

# Desk Review Worksheet for FY 2016

The Adult Basic and Literacy Education Program (ABLE) under the Chancellor of the Ohio Department of Higher Education is required by law to show the progress of the Ohio Department of Higher Education ABLE Program toward continuously improving 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 Desk Review are:

- Accountability - meet performance goals and demonstrate state/local program achievement
- Program improvement - establish 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

**Below is a snapshot of your program's performance for FY 2016.  
The average overall percentage for the state is 64%.**

Category	Percentage
<b>Section A: CIP - EFL Completion</b>	
<b>Section B: CIP Follow-up Outcomes</b>	
<b>Section C: Other Performance Measures</b>	
<b>FY 2016 Average Overall Percentage</b>	
<b>FY 2015 Average Overall Percentage</b>	
<b>Program's Progress from FY 2015 to FY 2016</b>	

## COMMENTS:

# Desk Review Worksheet for FY 2016

Section A: CIP - EFL Completion	FY 2016 Achievement			Point Achieved
	MPL %	Completing %	Achieved	
Beginning Literacy	75			
Beginning Basic Education	63			
Low Intermediate Basic	63			
High Intermediate Basic	64			
Low Adult Secondary	72			
High Adult Secondary	77			
Beginning ESOL Literacy	56			
Low Beginning ESOL	66			
High Beginning ESOL	68			
Low Intermediate ESOL	62			
High Intermediate ESOL	66			
Advanced ESOL	52			
<b>Points achieved</b>				
<b>Points possible</b>				
<b>Percent achieved</b>				

Section B: CIP - Follow-up Outcomes	MPL %	Completing %	Achieved	Point Achieved
Postsecondary enrollment	27			
Obtain employment	42			
Retain employment	64			
GED	76			
<b>Points achieved</b>				
<b>Points possible</b>				
<b>Percent achieved</b>				

Section C: Other Performance Measures	Target	FY2016 Actual	Achieved	Point Achieved
Met approved enrollment or exceeded previous year's actual enrollment	Approved			
	FY 2015			
Retention rate	75%			
Pre- and post-test	65%			
Met state FY 2015 persistence or exceeded program's FY 2015 persistence	State     62.14			
	Program			
<b>Points achieved</b>				
<b>Points possible</b>				
<b>Percent achieved</b>				

<b>FY 2016 Average Overall Percentage</b>	
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IRN#:

Program:

County:

Allocation:

**Assessment Information**

**Standardized Assessments**

Counts	TABE	BEST	CASAS	T CLAS-E	Total
<b>Initial</b>					
+ 1 progress test					
+ 2 progress tests					
+ 3 progress tests					
+ 4+ progress tests					
<b>Total</b>					

**Assessment and Student Achievement**

Students pre and posttested (MPL=65%)	
Completion rate (state average=64%)	
HSE -> postsecondary education (state target = 13%)	

**Tracking Subjects (ABE/ASE)**

<b>TABE Language</b>	
Automatic	
Manual	
<b>TABE Reading</b>	
Automatic	
Manual	
<b>TABE Total Math</b>	
Automatic	
Manual	
<b>Total</b>	

**Tracking Subjects (ESOL)**

<b>BEST Plus</b>	
Automatic	
Manual	
<b>CASAS Reading</b>	
Automatic	
Manual	
<b>TABE CLAS-E Reading</b>	
Automatic	
<b>Total</b>	

**Demographic Information**

**Highest level of education (US)**

No formal schooling	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
High school diploma	
GED	
Technical certificate	
Some college, no degree	
Associate's degree	
Bachelor's degree	
Master's degree	

**Highest level of education (non-US)**

No formal schooling	
1st grade	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
High school diploma	
GED	
Technical certificate	
Some college, no degree	
Associate's degree	
Bachelor's degree	
Master's degree	
Doctorate	

**Employment Status**

Employed part-time	
Employed full-time	
Not employed, but looking	
Not employed, not looking	
Retired	

**Single Parent Status**

Single, custodial parent	
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