

FY 2016 Ohio ABE OCTAE - Approved Minimum CIP Levels of Performance

Core Indicators of Performance	FY 2016 MPL Min. Performance Level		FY 2016 APR Actual		MPL % Difference	
	Completed	Progressing	Completed	Progressing	C	P
1. Learner Gain/Progress	80% Retention Overall					
<i>12 Educational Functioning Levels</i>						
Beginning ABE Literacy	75	5				
Beginning ABE	63	17				
Low Intermediate ABE	63	17				
High Intermediate ABE	64	16				
Low ASE	72	8				
High ASE	77	3				
Beginning ESL Literacy	56	24				
Low Beginning ESL	66	14				
High Beginning ESL	68	12				
Low Intermediate ESL	62	18				
High Intermediate ESL	66	14				
Advanced ESL	52	28				
TOTAL						
2. Placement in postsecondary education, or training; unsubsidized employment, job retention						
a. placement in postsecondary education or training, including adult career-technical education	27% of students as defined in this new cohort					
	# of students TBD					
b. placement in unsubsidized employment	42% of students unemployed and in the labor force (new cohort)					
	# of students TBD					
c. retained employment	64% 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	76% 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					