

Fiscal Year 2009 Annual Performance Report for Ohio



**Ohio** Adult Basic and Literacy Education



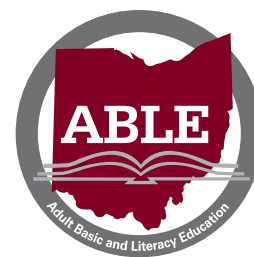
Providing a highly successful system of foundational skills for adults in family, community and work.



Board of Regents

Ted Strickland, Governor  
Eric D. Fingerhut, Chancellor

University System of Ohio



We are pleased to present the Fiscal Year 2009 Annual Performance Report for Ohio's Adult Basic and Literacy Education (ABLE) program.

As part of the University System of Ohio, the nation's largest comprehensive system of public higher education, ABLE's 118 centers across the state are the gateway for thousands of students re-entering the educational system, whether they are preparing for the GED test, bolstering their job skills, or getting ready for college. Regardless of their goal, our ABLE students are pursuing an education that is vital to their future.

Last year, ABLE completed the transition from the Department of Education to the Board of Regents. The Department of Education ensured that Ohio has one of the best-performing ABLE networks in the country. As we continue to integrate the ABLE network as a full partner in the University System of Ohio, we are making it easier for students to seamlessly transition from basic and literacy education programs to a college program.

Today, we are helping students in credit-worthy programs transfer their work to colleges, so students begin a college career that can quickly get them a quality diploma that today's employers demand. We are supporting new educational technologies and a unified statewide educational technology infrastructure to deliver education to students no matter where they are in Ohio. We are even bringing college instructors to the ABLE centers, making the transition to college as easy and comfortable as possible.

All of this work is in support of a broader framework, Ohio's 10-year *Strategic Plan for Higher Education*, submitted to Governor Ted Strickland and the General Assembly in March 2008. The core of that plan is the understanding that Ohio's future economic prosperity will be built on increasing the educational attainment of Ohioans.

Ohio's ABLE network is a critical part of our capacity to meet that goal. We will not succeed by simply encouraging more high school students to go on to college. Rather, success depends on our ability to encourage and support adults to go back to school to improve their skills and marketability, by being responsive to the multiple ways that these students learn, and helping them address their academic and non-academic needs. This report displays our progress toward this goal and to creating the nation's most integrated system of adult education, from the GED to the Ph.D.

Best Regards,

Eric D. Fingerhut  
Chancellor, Ohio Board of Regents

Jeffrey C. Gove  
State ABLE Director

## Purpose

ABLE provides the following component services to adults: basic literacy skills, GED preparation, English for Speakers of Other Languages, family literacy, workplace literacy, distance education, corrections education and transitions. 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.

### Our Purpose

1. Assist adults to become literate and obtain the skills necessary for employment and further education
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.

## Authority

The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998 authorized federal support for ABLE services through June 30, 2004. Continuing resolutions authorize federal support for ABLE services through June 30, 2010. 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 the Ohio Board of Regents, which approves local grants submitted by local education agencies, community and four-year colleges, community-based organizations and other eligible agencies.

## Administration

The Division of Academic Affairs and System Integration at the Ohio Board of Regents now has the responsibility for administering the University System of Ohio's ABLE Program in accordance with the State of Ohio Program Plan for Adult Basic and Literacy Education. This plan includes assurances and provisions for implementing the Adult Education and Family Literacy Act, and has been approved by the United States Department of Education.

A local plan for administration, program performance goals, services provided and expenditures is included for each approved local project. The expenditure priority is for direct services provided to students. Costs for administration are limited to five percent of the overall budget.

## Federal Role

The federal role is set forth in the authorizing legislation. Congress appropriates money in the budgetary process. The U.S. Department of Education assures that state plans align with the intent of the federal law.

## State Role

The *State of Ohio Program Plan for Adult Basic and Literacy Education* defines how the state grant will be administered to eligible local agencies. It also ensures accountability for effective service delivery to students. The University System of Ohio's ABLA Program provides leadership and support to local agencies in filing applications as well as delivering quality services consistent with their approved project plans. Local grants are also awarded to state agencies serving institutionalized adults. In Fiscal Year (FY) 2009, the Ohio Departments of Mental Health and Rehabilitation and Correction received such grants.

## Local Role

In FY 2009, there were 118 local ABLA programs approved to provide services in Ohio. This system of local programs provided adults access to services in all of Ohio's 88 counties. Local ABLA programs also collaborate with their local partner agencies to integrate literacy services into a wider array of comprehensive services available to adults and families to help them achieve self-sufficiency. This collaboration reduces duplication of services and increases the capacity of local agencies to respond to the needs of their community.

## Eligibility

The Adult Education and Family Literacy Act (P.L. 105-220) defines "adult education" as those services or instruction below the post-secondary 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; and
5. Are unable to speak, read or write the English language.

In Ohio, youth between six and 18 years of age are of compulsory school age and are required to be enrolled in school (Section 3321.01 of the Ohio Revised Code). Since 16- and 17-year-olds are subject to the compulsory school attendance law and are required to be in school, they are ineligible for services provided with Adult Education and Family Literacy Act (AEFLA) funds unless an "acceptable statutory exception" to compulsory school attendance is in effect and documented.

## ABLE Program Types

Ohio ABLA services are offered through a variety of organizations to offer easy access to students in all 88 counties. In FY 2009, ABLA services were available through:

Local Education Agencies (LEA)	86 (includes 34 career centers)
Community-based Organizations	17
Faith-based Organizations	3
Community Colleges	6
Four-Year Colleges	2
State Agencies	2
County Agencies	2
<b>Total</b>	<b>118</b>

## Top 12 States' Adult Education Enrollments FY 2009

1. California	618,767
2. Florida	260,931
3. New York	133,255
4. North Carolina	121,708
5. Illinois	108,024
6. Texas	84,514
7. Georgia	75,487
8. Washington	64,982
9. South Carolina	54,538
10. Pennsylvania	52,795
<b>11. OHIO</b>	<b>50,537</b>
12. Minnesota	46,109

- Total National AEFLA Enrollment in FY 2009 was 2,400,122 students
- Ohio's enrollment was 2.1% of national total

### Core Indicators of Performance Ohio vs. the Nation

Follow-Up Outcome	State by national ranking	Performance Total Students
GED Completion	1 California	12,614
	<b>2 Ohio</b>	<b>9,947</b>
Employment	1 Illinois	10,797
	<b>2 Ohio</b>	<b>9,361</b>
Employment Retention	1 Tennessee	11,508
	2 South Carolina	9,226
	3 Illinois	8,525
	<b>4 Ohio</b>	<b>8,027</b>
Placement in Post-secondary Education or Training	1 New York	8,134
	2 Washington	6,400
	<b>3 Ohio</b>	<b>3,518</b>

### Core Indicators of Performance Ohio vs. the Nation

Follow-Up Outcome	State by national ranking	Performance Percent of Enrollment
GED Completion	1 California	2%
	<b>2 Ohio</b>	<b>20%</b>
Employment	1 Illinois	10%
	<b>2 Ohio</b>	<b>18%</b>
Employment Retention	1 Tennessee	32%
	2 South Carolina	17%
	3 Illinois	8%
	<b>4 Ohio</b>	<b>16%</b>
Placement in Post-secondary Education or Training	1 New York	6%
	2 Washington	10%
	<b>3 Ohio</b>	<b>7%</b>

## Student Demographics

Ohio ABE programs offer learner-centered services to a diverse population of students. Student demographic information for FY 2009 is shown in the tables.

### Number of Participants by Gender

Gender	Number of Participants	Percent of Total Enrollment
Female	28,163	56%
Male	22,374	44%
<b>Total</b>	<b>50,537</b>	<b>100%</b>

### Number of Participants by Age

Age Group	Number of Participants	Percent of Total Enrollment
16-18	4,931	10%
19-24	15,469	31%
25-44	21,919	43%
45-59	6,939	13%
60+	1,279	3%
<b>Total</b>	<b>50,537</b>	<b>100%</b>

### Number of Participants by Ethnic Group

Ethnic Group	Number of Participants	Percent of Total Enrollment
American Indian or Alaskan Native	429	<1%
Asian	2,292	5%
Hispanic or Latino	4,155	8%
Black or African American	14,568	29%
White	29,017	57%
Native Hawaiian or Other Pacific Islanders	76	<1%
<b>Total</b>	<b>50,537</b>	<b>100%</b>

## Recruitment

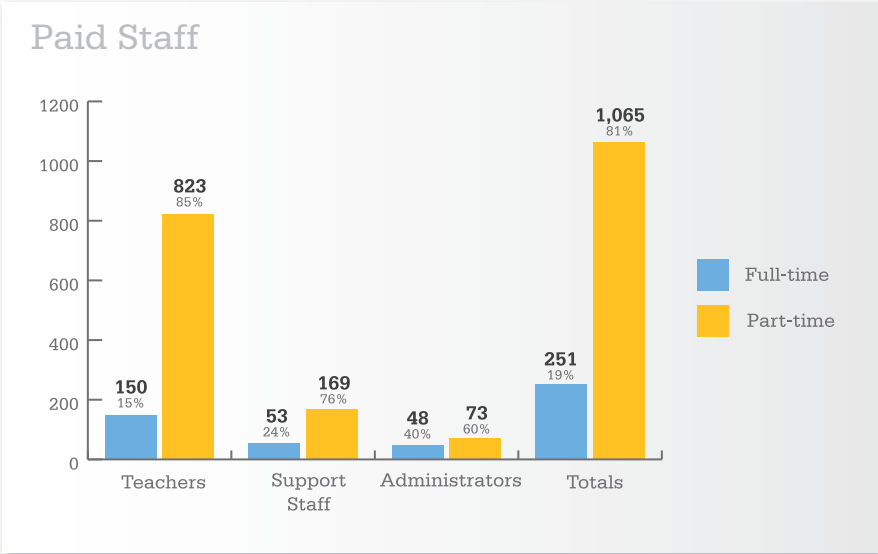
Recruitment efforts in Ohio are targeted to adults who are most in need of literacy services. The 2000 U.S. Census data for Ohio indicates that more than 1.5 million adults are eligible for ABE services in the state. In FY 2009, 50,537 enrollees in local programs were placed in the following Educational Functioning Levels based upon a standardized assessment.

### Number of Participants by Educational Functioning Level

ABE - Adult Basic Education			ESL - English as a Second Language		
Educational Functioning Level	Number of Participants	Percent of Total Enrollment	Educational Functioning Level	Number of Participants	Percent of Total Enrollment
ABE Beginning Literacy	1,583	3%	ESL Beginning Literacy	2,333	5%
ABE Beginning Basic Education	7,375	15%	ESL Beginning Low	1,286	2%
ABE Intermediate Low	12,099	24%	ESL Beginning High	1,068	2%
ABE Intermediate High	13,777	27%	ESL Intermediate Low	930	2%
Adult Secondary Education (ASE) Low	4,420	9%	ESL Intermediate High	924	2%
Adult Secondary Education (ASE) High	4,014	8%	ESL Advanced	728	<2%
<b>Total</b>	<b>43,268</b>	<b>86%</b>	<b>Total</b>	<b>7,269</b>	<b>14%</b>

## Human Resources

Student success is driven by local ABLÉ program staff. The dedication and professionalism of Ohio’s adult educators is demonstrated in helping students to achieve literacy goals as workers, family members and citizens.



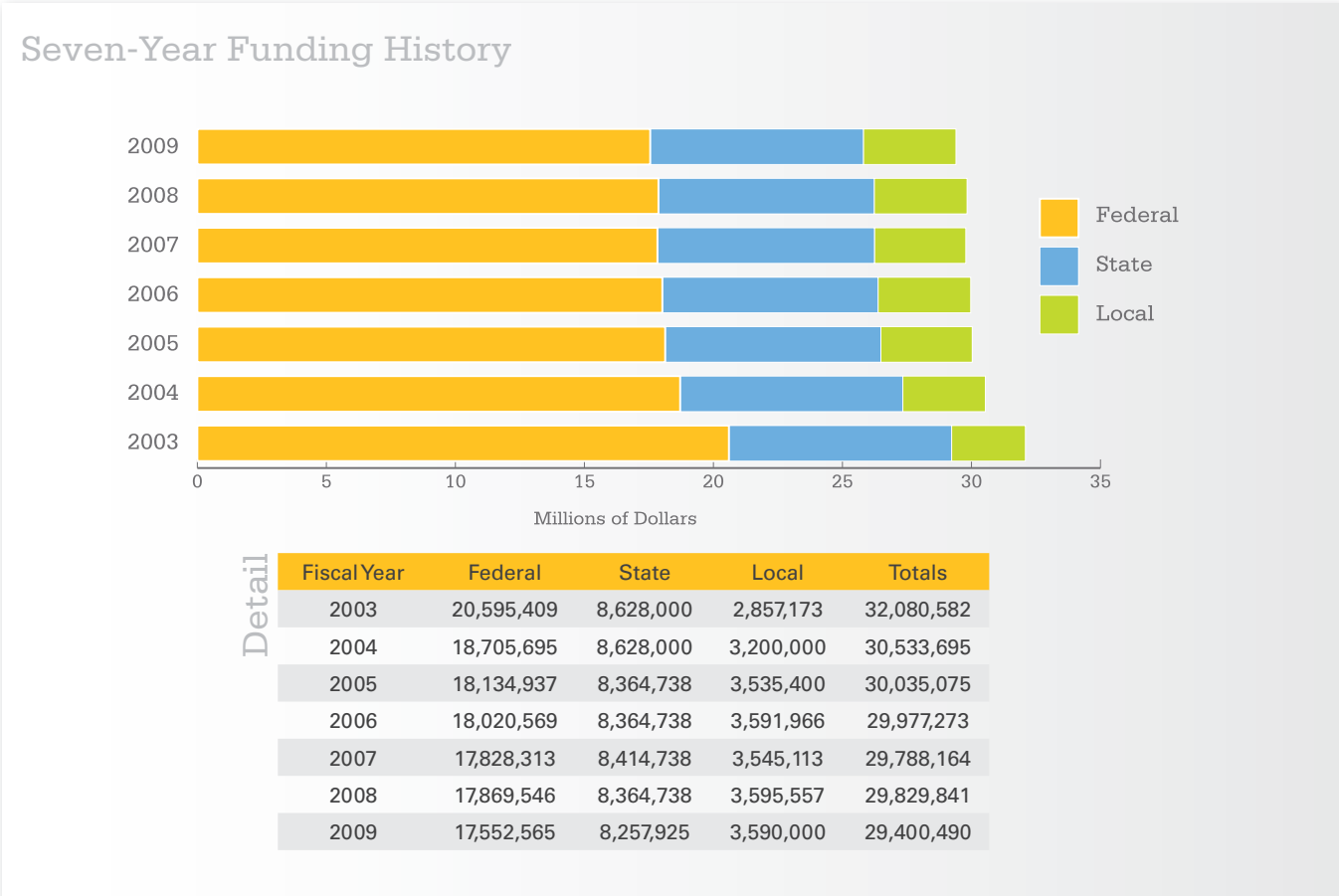
### Volunteers

**648**

The volunteers offer various support services, e.g. tutoring, clerical work and serving on ABLÉ advisory committees.

## Sources of Funds

ABLE funds come from three sources – federal, state and local. Federal regulations require maintenance of effort with funds from non-federal sources.



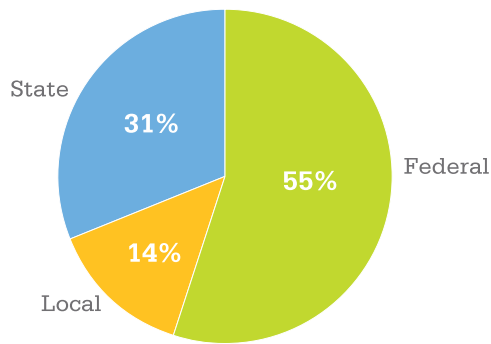
Detail

Fiscal Year	Federal	State	Local	Totals
2003	20,595,409	8,628,000	2,857,173	32,080,582
2004	18,705,695	8,628,000	3,200,000	30,533,695
2005	18,134,937	8,364,738	3,535,400	30,035,075
2006	18,020,569	8,364,738	3,591,966	29,977,273
2007	17,828,313	8,414,738	3,545,113	29,788,164
2008	17,869,546	8,364,738	3,595,557	29,829,841
2009	17,552,565	8,257,925	3,590,000	29,400,490

# Return on Investment

## Use of Funds

A majority of ABE funds are used to support instructional salaries and related fringe benefits of staff. The second largest expenditure is for instructional resources, such as assessment instruments, textbooks, materials and technology. The balance is used for supportive services and administrative costs.



### FY 2009 Available Funds/Average Annual Student Costs

Federal*	\$ 13,898,481	55%
State	\$ 7,876,701	31%
Local	\$ 3,590,000	14%
<b>Total</b>	<b>\$ 25,365,182</b>	<b>100%</b>

\* Total Federal Grant Award less amount for State Administration and State Leadership projects.

$$\frac{\$25,365,182 \text{ total funds}}{50,537 \text{ students}} = \$502 \text{ Annual Student Cost}$$

## Estimated Return on Investment

The responsible investment of federal and state ABE funds has significant social and economic impact on students enrolled in ABE programs. The following FY 2009 data shows the impact on those students who earned a GED and estimated median earnings from this credential and who were unemployed and became employed.

Number of enrolled students who were unemployed at entry, got a GED, got a job and their actual earnings from the data match

**3,119 students earned \$11,683,303**

Number of total enrollees who were unemployed at entry and got a job and their actual earning from that data match

**11,611 students earned \$51,650,028**

## Program Performance

The Adult Education and Family Literacy Act of 1998 requires states to establish Core Indicator of Performance (CIP) levels for Educational Gain, Placement and Retention in Employment, Placement in Post-secondary Education and Training and Receipt of a High School Diploma or GED.

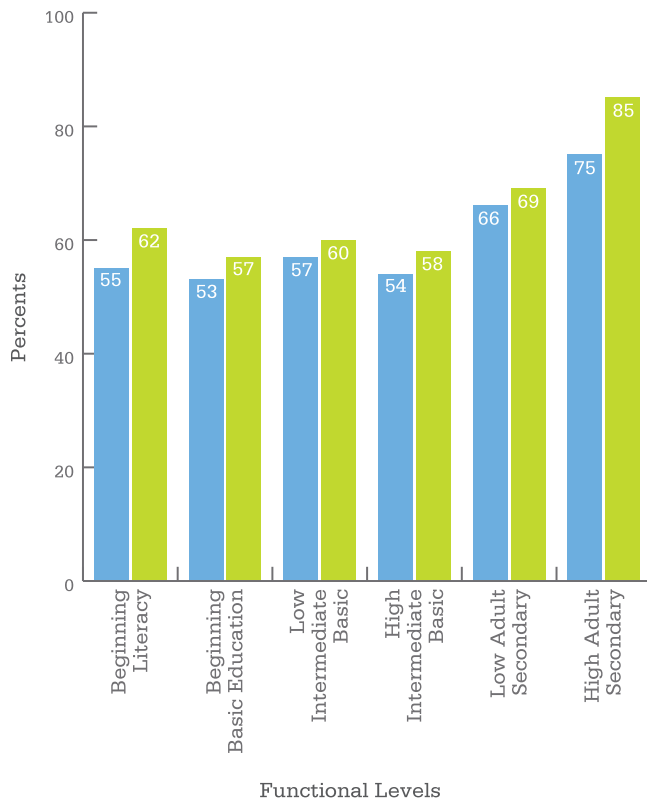
Ohio ABE has established Minimum Performance Levels (MPL) as benchmarks for state and local programs in each of these Core Indicators of Performance areas. Targets are negotiated annually with the U.S. Department of Education to meet or exceed the previous year's performance. The goal for the state and local programs is to continuously improve performance as measured by movement beyond the MPLs each year.

### The following represents FY2009 state achievement levels:

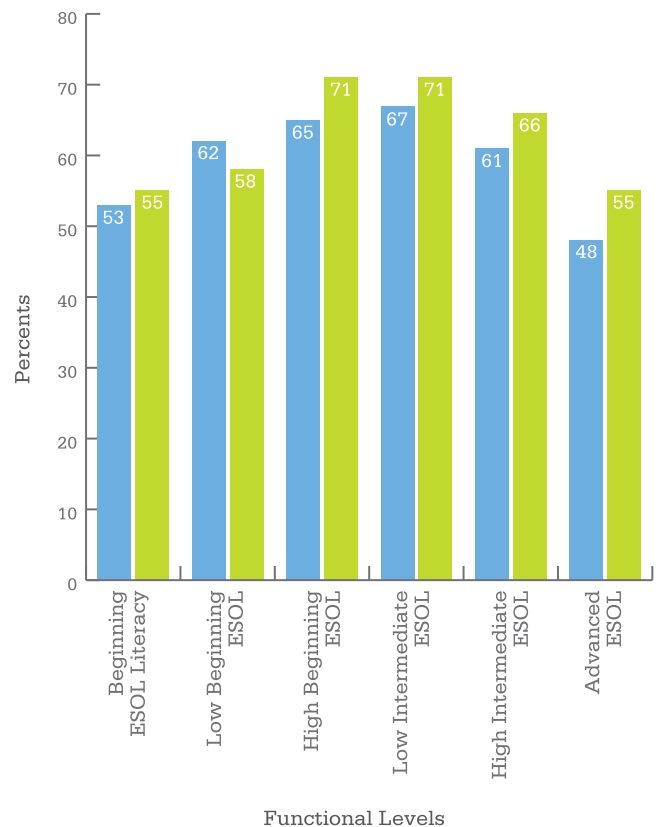


Actual percentage of all enrolled students, ABE and ESOL, who completed one or more educational functioning levels as measured against the Minimum Performance Goals.

**FY 2009 Ohio Adult Basic Literacy Education Actual Performance Levels**



**FY 2009 Ohio English for Speakers of Other Languages Actual Performance Levels**



Minimum Estimate
  2009 Actual Performance



Placement in post-secondary education or training, placement in unsubsidized employment and job retention.

Goal	Minimum Estimate	Actual Percent	Percent Difference
Placement in post-secondary education or training, including adult career-technical education	87 percent of students with this as a primary/secondary goal	92	+5
Placement in unsubsidized employment	82 percent of unemployed students with this as a primary/secondary goal	93	+11
Retained employment	67 percent of employed students with this as a primary/secondary goal	63	-4



Receipt of a secondary school diploma or the Ohio High School Equivalence Diploma (GED).

Goal	Minimum Estimate	Actual Percent	Percent Difference
Receipt of a secondary school diploma or GED	83 percent of students with this as a primary/secondary goal	88	+5



Increased involvement of parents, custodians and primary caregivers in children's education and literacy-related activities.

Ohio  
ABLE  
Specific

Goal	Minimum Estimate	Actual Percent	Percent Difference
Increased involvement in child's school and education (homework assistance, interaction with teachers)	50 percent of participating parents with this as a family literacy goal	87	+37
Increased involvement in child's literacy-related activities (read to child, library usage, reading material)	75 percent of participating parents with this as a family literacy goal	90	+15

The Adult Education and Family Literacy Act makes 12.5 percent of federal funds available for State Leadership activities. These funds are intended to be used to build the overall capacity of adult education and literacy systems.

In FY 2009, Ohio ABE invested almost \$1.9 million in State Leadership activities. These funds supported needed staff training and professional development for nearly 1,500 local ABE program personnel and their partners throughout the state. These funds supported research and development of innovative practices. Leadership for building stronger community support for adult literacy education in local communities was also included.

In FY 2009, the State Leadership projects included:

- **ABLE Resource Center Network** – the state’s system to deliver professional development to ABE practitioners. There are four regional resource centers and one state resource center.
- **Adult Literacy Coalitions** – Eight coalitions provide support, coordination and advocacy-related services to local ABE programs in their areas.
- **ABLE Evaluation and Design Project** – enhances ABE’s capacity to do research and evaluation related to the state’s ABE system, standards-based education, student transitions, and other priorities based on need.
- **Ohio Initiatives for People with Learning Disabilities** – an ABE-led interagency collaboration focused on increasing state and local programs’ awareness of persons with learning and other disabilities and increasing the efficiency of shared resources and services to them.
- **English Literacy/Civics Education** – Provision of targeted professional development to the twenty-two ABE programs offering civics education to students in English for Speakers of Other Languages services (ESOL).
- **Standards-Based Education** – ABE maintains academic content standards in Math, Reading, Writing and ESOL. Professional development on effective curriculum practices and instructional strategies is ongoing to practitioners to maximize student academic achievement. Academic content standards are also updated as needed.

Student transitions to post-secondary education and training was a high priority area. This included resource development and training to support local programs’ capacity building. The State Leadership Network continues to help Ohio’s ABE Program accomplish its goals of enhancing the quality of adult education and literacy programs statewide.

## Summary

FY 2009 proved to be another year where the state’s ABE programs demonstrated continuous improvement toward closing the gap between Ohio and competitor states. With the transition of ABE programs from the Ohio Department of Education to the Board of Regents, the state will continue to improve the seamless transition from literacy education programs to college by creating the nation’s most integrated system of adult education.

In fiscal year 2010, the University System of Ohio’s ABE program will continue its efforts in research-based projects, including distance education, reading, student transitions to post-secondary education, math and learning disabilities, to improve services to adult students with the ultimate goal of raising the overall educational attainment of Ohioans.

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