

FY 2015 Ohio ABE OVAE-Approved Minimum CIP Levels of Performance						
Core Indicators of Performance	FY 2015 MPL Min. Performance Level		FY 2015 APR Actual		MPL % Difference	
	1. Learner Gain/Progress	80% Retention Overall				
<i>12 Educational Functioning Levels</i>	Completed	Progressing	Completed	Progressing	C	P
Beginning ABE Literacy	67	13				
Beginning ABE	59	21				
Low Intermediate ABE	60	20				
High Intermediate ABE	60	20				
Low ASE	72	08				
High ASE	77	3				
Beginning ESL Literacy	56	24				
Low Beginning ESL	65	15				
High Beginning ESL	69	11				
Low Intermediate ESL	68	12				
High Intermediate ESL	64	16				
Advanced ESL	57	23				
<b>TOTAL</b>						
2. Placement in postsecondary education, or training; unsubsidized employment, job retention						
a. placement in postsecondary education or training, including adult career-technical education	20% of students as defined in this new cohort					
	# of students TBD					
b. placement in unsubsidized employment	50% of students unemployed and in the labor force (new cohort)					
	# of students TBD					
c. retained employment	31% of employed students defined in this new cohort					
	# of students TBD					
3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED	90% of those students defined in this new cohort					
	# of students TBD					
4. Increased involvement of parents, custodians, and primary care givers in children's education and literacy related activities (State Target)						
a. increased involvement in child's school and education (homework assistance, interaction with teachers)	80% of participating parents with this as a family literacy goal					
b. increased involvement in child's literacy related activities (read to child, library usage, reading material purchase)	85% of participating parents with this as a family literacy goal					
5. GED completers entering postsecondary education or training, including adult career-technical education (State Target)	13% of all GED completers					