assistance Received Student’s Temporary Assistance to Needy Families (TANF) grant, or equivalent public assistance grant, is reduced or eliminated due to employment or increased income.

Obtain Citizenship Skills Student obtains the skills needed to pass the U.S. citizenship exam.

Register to Vote or to Vote for the First Time Student registers to vote or votes for the first time during instruction anytime during the program year.

Family Literacy Goals

Family Literacy Goals are those that must be selected by students enrolled in an approved Family Literacy Component. One or both of these goals should be selected. The student would select one of the goals listed above as the main goal. Students not enrolled in an ABLE program with an approved family literacy component may also select a family literacy goal.

Increase Involvement in Children’s Education Student increases help given with children’s school work, contact with teachers to discuss children’s education, and involvement in children’s school.
Increase Involvement in Children’s Literacy-Related Activities

Student increases the amount of time reading to children, visiting libraries, and acquiring books or magazines for children.

Descriptive and Participation Measures

Descriptive Measures are those that collect student demographics and status in several areas such as employment listed below.

Participation Measures are those that record the amount of instruction students receive and the type of program in which the student enrolls.

Contact Hours

Hours of instruction or participation in instructional activity. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as orientation, registration, assessment, and classroom instruction.

Disabled

Student has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working.

Dislocated Worker

Student who received an individual notice of pending or actual layoff from a job, or a student who received a publicly announced notice of pending or actual layoff.

Displaced Homemaker

Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Employed

Student works as paid employee, works in his/her own business or farm or works 15 hours or more per week as unpaid worker on a farm or in a business operated by a member of the family. Also included are students who are not currently working, but have jobs or businesses from which they are temporarily absent.

Ethnicity

Student’s ethnic category to which the student self-identifies, appears to belong to or is regarded in the community as belonging. The ethnic categories are: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White.

Homeless

Lacking a fixed, regular nighttime residence or have a temporary residence.

Migrant Farm Worker

Student is employed in agricultural employment of a seasonal or other temporary nature and is required to be absent overnight from his/her permanent place of residence.

Not in the Labor Force

Student is not employed and is not seeking employment.

Program/Site Enrollment Type

Community Corrections, Corrections Facility, English Literacy and Civics Education, Family Literacy, Homeless Program, Institutionalized Settings, Jail, Workplace Literacy.

Public Assistance Status

Student is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled.

Rural Resident

Student resides in a place with a population less than 2,500 and outside an urbanized area.

Single Parent Status

Has sole custodial support of one or more dependent children.

Unemployed Student

is not working but is seeking employment, has made specific efforts to find a job, and is available for work.

Urbanized Area

Includes a population of 50,000 or more in a city and adjacent areas of high density.
## Acronyms/Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AAACE</td>
<td>American Association for Adult and Continuing Education</td>
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<tr>
<td>ABLE</td>
<td>Adult Basic and Literacy Education</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactive Disorder</td>
</tr>
<tr>
<td>AEFLA</td>
<td>Adult Education and Family Literacy Act</td>
</tr>
<tr>
<td>AHSC</td>
<td>Adult High School Continuation</td>
</tr>
<tr>
<td>APR</td>
<td>Annual Performance Report</td>
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<tr>
<td>ASE</td>
<td>Adult Secondary Education</td>
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<tr>
<td>AWE</td>
<td>Adult Workforce Education</td>
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<tr>
<td>BEST</td>
<td>Basic English Skills Test</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer Assisted Instruction</td>
</tr>
<tr>
<td>CAELA</td>
<td>Center for Adult English Language Acquisition</td>
</tr>
<tr>
<td>CAL</td>
<td>Center for Applied Linguistics</td>
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<tr>
<td>CASAS</td>
<td>Comprehensive Adult Student Assessment System</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-Based Organization</td>
</tr>
<tr>
<td>CCIP</td>
<td>Comprehensive Continuous Improvement Plan</td>
</tr>
<tr>
<td>CETE</td>
<td>Center on Education and Training for Employment</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>CIP</td>
<td>Core Indicator of Performance</td>
</tr>
<tr>
<td>COABE</td>
<td>Commission on Adult Basic Education</td>
</tr>
<tr>
<td>CoP</td>
<td>Community of Practice</td>
</tr>
<tr>
<td>CTAE</td>
<td>Career Technical and Adult Education</td>
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<tr>
<td>DAEL</td>
<td>Division of Adult Education and Literacy (U.S. DOE)</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education (U.S.)</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labor (U.S.)</td>
</tr>
<tr>
<td>EBRI</td>
<td>Evidence-Based Reading Instruction</td>
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<tr>
<td>EDGAR</td>
<td>Education Department General Administrative Regulations</td>
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<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>
<td>EFL</td>
<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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<tr>
<td>ELL</td>
<td>English Language Learner</td>
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<tr>
<td>EMSI</td>
<td>Economic Modeling Specialist, Inc.</td>
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<td>ERIC</td>
<td>Education Resources Information Center</td>
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<tr>
<td>ESC</td>
<td>Education Service Center</td>
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<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
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<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
</tr>
<tr>
<td>FER</td>
<td>Final Expenditure Report</td>
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<tr>
<td>FERPA</td>
<td>Family Education Rights and Privacy Act</td>
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<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>GED</td>
<td>General Educational Development</td>
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<td>HEI</td>
<td>Higher Education Information System</td>
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<tr>
<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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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>ILP</td>
<td>Individual Learning Plan</td>
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<tr>
<td>IPQ</td>
<td>Indicators of Program Quality</td>
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<tr>
<td>JOR</td>
<td>Jobs Ohio Regions</td>
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<tr>
<td>K-12</td>
<td>Kindergarten through High School</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability</td>
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<tr>
<td>LEA</td>
<td>Local Education Agency</td>
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<tr>
<td>LMI</td>
<td>Labor Market Information</td>
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<tr>
<td>MR/DD</td>
<td>Mental Retardation/Developmental Disabilities</td>
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<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>
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<tr>
<td>NAASLN</td>
<td>National Association for Adults with Special Learning Needs</td>
</tr>
</tbody>
</table>
NALs National Adult Literacy Study
NCAL National Center on Adult Literacy
NCLB No Child Left Behind
NCSALL National Center for the Study of Adult Learning and Literacy
NCTM National Council of Teachers of Mathematics
NIFL National Institute for Literacy
NRS National Reporting System
OAACE Ohio Association for Adult and Continuing Education
OBR Ohio Board of Regents
OCIS Ohio Career Information System
ODE Ohio Department of Education
ODRC Ohio Department of Rehabilitation and Correction
ODJFS Ohio Department of Job and Family Services
OEDS Ohio Education Directory System
OLRC Ohio Literacy Resource Center
OPAS Ohio Performance Accountability System
OTC Ohio Technical Centers
OTESOL Ohio Teachers of English to Speakers of Other Language
OVAE Office of Vocational and Adult Education (U.S.)
OWT Office of Workforce Transformation
PACT Parent and Child Together
PCR Project Cash Request
PD Professional Development
PDN Professional Development Network
PEP Parenting Education Profile
PICP Program Improvement Consultation Plan
REDD Regional Economic Development Director
RFP Request for Proposal
RIF Release of Information
R-RIF Revocation of Release of Information
ROI Return On Investment
RSC Rehabilitation Services Commission
SAFE Security Application for Enterprise
SBE Standards-Based Education
SCOTI Sharing Career Opportunities and Training Information
SEM Student Experience Model
SPL Student Performance Level (for ESL)
STEM Science, Technology, Engineering, and Mathematics
TABE Test of Adult Basic Education
TANF Temporary Assistance for Needy Families
TESOL Teachers of English to Speakers of Other Languages
TOEFL Test of English as a Foreign Language
USCIS United States Citizenship and Immigration Services
USDOE United States Department of Education
USO University System of Ohio
VESL Vocational English as a Second Language
WIA Workforce Investment Act
WIB Workforce Investment Board
Modified Student Experience Models

Modified Student Experience Model for GED

The Modified Student Experience Model has been produced to accommodate students who identify getting the GED® as their goal without formally enrolling in the program. The model reflects a decision-making process upon entry into the ABLE program by the student.

Students should be strongly encouraged to participate in the complete orientation process. However, students who identify getting the GED® as a goal can decide to take the Official GED® Practice Test without benefit of a complete orientation, any additional testing or enrollment in the program. Arrangements for taking the Official GED® Practice Test are subject to the local program’s testing plan.

The first step in the process is an initial interview to determine the main goal of the student and to gather enough information to complete the front of the registration form. After program staff explain the student orientation procedure, the student may decide that he/she only wants to take the Official GED® Practice Test. The Official GED® Practice Test may be administered to the student under one of the following options:

**Option 1: Student decides not to take a standardized test**

The student takes the Official GED® Practice Test and passes it.
Refer the student to the GED® testing center.

OR

The student takes the Official GED® Practice Test and does not pass it.
The student then is required to take the locator and appropriate standardized test to be enrolled in the program for instruction.

**Option 2: Student decides to take a standardized test**

The student takes the TABE locator and places in Level A in reading, math and language or the student takes the CASAS appraisal and places in Level D in reading and math

The student takes the Official GED® Practice Test and passes it.
Refer the student to the GED® testing center.

OR

The student takes the Official GED® Practice Test and does not pass it.
The student then takes the appropriate standardized test to be enrolled in the program for instruction.

The student takes the TABE locator or CASAS appraisal and does not place high enough to take the Official GED® Practice Test.

The student takes the Official GED® Practice Test anyway and passes it.
Refer the student to the GED® testing center.

OR

The student takes the Official GED® Practice Test anyway and does not pass it.
The student then takes the appropriate standardized test to be enrolled in the program for instruction.

OR

The student decides not to take the Official GED® Practice Test.
The student then takes the appropriate standardized test to be enrolled in the program for instruction.
### Workplace Education Key Terms

<table>
<thead>
<tr>
<th>Terms</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Orientation</td>
<td>Goals and projected results of the collaborative partner and for the individual are clearly stated.</td>
</tr>
<tr>
<td>Employee Registration</td>
<td>Complete Student Registration Form and gather additional data, as needed.</td>
</tr>
<tr>
<td>Standardized Pretest</td>
<td>See the Ohio ABLE Assessment Policy on the ABLE web page.</td>
</tr>
<tr>
<td>Course Learning Plan</td>
<td>Objectives, goals and curriculum negotiated between collaborative partner and educational provider (includes the syllabus and outline).</td>
</tr>
<tr>
<td>Instruction</td>
<td>Strategies and activities used to implement the ILP.</td>
</tr>
<tr>
<td>Monitor Class Progress</td>
<td>Use established processes and procedures. Teacher-created, formal and informal, workplace specific materials may be used, such as class logs and anecdotal information recorded by instructor. Complete Student Progress Form, as applicable.</td>
</tr>
<tr>
<td>Intervention and Referral</td>
<td>Review progress, adjust instruction and refer student to appropriate and/or additional non-workplace ABLE services as needed.</td>
</tr>
<tr>
<td>Standardized Posttest</td>
<td>See the Ohio ABLE Assessment Policy, General Guidelines, 800:Workplace Education on the ABLE web page.</td>
</tr>
<tr>
<td>Employee Achievement Evaluation</td>
<td>Complete Student Exit Form, receive certificate of completion if appropriate.</td>
</tr>
<tr>
<td>Exit</td>
<td>Course completion.</td>
</tr>
<tr>
<td>Follow Up</td>
<td>See the Follow-Up section in this manual.</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>Use established processes and procedures.</td>
</tr>
<tr>
<td>Employer Feedback</td>
<td>Report required data.</td>
</tr>
</tbody>
</table>

### Forms

The following forms can be found under the heading **Forms** at [ohiohighered.org/able/reference](http://ohiohighered.org/able/reference). The corresponding section in this document is indicated in parentheses.

- RIF (ABLE Policies)
- R-RIF (ABLE Policies)
- Special Needs Screening Consent/Waiver (Instructional Services)
- Special Needs Release of Information (Instructional Services)
- Student Exit (Instructional Services)
- Student Progress (Assessment, Instructional Services)
- Student Registration (Instructional Services)
- Student Special Needs (Instructional Services)