

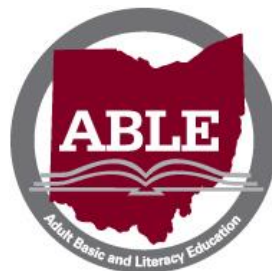


Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

Ohio Department of Higher Education Adult Basic and Literacy Education FY 2016 Desk Review Description

April 2017



Introduction

The Adult Basic and Literacy Education Program (ABLE) under the Chancellor of the Ohio Department of Higher Education is required by law to show progress of the Ohio Department of Higher Education ABLE Program toward continuously improving its performance. In addition, the Chancellor must describe how the ABLE Program evaluates annually the effectiveness of the adult education and literacy activities based on the performance measures described in the Workforce Investment Act of 1998, Title II, the Adult Education and Family Literacy Act. The Desk Review is one means of measuring local program performance.

The uses of the ABLE Desk Review are:

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

The ABLE Desk Review illustrates how well the local program met established performance targets, which include:

- Minimum Performance Levels (MPL) for the Educational Functioning Levels (EFL) as determined by standardized assessments
- MPL for the follow-up measures including those for employment, entering postsecondary education and/or training, and obtaining a GED
- Student enrollment, retention, and persistence rates
- Pretesting and posttesting rates of students to determine level completion

Explanation of the Report Format

The Desk Review consists of two forms – the Desk Review Report FY 2016 and the Local Program Desk Review Data Form.

- The Desk Review Report FY 2016 is a summary of the results and achievement levels of your program.
- The data form compares key performance measures to state performance targets. Some performance measures include enrollment, assessment, student achievement, and program achievement.

Explanation of Score

Student Achievement

Student Achievement has three (3) sections, A - C, focusing on factors related to student performance and the reporting of those achievements.

Section A: Core Indicators of Performance (CIP) - Educational Functioning Levels (EFL) Completion

Programs receive points for the student completion of the Educational Functioning Levels (EFL). Programs are given one point for each EFL for which students' performance met or exceeded the state's Minimum Performance Level (MPL) targets. Points are totaled and divided by the total number of EFLs in which students were enrolled. The percentage is recorded.

Example:

EFLs Attempted	EFLs Achieved	Result for Section A
6	5	83%

Section B: Core Indicators of Performance (CIP) – Follow-up Outcomes

Follow-up Outcomes pertain to a program's achievement in meeting placement in postsecondary education and/or training, obtaining and retaining employment, and obtaining a GED. A point is given for each indicator for which the program met or exceeded the state's MPL. Points are totaled and divided by four. The percentage is recorded.

Example:

CIPs Attempted	CIPs Achieved	Results for Section B
4	3	75%

Section C: Other Performance Measures

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

- Enrollment - Enrollment is based on achieving 100% or more of the FY 2016 projected enrollment or exceeding the FY 2015 actual enrollment.
- Retention – Retention is based on achieving a rate of 75% or above. Retention refers to a student who completed a level or who was enrolled during the fourth quarter of the previous program year.
- Pretest and posttest - The number of students posttested equals or exceeds 65% of the number of students pretested using a standardized assessment.

- Student Persistence - This measure compares the program's overall student persistence rate to the state's overall FY 2015 persistence rate of 62.14. Student persistence is the average attendance hours per student. A program must meet or exceed the 62.14 hours per student persistence rate or exceed the program's FY 2015 student persistence rate.

Note: the **FY 2017** Desk Review student persistence measure will be compared to **63.41** which is the state's FY 2016 student persistence rate.

Points are totaled and divided by four. The percentage is recorded.

Once the scoring for each of the sections is completed, the average overall percentage is determined by finding the average of the three sections.

Example:

Section	Total Pts for Program	Points Achieved	% of EFLs achieved	Score
Section A: EFL Completion	6	5	$\frac{5}{6} = 83.3\%$	83%
Section B: CIPs Follow-up goals	4	3	$\frac{3}{4} = 75.0\%$	75%
Section C: Other Performance Measures	4	3	$\frac{3}{4} = 75.0\%$	75%
FY 2016 Average Overall Percentage	$(0.83 + 0.75 + 0.75)/3 =$			78%

Notes about the Local Program Desk Review Data Form

Additional data has been included on the FY 2016 data form to help programs make informed decisions for program improvement. These elements are not included in the average overall percentage.

- *Percent of Participants* - The number of participants is compared to the whole population of the program for FY 2016. This represents the percent of students who came but did not stay to reach the 12 hours considered to be an enrolled student of ABE services. The average percentage of participants across all ABE programs in Ohio in FY 2016 is 23% with individual programs ranging from 0%-59%. A more acceptable range is 10-15%. Programs with participant rates in excess of 15% should work to eliminate programmatic barriers to student enrollment.

- *GED > postsecondary* - To be counted as having this outcome, the student must obtain his GED while enrolled in ABLE and enroll in postsecondary education.

Improvement Actions

If any program receives an overall average less than 65% on the FY 2016 Desk Review, the following actions should occur:

1. Review program data frequently during the year to be aware of the accuracy and reliability of the data and make program adaptations.
2. Address the areas of concerns in the FY 2018 grant revision(s) and in the FY 2018 PICP.
3. Address any areas needing improvement in the Data Quality Certification Checklist.
4. Request technical assistance as needed from the Ohio Department of Higher Education ABLE Program office and/or the Ohio Professional Development Network.
5. Seek appropriate professional development for the local program personnel.

If the program remains below 65% for more than two consecutive years, the funding level of the program may be affected.

If you have any questions regarding your FY 2016 Desk Review, please contact your Ohio Department of Higher Education ABLE regional program manager.