

Ohio

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

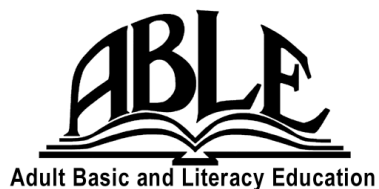
Board of Regents

University System of Ohio

Section 223 State Leadership Report Program Year 2008-2009

Workforce Investment Act of 1998, Title II
The Adult Education and Family
Literacy Act

December 2009



Ohio Department of Education Office of Career-Technical and Adult Education

David L. Burns, Executive Director
Secondary Education and Workforce Development

Kathy Shibley, Director

Staff

Sheri Ketaneh, Word Processing Specialist 2
Joyce Sheets, Secretary

Ohio Board of Regents

Eric D. Fingerhut, Chancellor

William Russell, Associate Vice Chancellor
Adult Education and Institutional Collaboration

Staff

Denise Pottmeyer, Assistant Director, State ABLE Director
Donna Albanese, State ABLE Consultant
Sharon Brannon, Administrative Assistant
Jeff Gove, State ABLE Consultant
Karen Scheid, State ABLE Ohio Consultant
Cynthia Zengler, State ABLE Ohio Consultant

Please note: The attached report was prepared by the Project Coordination Team members from each of the state leadership grants. Minor technical editing for formatting purposes was done by the staff of the Ohio Board of Regents. For additional information contact Cynthia J. Zengler at (614) 466-4186 or by e-mail, czengler@regents.state.oh.us. In an effort to preserve the original intent and flavor of submissions, information may differ in length, content, and style.

The Ohio Board of Regents does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

This document is a publication of the Ohio Board of Regents and does not represent official policy of the Ohio Board of Regents, unless specifically stated.

Table of Contents

Introduction.....	iv
Ohio’s Adult Basic and Literacy Education Resource Centers.....	1
State Resource Center - Kent State University	3
Regional Resource Centers	29
Central/Southeast ABLE Resource Center.....	30
Northeast ABLE Resource Center.....	39
Northeast ABLE Resource Center, EL/Civics.....	55
Northwest ABLE Resource Center	60
Southwest Resource Center	71
Special Project – Evaluation and Design Project.....	78
Ohio Statewide Coalition - The Ohio Literacy Network	90
Local Ohio Adult Literacy Coalitions	101
Ashtabula County Joint Vocational School.....	102
Auburn Career Center.....	109
Clark County Literacy Coalition.....	123
Cleveland Reads.....	133
Literacy Network of Greater Cincinnati	143
Maplewood Career Center.....	153
Project READ	164
Union County Commissioners	173

Introduction

The Ohio Adult Basic and Literacy Education (ABLE) Program is a program within the Division of Academic Affairs and System Integration under the Chancellor of the Ohio Board of Regents. In December 2009, the ABLE Program transferred from the Ohio Department of Education to the Chancellor of the Ohio Board of Regents. Since then, work has continued to align educational services to assist adult learners in their completion of education and employment goals. The ABLE Program is funded by the Adult Education and Family Literacy Act Title II of the Workforce Investment Act, P.L. 105-220 (WIA, 1998).

Section 223 of WIA, Title II establishes that no more than 12.5 percent of federal funds may be used for State Leadership activities. The Programs that consist of the Ohio ABLE State Leadership Network described in this publication were funded out of Section 223 and provided leadership activities to enhance the quality of adult education and literacy programs statewide.

Resource Centers

The Ohio Board of Regents (OBR) has a strong commitment to the professional development of adult educators. The Ohio Board of Regents believes that professional development is critical to the growth and improvement of Adult Basic and Literacy Education (ABLE) programs. To facilitate quality professional development planning in ABLE, OBR maintains a systematic statewide process that requires all ABLE programs and staff to complete annual professional development plans and participate in activities to support these plans. The Resource Center Network (RCN) provides leadership, resources, and services to assist local programs in their efforts for continuous improvement.

Special Project

The special project, the Evaluation and Design Project, conducts research for Ohio's State ABLE Program. It also recommends accountability and continuous improvement activities for Ohio's ABLE programs.

Coalitions

The Adult Literacy Coalitions work together for the purpose of increasing awareness of literacy issues, needs, and programs; enhancing the quality of literacy services provided to adult learners and their families; and promoting collaborative initiatives as more effective and efficient use of resources. They create an umbrella for the local adult literacy programs in their service area, thus providing another level of support for continuous improvement.

The guiding principles for the ABLE State Leadership Network are to: 1) work collaboratively with the field; and 2) provide direction to stakeholders in making decisions. These projects are integral in the implementation of statewide initiatives.

Ohio's Adult Basic and Literacy Education Resource Centers

Mission Statement

The mission of the Ohio Adult Basic and Literacy Education (ABLE) Program Resource Centers is to enhance the capacity of adult basic and literacy education programs to provide quality education for adults, families and workers.

Goals and Objectives

Goal

To provide support services for continuous improvement of Adult Basic and Literacy Education programs in Ohio

To provide leadership in Adult Basic and Literacy Education

To support research and development efforts related to ABLE's current and future needs

Objectives

Assess needs of programs and personnel
Provide opportunities for staff development and professional development
Collect, develop, and disseminate resources
Provide technical assistance

Serve as part of the Ohio Board of Regents (OBR) ABLE Program planning and development team
Foster joint planning, coordination, and collaboration at the national, state, and local levels
Serve as an advocate for adult basic and literacy education

Research adult basic and literacy education issues

Evaluation

The Ohio ABLE Program Resource Centers believe in the importance of evaluation and ongoing feedback from the Ohio Board of Regents, local directors/coordinators, ABLE personnel and professional organizations through informal questions/responses and formal survey instruments. The Resource Centers address their success in this year-end report.

State Resource Center - Kent State University

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

Kent State University , Ohio Literacy Resource Center
IRN Number: 062976
Grant Allocation: \$600,198
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Nancy Padak (Principal Investigator) and Marty Ropog (Director)
Project Mailing Address: Research I – 1100 Summit Street Kent State University – P.O. Box 5190 Kent, Ohio 44242-0001
Project Description/ Purpose: The Ohio Literacy Resource Center (OLRC), located at Kent State University , originated as a result of the National Literacy Act of 1991. The OLRC is funded through the Ohio State Leadership funds to work with Adult Basic and Literacy Education (ABLE) programs. OLRC staff also work closely with state agencies, professional organizations, literacy coalitions, public libraries, and a wide variety of adult literacy providers. The mission of the Ohio Literacy Resource Center has three parts: <ul style="list-style-type: none"> • To stimulate joint planning and coordination of literacy services at the local, regional, and state levels; • To enhance the capacity of state and local organizations and service delivery systems to provide adult literacy services; • To serve as a reciprocal link between the National Institute for Literacy and service providers for the purpose of sharing information, data, research, expertise, and literacy resources.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Disseminate technology competencies for adult education teachers.	Disseminated Level 1 competencies disseminated via NING online community With the Task Force, explored recommendations for student competencies	<ul style="list-style-type: none"> • Levels 1 technology competencies • Obtained information and work being done through the Board of Regents • See Part D for additional information
Provide recommendations of technology competencies for inclusion in ABLE's overall teacher competencies.	Provided recommendations for competencies for inclusion	<ul style="list-style-type: none"> • Recommendations for competencies
Develop and deliver training aligned with the adopted technology competencies.	Summer, 2008 posted Level 1 resources on NING online community Fall, 2008 - prioritized, with the Technology Task Force, needed trainings for Level 1 Winter 2008 – with Southwest Resource Center, adapted existing materials to create TPP imitative training; explored additional online and print materials to be used for additional levels Summer, 2009 – posted Level 2 resources on NING online community and continued to identify additional needs	<ul style="list-style-type: none"> • Training resources • Level 1 training • Level 1 resources posted • Level 2 resources posted
Ensure that PD reinforces the delivery of varied, engaging, responsive and purposeful instruction.	Ongoing - work jointly with the Resource Center Network to develop a comprehensive professional Development system which promotes purposeful learning for both instructors and students	<ul style="list-style-type: none"> • Continued discussion on the development process improving the professional development system

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Math – Utilize the math TF; train the core training team; continue to examine current trainings and determine gaps; conduct core trainings; assist with math standards revision process.	<p>Provided four Math Kick-Off trainings (one per region) on the core training topics of Algebra and Geometry</p> <p>Provided two Statewide Math workshops, one on Algebra and Geometry and one on polynomials and quadratic equations, topics determined to be of need by Task Force</p> <p>Conducted a two-day training for eight Math Training Team members and two Resource Center Network representatives</p> <p>Coordinated trainers and provided support for Math Trainers to conduct up to 32 on-site trainings for local programs and regional and state conference</p>	<ul style="list-style-type: none"> • Four Math Kick-Offs • Two Statewide Math workshops • See Part B for additional information • Conducted one 2-day training • See Part B for additional information • eight trainers initially trained; six trainers continued through fiscal year • 34 on-site trainings for 530 people a total of 129.5 hours • See Part B for additional information • See Part D for additional information
Conduct informational sessions for potential distance providers.	<p>Communicated distance opportunities to ABLE Programs</p> <p>Fall, 2008 - explored optional meeting times and held an information session</p>	<ul style="list-style-type: none"> • Communication on distance education options for programs • Information session
Disseminate Distance Policy to ABLE Programs and establish a mechanism for local programs to propose to offer distance education.	<p>Disseminated distance policy as needed and/or requested</p> <p>Spring 2009– reviewed policy and disseminated updates as needed</p>	<ul style="list-style-type: none"> • Distance learning policy and updates provided
Develop and publicize instructional and professional development resources for use by approved distance providers.	<p>Provided 8-week Distance Learning (DL) 101 session for eight new distance instructors</p> <p>Migrated DL101 to Moodle platform for easier access and additional functionality and adaptability</p> <p>Updated curriculum matrix</p> <p>Provided additional resources as identified or requested</p>	<ul style="list-style-type: none"> • Conducted one online training • DL101 on new Moodle platform • See Part B for additional information • Updated curriculum matrix
Continue to develop a comprehensive PD system.	Ongoing – in conjunction with SLN, continue to refine professional development system	<ul style="list-style-type: none"> • Continued work on Professional Development System

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Develop online components of the PD system.	Ongoing – in conjunction with the RCN, develop appropriate online components of the PD system – begin work on custom online teacher portfolio, provide suggestions for existing platform for customizing	<ul style="list-style-type: none"> • Suggestions for teacher portfolio resources for later implementation, if warranted
Develop New Staff Orientation in partnership with other Resource Centers.	Worked with trainers and directors from other Resource Centers to develop NSO	<ul style="list-style-type: none"> • New Staff Orientation (see Section D for additional information) • Collaborative meetings and calls included in other sections
Explore and develop PD options to align with the practitioner competencies.	Began reviewing professional development options to align with teacher competencies	<ul style="list-style-type: none"> • Reviews of professional development options
Explore the most appropriate and feasible methods for providing alternative PD opportunities.	FY2009 – worked in conjunction with the Resource Center Network to research, plan, and implement alternative delivery options	<ul style="list-style-type: none"> • Distance Learning (DL) 101 offered • Health Literacy Study Circles offered • Worked with RCN partners to create New Staff Orientation (NSO) • Publicized additional alternative professional development options via Ohiolit
Provide technical support for local programs in data entry, reporting and data matching.	<p>Provided technical support via phone, email, and instant messenger for general program use, reports sends, and data matching</p> <p>Provided updated documentation and instructions for new procedures Fall, 2008 – updated ABLELink Manual</p> <p>Updated associated manuals, online documents, and ABLELink help site</p> <p>Fall 2008 – discussions with ODE and OBR on feasibility and process for moving secure server from one agency to another</p> <p>December 2008 – set up accounts and worked with local ABLE staff to set up access</p> <p>Provided technical support to users Summer 2009</p> <p>Created and implemented tracking database</p>	<ul style="list-style-type: none"> • Ongoing technical support to programs (see section D for additional information) • Logs of support requested and provided (see Section D for additional information) • Updated ABLELink manual • Updated website and online documentation • Two FY2009 server calls • Two FY2010 server calls • 347 accounts set up • Tracking database • See Part D for additional information

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide training on ABLELink on various levels.	<p>Fall, 2008 and Spring, 2009 – delivered Beginning and Advanced ABLELink sessions</p> <p>Summer and Fall, 2008 – in partnership with ODE/ABLE , delivered two Understanding Your Desk Review sessions</p> <p>Provided on-site local trainings at the request of programs</p>	<ul style="list-style-type: none"> • Eight Beginning ABLELink trainings conducted at local programs • Two Advanced ABLELink trainings conducted • Two <i>Understanding Your Desk Review</i> trainings conducted • One small group question and answer session • See Part B for additional information
Provide state training as needed.	Provided real-time online training to State ABLE Program on the use of the ABLELink central database	<ul style="list-style-type: none"> • Three trainings conducted • See Part B for additional information
Work with ODE to develop training specific to programs receiving Desk Review rating of “Not Acceptable”.	<p>Summer 2008 – discussed with ODE topics and activities for providing intervention strategies for “Not Acceptable” programs</p> <p>Fall 2008 – developed intervention reports and documents for 4-year “Not Acceptable” programs for use with local programs’ administrative and instructional staff</p>	<ul style="list-style-type: none"> • Intervention strategies and program self-assessment documents • Reports and improvement plans for five 4-year “Not Acceptable” programs
Develop EL/Civics End-of-Year-Report that programs can access in ABLELink.	Provided patch for EL/Civics programs to download which will provide data for local program reporting	<ul style="list-style-type: none"> • Fall, 2008 – ABLELink2009 patch released • ABLELink report to assist in collecting EL/Civics information
Support the Leadership Excellence Academies for local program directors; support face-to-face Ohio meetings, as needed.	In partnership with the other Ohio Resource Centers, supported the Ohio Leadership Excellence Academies and its participants	<ul style="list-style-type: none"> • Provided \$3,373 as share of Academy and training expenses
Develop resources to support revised standards, in partnership with OSU.	<p>Provided support for staff to attend and participate in Standards revision meetings</p> <p>Provided additional support for OSU in the Standards revision process</p>	<ul style="list-style-type: none"> • Five Standards revision meetings <ul style="list-style-type: none"> ▪ See Part D and other sections for additional information
Develop resources to support the stackable certificates and transitions projects, in partnership with OSU.	<p>Provided support for staff to attend meetings and provide input into transitions projects</p> <p>With supplemental funding from OSU-CETE, assistance with College- and Work-Readiness Skills Certificate (CWRSC) project</p>	<ul style="list-style-type: none"> ▪ One Meeting attended for <u>IT Foundations</u> • College- and Work-ReadinessSkills Certificate process (reported by OSU-CETE on a separate grant)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Work with OSU and Advisory Committee to determine and develop support materials needed.	Ongoing – continue work with OSU to determine support needed in the areas of program practices and transitions	<ul style="list-style-type: none"> • Recommendations for support and resources needed • See other reporting areas and Section D for outcomes on Transitions works
Conduct the 12 th Annual Writers' Conference.	<p>Fall 2008/Winter 2009 – planned Writers' Conference activities and events</p> <p>Fall 2008 – worked with KSU Foundation and Development to locate supplemental funding</p> <p>Conducted and supported 12th Annual Writers Conference at Columbus Museum of Art</p>	<ul style="list-style-type: none"> • 12th Annual Writers Conference held May 8, 2009 at Columbus Museum of Art • Information shared with KSU Foundation and Development to enable them to look for supplemental funding • See Section D for additional information
Publish selected writings in <i>Beginnings</i> .	<p>Fall 2008 – distributed notice and calls for submissions</p> <p>Spring 2009 - convened slate of reviewers to read and rate submitted writing; communicated with students and teachers on acceptance guidelines; reviewed and edited accepted submissions</p> <p>Spring 2009 –accepted authors/artists and their teachers notified</p> <p>May, 2009 - final <i>Beginnings</i> proof approved for printing</p> <p>Summer, 2009 – online <i>Beginnings XII</i> added to website</p>	<ul style="list-style-type: none"> • Calls for submission for writing and artwork • Publicity and communication • <i>Beginnings XII</i> printed book • <i>Beginnings XII</i> online book • See Section D for additional information
Update description of core training for catalog.	Updated training descriptions if content, delivery, or session times change	<ul style="list-style-type: none"> • Updated descriptions
Maintain non-LEA Local Professional Development Committee .	<p>Supported non-LEA ABLE Local Professional Development Committee (LPDC) by leading web and voice conference calls for LPDC</p> <p>Served and supported non-LEA ABLE teachers to get /renew teaching licenses</p> <p>Ongoing – evaluate PD activities for license renewals</p> <p>Maintained records of Local Professional Development Committee business, communications, and market</p>	<ul style="list-style-type: none"> • Conducted six Local Professional Development Committee web and voice meetings: • Records of Local Professional Development Committee business • Reviewed, audited, and requested changes (if necessary) for three teachers • Communicated with one teacher to determine eligibility, found teacher to be ineligible for services through ABLE Local Professional Development Committee

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	services to non-LEA ABLÉ programs; maintain and update LPDC website and electronic list	
Maintain work with GED Scholars.	<p>Ongoing – provided support to GED graduates attending Kent State Kent campus</p> <p>Provided informational sessions at local ABLÉ programs for students interested in attending post-secondary education</p> <p>Maintained connections with ABLÉ programs and community agencies to transition students to higher education</p> <p>Provided Bridges Program (with donation funding)</p> <p>Maintained Mentoring Program</p> <p>Transitions work and provide support for staff to participate on Advisory and Work Committees</p> <p>Tracked and maintained connections with current and former students</p> <p>Implemented database to track student enrollment, persistence, and progress</p>	<ul style="list-style-type: none"> • Conducted Three Open Houses • Seven general informational sessions conducted • Conducted three multi-day Bridges programs • Worked with teachers from Maplewood Career Center, Kent City Schools ABLÉ, Cleveland Municipal Schools, Ravenna Even Start, and Wyndham Even Start • Reports for: enrollment, activities, retention, persistence, graduation, and success • Student participation in GED Scholars Initiative programs • Participation in state initiatives and transition meetings (see other sections for outcomes) • Student database • See Section D for additional information
Maintained Eureka!	<p>Updated and maintained Eureka!</p> <p>Developed or facilitated development of standards-based, contextual lesson plans</p> <p>Added books to Eureka! Database</p> <p>Developed and updated Tradebook Thematic Collections (matrices)</p> <p>Hosted Reading Group meetings to identify books for inclusion in Eureka!; created detail pages and teaching suggestions</p>	<ul style="list-style-type: none"> • Added 27 lesson plans (see Parts D and E for more information) • Reviewed 15 books and added to database (see Part D for more information) • Created two thematic collections (see Part D for more information) • Updated 12 thematic collections updated (see Part D for more information) • Conducted two meetings
Conduct and support Fall and Spring Directors’ Meetings.	<p>Provided event planning for the 2-day Fall Directors’ Meeting</p> <p>Invoiced and maintained payment records for registration fees for attendees</p>	<ul style="list-style-type: none"> • Directors’ Meeting conducted October 14-15, 2008 for 192 people • Agendas, participant lists, and venue invoices • Records of invoices and payments for registrations

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	Provided support for honoraria and travel of keynote speakers	<ul style="list-style-type: none"> Records of invoices and payments for keynote speakers
Establish an Advisory Committee which should meet quarterly according to the OBR model.	<p>Continued discussion with OBR/ABLE on the best method for obtaining advisory information from the field</p> <p>Spring 2009 - determined an advisory committee structure made up of Task Force and constituency representatives</p>	<ul style="list-style-type: none"> Recommendation for obtaining advisory information Advisory board structure and representatives and meeting format Plan for implementation Fall 2009
Provide leadership and support for RCN strategic planning and development activities.	Provided event planning and coordination for Ohio professional development systems meeting	<ul style="list-style-type: none"> Conducted two meetings
Maintain calendar of events for RCN PD opportunities.	<p>Continued to provide server space, connectivity, and software to maintain the online calendar of events</p> <p>Registered ohioable.org and ohioable.com domain names</p> <p>Provided technical support to RCN system users</p>	<ul style="list-style-type: none"> Calendar of Events for professional development options (see Part D for statistics and additional information) ohioable.org and ohioable.com domain names
Maintain PD online registration system and in collaboration with the RCN develop tracking system.	<p>Ongoing – Maintained reporting and querying features for RCN and State ABLE Program for info/tracking</p> <p>Discussed PD tracking system, particularly Northwest Resource Center</p>	<ul style="list-style-type: none"> Online registration system (see Part D for additional information) Identified two possible commercial or collaborative systems
Participate in SLN meetings.	Provided support for staff to attend and participate in State Leadership Network meetings	<ul style="list-style-type: none"> Meeting attendance and participation
Participate in monthly resource center meetings.	<p>Provided support for staff to attend and participate in monthly Resource Center Network Directors' meetings and Network Trainers' meetings</p> <p>Hosted web and voice conference calls; provided support for staff to attend and participate in conference calls</p>	<ul style="list-style-type: none"> Directors' meeting attendance and participation Trainers' meeting attendance and participation Trainers' conference calls
Work in partnership with OAACE to help develop trainings that will be conducted at the conference.	Winter, 2008 – with RCN, worked with OAACE to determine topic areas and identify trainings to conduct	<ul style="list-style-type: none"> OAACE conference sessions were planned, but due to combination of OAACE with Ohio Association of Career and Technical Education (ACTE) conference will be included in FY2010 report due to the timing of Ohio ACTE conference
Maintain web site providing	Ongoing - check all OLRC sites on a	<ul style="list-style-type: none"> Updated OLRC websites

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
resources.	rotating basis for updates and additions needed Ongoing – included OLRC publications and documents on website; research and identify additional documents and sites to link to; provide interactive websites for practitioner and student use; work with SLN and others to identify and provide resources for access	<ul style="list-style-type: none"> • 3,697,887 page views from 811,567 unique visitors • • See Sections B and D for additional information
Maintain web site to keep the region up-to-date.	Worked with Regional Resource Centers to provide local and regional information	<ul style="list-style-type: none"> • Maintained ohioable.org including links to Resource Centers' local websites
Maintain a library of resources for local ABLE personnel.	Maintained a print library for borrowing and use by ABLE programs Added resources	<ul style="list-style-type: none"> • Print library

GOAL II: To support research and development efforts related to ABLE's current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Share effective models of non-classroom based strategies for keeping students connected to the program during temporary "stopping out" periods with the Technology Task Force to determine next steps.	<p>Summer, 2008 – researched existing information on retention strategies, including working with existing programs to gather info</p> <p>Fall, 2008 – with the Task Force, used the collected information and prioritize strategies</p> <p>Winter, 2008 – with the Task Force, identified next steps to address needs and disseminate strategies</p>	<ul style="list-style-type: none"> • Retention strategies • Dissemination of strategies
Provide a family literacy website of current resources and links to useful web-based resources.	<p>Maintained website and updated information</p> <p>In conjunction with Task Force, decided on redesign and reorganization of website, to be implemented FY2010</p>	<ul style="list-style-type: none"> • Website maintained at http://literacy.kent.edu/familyliteracy/ • Plan for redesign of website
Develop and communicate information about various methods for offering family literacy services and activities.	<p>Fall, 2008 – presented poster session at Ohio TESOL (see Part B for additional information)</p> <p>Fall, 2008 – planned to provide at least one session at RCN PD Day</p>	<ul style="list-style-type: none"> • Poster session at Ohio TESOL • PD Day session was cancelled due to overall PD Day topic focus change • OAACE conference sessions were planned, but due to

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Spring, 2009 – planned to provide at least one session at OAACE</p> <p>Summer, 2009 – submitted RFP, received approval for 2009 Ohio TESOL Family Literacy session</p>	<p>combination of OAACE with Ohio Association of Career and Technical Education (ACTE) conference will be included in FY2010 report due to the timing of Ohio ACTE conference</p> <ul style="list-style-type: none"> • Accepted RFP for Ohio TESOL
Math – Utilize the math TF to assist with math standards revisions.	Provided input and suggestions for standards revision as requested	<ul style="list-style-type: none"> • Math Standards
Communicate information about evidence-based instructional methods including video, web casts, face-to-face training coaching and/or other means.	<p>Wrote and distributed summaries on research and its application to ABE instruction</p> <p>Ongoing – provide information on instructional methods during PD Provided information via Ohiolit electronic list</p> <p>Developed and implemented new online form for Ohiolit registrations</p>	<ul style="list-style-type: none"> • Published two <i>Research to Practice</i> series publications (see Part E for additional information) • Postings to Ohiolit • Articles in newsletters and other publications • Online form
Continue to collect and disseminate promising practices from local programs.	Ongoing – follow guidelines and utilize form and criteria from OBR on nominating promising practices; contribute to OBR/ABLE’s collection and compilation of best practices	<ul style="list-style-type: none"> • Best practices
Identify three (3) challenges involving implementation of Family Literacy, distance learning, and integrating technology into the classroom.	<p>With Family Literacy Task Force, develop promising practices document, submitted to OSU</p> <p>With Technology TF, promising practices were discussed and incorporated into competencies, but not yet developed into a formal document</p> <p>Gathering Math promising practices gathering was delayed</p>	<ul style="list-style-type: none"> • Family Literacy Promising Practices • Technology competencies
Continue to utilize a Family Literacy TF to encourage ABE programs to incorporate more family-related activities into ABE and ESOL instruction.	Met with TF via phone or web conference or in-person Communicated via email with TF to determine needs, identify resources, disseminate information, and provide support	<ul style="list-style-type: none"> • Hosted and coordinated two meetings: • Support to programs
Determine whether or not to maintain an option for the family literacy	In conjunction with TF (including OBR/ ABE), discussed benefits and drawbacks of maintaining an	<ul style="list-style-type: none"> • Family literacy maintained as a component in FY2010 grants

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
component.	official family literacy component	
Continue Hub/Referring Program models for both ABE and ESOL.	<p>Provided assistance with marketing, reporting, and PD as needed Added program-only distance learning options for interested programs</p> <p>Explored and provided tools for communication and collaboration Updated the curriculum matrix</p>	<ul style="list-style-type: none"> • Support to five distance learning hubs and their referring partners • Support to six single programs interested in providing distance learning options • Information on communication tools • Updated curriculum matrix • See Part D for additional info
Establish and implement procedures to monitor distance education implementation and reporting including site visits.	<p>Summer, 2008 – collaborated with OBR/ABLE to create procedures</p> <p>Winter, 2008 or as needed – disseminated monitoring procedures</p> <p>Ongoing – responded to programs as needed via email, phone, and site visits if necessary</p>	<ul style="list-style-type: none"> • Monitoring procedures • Support to programs as requested
Determine funding options for hub model or other model(s).	<p>Quarterly – submitted state report on performance</p> <p>Winter, 2008 – worked with ODE/ABLE to explore funding options</p> <p>Spring, 2009 – communicated funding method</p>	<ul style="list-style-type: none"> • Reports • Updated funding method – formula was used to provide funding for FY2010 programs
Participate in national or state research, based on special projects. Pilot the practice with local programs. Evaluate the data. Review and adjust the model(s) if warranted. Embed practice in the training and resources. Go to scale, if applicable.	<p>Ongoing - maintained connections with state and national initiatives</p> <p>Ongoing – worked with SLN on partnerships or implementation of practices and initiatives</p> <p>Researched I-BEST training model</p> <p>Conducted in Preparing Students for Success in College Writing I to inform instruction at the secondary and/or GED level</p>	<ul style="list-style-type: none"> • Communication between Ohio SLN and state and national initiatives (see Section D for more information) • August 2008 - supported staff participation in I-BEST training to support transitions instruction • Interviewed teachers and students in the stretch English classes at KSU; determined how the students viewed themselves as writers (strengths and weaknesses); products TBD
	Developed and distributed publications in the <i>Teacher to Teacher</i> and <i>Research to Practice</i> series	<ul style="list-style-type: none"> • Two <i>Research to Practice</i> series publications • One <i>Teacher to Teacher</i> series publication • See Part E for additional info
Assist State Staff by providing input into the	Ongoing – provided and reviewed data as requested for	<ul style="list-style-type: none"> • Data sets and information for funding model

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
performance-based funding system and by providing data as needed.	inclusion in funding models Ongoing – worked with ABLE to refine system as requested	<ul style="list-style-type: none"> • Suggestions for amendment • Refined system, funding model implemented for FY2010 funding cycle
Update reporting requirements and support materials.	Spring, 2009 – updated student forms to reflect changes in reporting requirements Recommended changes to reporting schedule to include more regular data sends and data matches	<ul style="list-style-type: none"> • Updated forms for FY2010 • Amended reporting schedule
Describe the processes used to annually review the ABLELink system for continuous improvement.	Ongoing – provided feature requests and program fixes to OBR/ABLE along with recommendations for inclusion	<ul style="list-style-type: none"> • Feature requests and program problems requested • Feature implementation • Problem fixes
Audit the State APR data and revise as needed.	Fall/Winter 2008/2009 – reviewed submitted data for errors and omissions and worked with programs to correct December 2008 and January, 2009 – provided draft APR information and areas of concern to ABLE Program for review January, 2008 – worked with ABLE Program to finalize and submit final APR to U.S. Department of Education	<ul style="list-style-type: none"> • Provided three draft Annual Performance Reports provided • (January 28, 2009 - Final Annual Performance Report submitted to U.S. Department of Education)
Work with OBR to define Desk Review elements.	Fall, 2008 – consulted with ODE/ ABLE on adjustments and changes to Desk Review format	<ul style="list-style-type: none"> • Minor changes to Desk Review format
Provide Desk Review data reports for each program.	Fall/Winter 2008/2009 – provided Draft Desk Reviews to ABLE Program for review Winter/Spring 2009 – amended Desk Review format based on OBR feedback; generated and provided FY2008 Desk Review reports to OBR/ABLE for distribution to local programs based on FY2008 data submitted	<ul style="list-style-type: none"> • Draft Desk Reviews delivered ▪ Final ABLE Desk Reviews delivered - May 05, 2009 • Final ODRC Desk Reviews delivered - May 20, 2009
Develop EL/Civics APR.	February, 2009 – generated and provided backup documentation to support programs' individual EL/Civics report generated by	<ul style="list-style-type: none"> • Final state report for EL/Civics

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain and update ABLELink.	<p>ABLELink data</p> <p>Summer, 2008 – released ABLELink2008</p> <p>Summer, 2009 – updated ABLELink2009 to ABLELink2010 Partnered with OSU Evaluation and Design Project to contract with a consultant to provide programming assistance</p>	<ul style="list-style-type: none"> • ABLELink2009 released July 29, 2008 • ABLELink2010 • Partnership with OSU Evaluation and Design Project
Maintain and update ABLELink Web site to support local programs.	<p>Updated public website with general information</p> <p>Conducted data matches and returned matched information to programs</p> <p>Spring/Summer 2009 – worked with OBR leadership and legal departments to reconfigure state data matching agreement</p> <p>Updated secure programs' sites with data match results and customized reports as match information was returned</p>	<ul style="list-style-type: none"> • Updated public website • Conducted two GED matches, 1 JFS match,, and 1 OBR match for FY2008 reporting (see section D for additional information) • Conducted 1 GED and 1 JFS match for FY2009 (see section D for additional information) • Updated secure websites • See Section D for additional information
Revise accountability system to reflect annual changes, as needed.	<p>Ongoing – through feedback from users, identified program issues for resolution</p> <p>Ongoing - collect feature requests for discussion with ODE for possible implementation</p> <p>Spring 2009 – through feedback from Transitions Task Force, developed and implemented Student Achievement Record</p>	<ul style="list-style-type: none"> • List of program issues identified and resolved • List of feature requests and implementation status • Student Achievement Record • See Section D for additional information
Provide data reports to ODE state staff, as needed.	As requested and needed, provided data reports to OBR/ABLE	<ul style="list-style-type: none"> • Requested reports
Analyze ABLELink data to inform ODE of PD and other policy needs.	As requested, analyzed and provided data and recommendations to OBR/ABLE	<ul style="list-style-type: none"> • Data reports • Recommendations

GOAL III: To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
In partnership with the C/SE RC, maintain a coaching system by continuing to provide PD and other assistance to the coaches.	Maintained coaching website	<ul style="list-style-type: none"> • Coaching website
Oversee and utilize Technology TF to continue the integration of technology into ABLE programs.	<p>Ongoing – utilized Technology Task Force to identify and provide support to OLRC and SLN in the area of technology</p> <p>Coordinated and hosted Task Force meetings</p> <p>Communicated with Task Force via phone, email, and instant messaging</p>	<ul style="list-style-type: none"> • Held three meetings
Attend meetings as requested.	In addition to meetings listed elsewhere, attended meetings in support of Ohio ABLE	<ul style="list-style-type: none"> • October 02, 2008 – participation in UNESCO/CONFINTEA VI meeting <p>Stackables Project:</p> <ul style="list-style-type: none"> • Attended at Statewide Stackables meetings • Region 9 Stackables /curriculum group • Region 9 Ohio Skills Bank • Region 9 ABLE Collaborative
Develop and promote strategies for strengthening Family Literacy in programs offering ESOL instruction.	<p>Fall, 2008 – solicited two requests for suggestions and input via NERC TAPAS community</p> <p>Fall, 2008 – in conjunction with NERC, developed a session for Ohio TESOL Adult Education track Coordinated with NERC on the identification and/or creation of resources</p> <p>Worked with NERC to create an FL section of NERC and OLRC FL websites for ESOL/Family Literacy resources</p>	<ul style="list-style-type: none"> • Input from Ohio ESOL programs on needs • Ohio TESOL poster session: “How to Incorporate Family Literacy Activities into Adult ESOL Programs” • ESOL/Family Literacy resources identified • With NERC, identified a combination of 16 sites for NERC’s ESOL/Family Literacy site and OLRC’s Family Literacy/Multicultural Families site • Shared liaison(s) for FL and ESOL Task Forces

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Planned for more formal linkage FY2010</p> <p>Invited one member from ESOL Task Force to participate on FL Task Force in addition to existing members who are ESOL providers</p>	
Continue the work of the practitioner taskforces, including the priority actions outlined in the strategic plan.	<p>Coordinate and maintain representation on: Accountability Task Force; Family Literacy Task Force; Math Task Force; Technology Task Force</p> <p>Maintain representation on: OSU Advisory Committee; Reading/Writing Steering Committee; Special Needs Task Force; Transitions Task Force</p>	<ul style="list-style-type: none"> • Attendance and participation in Reading/Writing Steering Committee • Transitions Task Force and Workgroup • OSU Advisory Committee • Special Needs Steering Committee • ESOL Steering Committee
Assist in producing a RCN Newsletter.	Worked with and provided articles for Resource Center Network to produce a statewide newsletter	<ul style="list-style-type: none"> ▪ Statewide newsletters: Fall 2008, Winter 2009, Spring 2009 • Three articles (see Sec E for info)
Renew Skills Tutor state license	Renewed SkillsTutor license on August 31, 2008	<ul style="list-style-type: none"> • Renewed 1-year license for \$13,785
Renew KET/GED Connection state license	Renewed GED Connection license on August 01, 2008	<ul style="list-style-type: none"> • Renewed 1-year license for \$18,252
Provide support for PD strategic planning, facilities and consultant.	<p>Provide event planning and facility costs for up to four quarterly State Leadership Network (SLN) meetings for up to 20 people</p> <p>Provide support for consultant</p>	<ul style="list-style-type: none"> • Quarterly SLN meetings • Consultant time and travel
Communicate funding opportunities to appropriate recipients.	Ongoing – in cooperation with the SLN, provide information on funding via Ohiolit	<ul style="list-style-type: none"> • Postings to Ohiolit on grants and funding opportunities for ABLE and family literacy programs
Support state and local initiatives with information to advocate for ABLE.	Ongoing – as requested by agencies and individuals, gain approval from OBR/ODE for information release, create reports and assist with data analysis	<ul style="list-style-type: none"> • Reports and data sets provided to State Leadership; Ohio policymakers and legislators; and stakeholder groups
Support meeting facilities and consultant for performance based funding planning meetings.	Performance-based funding methodology was determined in FY2008 and was not amended for FY2009; Task Force was not reconvened	<ul style="list-style-type: none"> • Performance-based funding model was used to fund programs in FY2010
Using the grant format, provide by OBR with updates and final report	<p>Provided interim reports to State ABLE Program</p> <p>Provided final report to State ABLE Program</p>	<ul style="list-style-type: none"> • Two Interim reports provided: • Final report provided

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
08/5-6/2008	Train the Trainer Math Workshop; Nancy Markus	10	10	\$2,942.60
08/06/2008	Beginning ABLELink On-Site Training; Debra Morris,	3	1	\$150.00
08/13/2008	Beginning ABLELink On-Site Training; Barbara Winston	3	3	
08/15/2008	Math Assistance Training – Geometry; Marty Lopinto	3	15	
08/19/2008	Beginning ABLELink On-Site Training; Frank Wagel,	6	2	\$225.00
08/22/2008	Math Assistance Training – Algebra; Marty Lopinto	3	15	\$150.00
09/05/2008	Understanding Your Desk Review; Cindy Penza	5	15	\$219.50
09/08/2008	Distance Learning (DL101) (online); Tim Ponder	12	8	
09/12/2008	Math Assistance Training – Problem-Solving; Marty Lopinto	3	11	\$150.00
09/13/2008	Math Kick Off; Nancy Markus	5	16	\$413.26
09/18/2009	Online Instructional Resources (Central/Southeast Symposium); Tim Ponder	2	8	\$131.81
09/19/2008	Math Assistance Training; Marty Lopinto	6	22	\$150.00
09/20/2008	Math Kick-Off; Nancy Markus	5	17	
09/26/2008	Understanding Your Desk Review;;Cindy Penza	5	28	\$87.75
09/29/2008	Beginning ABLELink On-Site Training; Frank Wagel	2	2	\$75.00
10/03/2008	Math Assistance Training – GED Math; Marty Lopinto,	3	22	\$93.75
10/04/2008	Math Kickoff; Nancy Markus	5	26	\$420.31
10/10/2008	Math Assistance Training – GED Math; Paula Mullet	2.5	12	\$75.00
10/14-15/2008	I-BEST (Ohio Directors' Meeting); Judy Franks (with Jody Angelone)	1	16	\$297.76
10/14-15/2008	Math Crosswalks (Ohio Directors' Meeting); Judy Franks (with Ohio Resource Center)	1	20	
10/14-15/2008	Standards panel presentation (Ohio Directors' Meeting); Judy Franks (with others)	1	192	
10/17/2008	Writing for Transitions (Southwest Resource Center PD Day); Dianna Baycich	1	24	\$349.80
10/30/2008	Math! Math! Math! PD Day; Jim Russ	5	18	\$300.00
10/31/2008	Math Assistance Training – Geometry and Problem-Solving; Marty Lopinto	6	22	\$300.00
10/30/2008	How to Incorporate Family Literacy Activities into Adult ESOL Programs poster session (Ohio TESOL); Dianna Baycich	1.5	55	
11/01/2008	Math Kick-Off; Nancy Markus	5	26	\$299.17
11/06/2008	Math Assistance Training – Geometry and Problem-Solving; Jim Russ	6	14	\$331.59
11/07/2008	Math Assistance Training – Algebra; Judy Hinze, Paula Mullet	3	16	\$262.50
11/10/2008	Math Assistance Training – GED Math; Gail Jacobs	3	9	\$150.00
11/12/2008	Math Assistance Training – Algebra; Jim Russ	3	17	\$150.00
11/14/2008	Advanced ABLELink; Cindy Penza	5	21	\$329.24
11/14/2008	Math Assistance Training – Algebra; Jim Russ	3	13	\$150.00
11/17/2008	Math Assistance Training – Algebra; Gail Jacobs	3	12	\$150.00
11/17/2008	Math Assistance Training – Geometry; Gail Jacobs	3	12	\$150.00
12/01/2008	Math Assistance Training – Geometry; Gail Jacobs	3	12	\$150.00
12/05/2009	Math Assistance Training – Geometry; Judy Hinze	3	16	\$150.00
12/05/2009	Math Assistance Training – Geometry; Jim Russ	3	12	\$150.00

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
12/08/2009	Math Assistance Training – Problem-Solving; Gail Jacobs	3	11	\$150.00
12/12/2008	Advanced ABLELink; Cindy Penza	5	3	
12/12/2008	Math Assistance Training - Algebra and Geometry; Sarah Tiefenbach	3	25	
12/13/2008	Math Assistance Training - Algebra and Geometry; Judy Hinze	6	18	\$300.00
12/13/2008	Math Assistance Training – GED Math; Laurie Duren	3	13	\$150.00
12/16/2008	Beginning ABLELink On-Site Training; Frank Wagel	4	2	
01/17/2009	Math Assistance Training – Problem-Solving; Laurie Duren	3	20	\$150.00
01/21/2009	Math Assistance Training – GED Math; Laurie Duren	3	15	\$125.00
01/23/2009	Math Assistance Training – GED Math and Algebra; Gail Jacobs	6	15	\$328.50
01/29/2009	Beginning ABLELink On-Site Training; Frank Wagel	4	3	
02/13/2009	Math Assistance Training – Problem-Solving; Jim Russ	3	15	\$150.00
02/23/2009	Beginning ABLELink On-Site Training; Frank Wagel	4	2	
02/28/2009	Math Assistance Training – Geometry; Laurie Duren	3	15	\$150.00
03/13/2009	The Writing Process (2 sessions) (The Write Future conference); Dianna Baycich and Nancy Padak	4	75	\$269.40
03/21/2009	Math Assistance Training – Algebra and Geometry; Judy Hinze	6	20	\$328.60
03/23/2009	EastShore Consortium training; Marty Ropog	1.5	30	
03/27/2009	Math Assistance Training – GED Math; Jim Russ	3	13	\$150.00
04/16/2009	Math Assistance Training – Algebra; Gail Jacobs	3	15	\$150.00
04/20/2009	Ohio – State of Transition (COABE conference); Judy Franks	1.25	18	
04/24/2009	Statewide Math Workshop: Transitions to Higher Level Math; Judy Hinze	5	26	\$781.97
05/2009	Next Steps: Guidelines for Parental Involvement (International Reading Association conference); Nancy Padak, Tim Rasinski	1.5	25	
05/07/2009	State ABLE Program Accountability Training (online); Marty Ropog	3	7	191.72
05/08/2009	Math Assistance Training - Algebra and Geometry; Judy Hinze	6	7	\$300.00
05/12/2009	Beginning ABLELink On-Site Training; Frank Wagel	4	2	
05/27/2009	State ABLE Program Accountability Training (online); Marty Ropog	3	6	\$107.31
06/03/2009	State ABLE Program Accountability Training (online); Marty Ropog	3	6	\$140.64
06/05/2009	Math Assistance Training - Algebra and Geometry; Judy Hinze	6	20	\$300.00
06/10/2009	Beginning ABLELink On-Site Training; Frank Wagel	4	2	
06/12/2009	Math Assistance Training – Algebra; Paula Mullet	3	20	\$150.00
06/19/2009	Math Assistance Training - Algebra and Geometry; Judy Hinze	8	20	\$628.29
06/19/2009	Math Assistance Training – Geometry; Paula Mullet	3	20	\$150.00
Totals		264.25	1,270	\$14,255.47

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise.

This section does not apply to this grant this year.

Part D. Impact of the Project (Narrative with data)

Technology and Distance Learning

Technology Task Force

During FY2009, with direction and collaboration from the State ABE Program, some Technology Task force priorities changed in order to implement the Technology Point Person (TPP) initiative. Each FY2010 ABE program will appoint a TPP who will act as a liaison for technology initiatives and training. This project required planning and training, so some of the original FY2009 technology priorities were delayed to FY2010. These included developing Levels 2 and 3 competencies and conducting an informal needs assessment.

Distance Learning

Ohio's distance learning programs continue to increase the number of students served, and the Hub/Referring Program model is working very well for Ohio ABE. Rosetta Stone was used for ESOL instruction for the first time this year and has worked well. In FY2009 883 students were enrolled in ABE distance learning programs and represented all Educational Functioning levels. Of the 883, 503 (57%) completed a level. Core follow-up outcomes for distance students included: 130 gained employment of the 150 with that as a goal for attending (87%); 134 of 186 (72%) retained employment; 158 of 180 (88%) obtained a GED; and 59 of 63 (94%) entered postsecondary education or training.

Distance learning hubs were: Canton City Schools, Franklinton Learning Center, Hamilton City Schools, and Ohio Hi-Point Career Center. Delaware Career Center was the ESOL distance learning hub. At mid-year, between all hubs there were 5 ESOL-only Referring Programs (RPs), 22 ABE/ASE RPs, and 12 programs which referred both ESOL and ABE/ASE students.

Program-only programs were: Cincinnati Public Schools, Delaware Career Center, Penta County Career Center, Mid-East Ohio Career and Technology Centers, OSU Reach 1, Vantage Career Center.

The Distance Learning 101 course was migrated from the University of Michigan Community Zero platform to the Moodle Learning Management System platform the OLRC supports through the AEPRO project. New resources and activities were added. This was done to provide additional flexibility in revising this course (during FY2010) and creating additional PD resources for Distance Learning and to be consistent with other Ohio online course offerings.

Accountability

ABLELink

Major changes to ABLELink2009 included: moving to set quarterly reporting and quarterly data match submission and information return; setting data matches to be pulled from quarterly reports, discontinuing the need for programs to send a separate file. Additional reports requested by programs were also released, including a report for BEST Plus and BEST Literacy scores.

Major changes to ABLELink2010, developed in partnership with OBR/ABLE, Transitions Task Force, and OSU Evaluation and Design Project included: fixing of assessment bugs; addition of optional transition assessments; addition of Stackable Certificates tracking; inclusion of the Student Achievement Record.

Provide support for local programs in data entry, reporting, and data matching

Technical support for ABLELink was provided primarily by Cindy Penza (Technical Support Specialist) and two student workers with additional support provided by Philip Luedke, who coordinates the support. 1,620 separate technical support tickets were logged by the following means:

- 762 phone or voicemail initiated
- 26 text messaging
- 277 email
- 555 OLRC-initiated

The ABLELink help site portal page received 10,061 page views and the dynamic ABLELink help site had 3,287 programs logins to their custom sites. The help site portal page links to programs' secure sites which they use for downloading ABLELink programs, retrieving data match results, and updating program information.

Data matching

Final FY2008 data matches were conducted for final state reporting to the U.S. Department of Education. Two matches were submitted to the Ohio Department of Education State GED Office on December 16, 2008 and January 06, 2009; one match with the Ohio Department of Job and Family Services (JFS) was conducted on December 16, 2008; and one match with the Ohio Board of Regents' Higher Education Information (HEI) System on December 16, 2008. Results were received and placed on programs' secure sites within a week of receipt of match data.

Due to the move of Ohio ABLE from the Ohio Department of Education to the Ohio Board of Regents, new data match agreements needed to be redone with the new fiscal agent. Unfortunately, neither the State ABLE Program nor the OLRC were aware of this until a JFS match was submitted in April 2009 for our second quarterly match and rejected due to lack of current agreement. We have been working with the leadership and legal departments of the Ohio Department of Education and Ohio Board of Regents to finalize and implement agreements so that matches can be conducted and information returned to programs for their end-of-year reporting. One match was conducted prior to the change in authority for each of ODE/GED (October 16, 2008) and JFS (October 17, 2008).

Secure server migration

Due to the move of the State ABLE Program from the Ohio Department of Education to the Ohio Board of Regents, ownership and responsibility for secure data provided by programs as well as the method of transfer (FTP) had to move from one agency to another. Previously, ODE had handled server accounts, but due to staff shortages OBR was not able to undertake the maintenance of ABLE program staff server accounts. This responsibility was shifted to the OLRC, a process which made sense based on our work with the programs, but was a project we had not planned on taking over. The OBR State ABLE Program was responsible for approving initial accounts and maintaining eligibility records. In partnership with OBR leadership, a new process for setting up and maintaining server accounts was created, with several additional layers of security added to protect confidential student information. There were 277 accounts initially created, confirmed, tested, and used by local ABLE staff for the transfer of secure information.

After the FY2010 competitive grant process, server accounts had to be redone and reconfigured to account for the addition and removal of staff, plus the consortia programs which had individuals reporting FY2009 information at one program and FY2010 information at another program. There were 70 additional accounts

created and the existing 277 accounts were audited for action based on the funding status of the program and employment/need status of the user. Depending on user status, accounts may have needed to be re- or deactivated, users walked through security procedures, confidentiality forms signed, or other actions.

To facilitate this process, an online database was created to allow OLRC staff and OBR/ABLE staff to maintain a single set of information on server accounts and status.

Resource Development

Eureka!

Dianna Baycich and Judy Franks shared leadership in resource identification and creation for Eureka! Baycich concentrated primarily on the Tradebooks section and Franks on the Lesson Planning sections. Twenty-seven lesson plans were created by staff or consultants for inclusion in Eureka! This includes 11 on math which were started in FY2008 in partnership with the Northwest ABE Resource Center. All lesson plans were included in two formats – one for general application, and one with Ohio-specific standards, although the latter was hidden in Fall 2009 in the online database due to the changes in Ohio's standards during FY2009. See Part E for titles.

Fifteen books added to Eureka!: *Black and White Airmen: Their True Story*; *Bodies from the Ash: Life and Death in Ancient Pompeii*; *Cod's Tale, A*; *Dolly Madison Saves George Washington*; *Edward Hopper: Painter of Light and Shadow*; *Flag Maker, The*; *Gwendolyn Brooks*; *Moby-Dick*; *Poet Slave of Cuba, The: A Biography of Juan Francisco Manzano*; *Prairie Builders, The*; *Raft, The*; *This Is the Dream*; *Wall, The: Growing up behind the iron curtain*; *We Are One: The Story of Bayard Rustin*; and *Whale Port*

Two thematic collections (matrices) added: *Grandparents* and *Harlem Renaissance*

Twelve thematic collections (matrices) updated: *Artists as Illustrators*; *Civil Rights Movement*; *Civil War and Slavery Books*; *Easy Reading Books*; *Environment and Ecology Books*; *Legends, Tales, and Myths*; *Lives of Well Known Artists*; *Maps*; *Poetry*; *Whales*; *Women in History*; and *World War II*

Beginnings and Writers' Conference

Carrie White provided leadership for the Ohio Writers' Conference and Beginnings. The online submission process was amended to try and avoid duplicate entries of staff and students and reduce data normalization time. More changes are planned. The following statistics represent the intake and review process for Beginnings XII:

- 351 submitting authors representing 86 teachers at 37 programs
- 451 submissions received
- 982 blind reviews (including third reviews)
- 19 volunteer reviewers
- 2,151 copies of Beginnings XII distributed

Publications developed:

Ohio Literacy Resource Center (2009). *Beginnings XII*. Kent: Ohio Literacy Resource Center.

Beginnings XII online: <http://literacy.kent.edu/Oasis/Pubs/Beginnings12>

The following statistics represent information for Beginnings XII and the 2009 Writers' Conference:

- 102 writers accepted representing 35 teachers in 21 programs
- 72 submissions accepted for publication in Beginnings XII
- 125 writers, teachers, and guests invited to attend the Writers' Conference on May 08, 2009

Online resources

Christine Cugino maintained the majority of OLRC websites with assistance from Philip Luedke, Tim Ponder, and Marty Ropog who maintain special topics area websites.

OLRC static websites (websites without database-generated information) had 2,771,249 page views from 760,788 unique visitors in 1,563,617 visits during FY2009. 103,603 visitors came to the site more than once. The average visit length to static websites was nearly 17 minutes per visit

OLRC dynamic (with database-generated information) websites received 926,638 page views during 176,379 visits from 50,779 unique visitors during FY2009. Average visit length to the dynamic sites was over 32 minutes per visit.

OLRC websites continue to be used by both ABLE and non-ABLE audiences as evidenced by the pages accessed and referrals from search engines.

Top ten static ABLE-related site resources (measured in page views) – 23.5% of all visits

430,174	Roman Numerals Chart
91,895	OLRC home page
30,066	Leadership Development Institute: Personal Mission Statement
18,895	Place Value Chart
17,510	Spelling a Key to Good Communication home page
14,216	Spelling Lesson Five - Possessive nouns (singular and plural)
12,266	Spelling Lesson One – Homonyms
12,078	Eureka! Teaching Strategies
15,517	Computer Viruses publication
9,706	Guidelines for Planning Action Research Projects

Top ten ABLE-related dynamic site resources (measured in page views)

272,536	Eureka! book detail pages
152,629	Eureka! keyword searches
30,375	Eureka! website detail pages
15,915	Eureka! lesson plan (page 1) pages, general format
15,774	Eureka! lesson plan (page 1) pages, Ohio-specific
15,233	Resource Center Network calendar detail pages, all Ohio
9,786	Central/Southeast ABLE Resource Center calendar detail page
9,368	Eureka! lesson plan (page 2) pages, Ohio-specific
7,894	Northeast ABLE Resource Center calendar detail page
6,592	Southwest ABLE Resource Center calendar detail page

Collaboration/Professional DevelopmentShared calendar

During FY2009, Resource Centers and related agencies sponsored or entered 209 separate events into the online system with 1,942 registrations. Calendar event detail pages had 45,291 page views for all five calendars. The sorted breakdown by specific calendars is:

All Ohio – 15,233 page views; Central/Southeast – 9,786 page views; Northeast – 7,854 page views
Southwest – 5,755 page views; Northwest – 6,591 page views

New Staff Orientation

As part of the PD system improvement process, the RCN Trainers have identified six focus areas that ABLE newly-hired staff will receive training during their first year in their role as administrator, teacher, or support staff. An ABLE Orientation Checklist was developed so that new staff would be presented with key points of each topic area during their first month in the program. Based on checklist content, work was begun to revise the current online NTO - using the same six focus areas of The ABLE System, ABLE Students, Student Experience Model (SEM), Accountability, Local ABLE Program Operations, and Professional Development. Other state online courses were evaluated, online course development standards (NACOL) were used, and a technology expert was brought in to train RCN staff (December 2008) in the use of Moodle to develop our New Staff Orientation (NSO). The trainers used Google Documents, e-mails, and conference calls to facilitate the development process. Teams of two from different centers worked collaboratively to write content, develop graphics/resources, and build each module. Judy Franks was responsible for Module 3 (SEM) and Dianna Baycich was responsible for Module 4 (Accountability); while Tim Ponder provided technical support and development from the OLRC.

GED Scholars Initiative

A student tracking database was implemented to include all former and current students; the database contains current and historical information on 976 students who have been served in some way by the GED Scholars Initiative since its inception. This year, a concerted effort was made to maintain regular contact with students and increase communication and community-building. The on-campus student organization, GED United Scholars (GUS), holds regular meetings; OLRC-initiated calls and emails are made to inquire whether students need assistance or support; and a Facebook account was created in order to communicate with students via social media. As a result, computer lab and open study time has increased dramatically as has student participation in GED Scholars programs.

Provided seven informational sessions to ABLE programs, Even Start programs, and other adult literacy community agencies: two sessions to Maplewood Career Center (01/13/2009 and 02/12/2009); two to Old Stone Church Foundation/Cleveland Municipal Schools ABLE (01/14/2009 and 03/11/2009); 1 to Ravenna Even Start (02/23/2009); and Wyndham Even Start (02/23/2009), and two combination information session/campus tour to local Even Start programs (06/29/2009) and Cleveland Youth Employment Program (YEP) on May 12, 2009.

Three GED Scholars Initiative Fall Open Houses were offered, which allowed KSU students and prospective students the opportunity to learn more about GED Scholars and transitions opportunities. Open Houses were conducted in 2008 on October 3rd, November 19th, and November 20th.

The Bridges to Kent State University program was conducted with funding from the Dominion Foundation. The program was offered three separate times: the weeks of December 15-19, 2008; May 18-21, 2009; and June 22-25, 2009. Additional Bridges sessions will be offered during FY2010 because of continued Dominion Foundation support. Twenty-five students participated in FY2009 Bridges programs. Of the 25 students, 22 entered as incoming freshmen during the 2008-2009 school year.

Mentoring

As part of our GED Scholars Initiative (GEDSI), we provide Bridges investigative workshops for area students with a GED certificate who are interested in attending Kent State University. After completion of the week, prospective students (21 this past year) are paired with a current KSU student – usually by degree

or background criteria. As prospective students begin the enrollment process, this provides a peer that is able to address questions and concerns that may arise throughout this period of time. Students have the option to continue with their mentor, but often this initial connection provides enough support to build their confidence; although several have continued to date. Ongoing support is provided by our GEDSI coordinator and assistant as students come into the office with questions or issues, both personal and academic. Training and resources are given to mentors to support and develop their mentoring skills, based on inventories and relationship-building activities. Materials have been created over the years and are currently being developed into an online warehouse where mentors can resource and use as particular needs arise in their learning process. This is currently a work in process and will be accessible through Moodle as GED Mentoring. The other online course that has been developed is the Peer-2-Peer site which will provide resources for mentors and mentees as well as the database for storing mentoring logs (documentation of mentor/mentee meetings). This had previously been collected in paper copy only, but now we are offering more resources electronically in order to give the mentors/mentees more accessibility options.

Family Literacy

As funding for Even Start programs in Ohio dwindles, the importance of involving the entire families of students enrolled in regular ABE and ESOL programs becomes of utmost importance. The Ohio Family Literacy Task Force will continue to find ways to assist ABE and ESOL programs to add free and low cost family activities to their curricula and to guide programs in forming collaborations and seeking alternative funding to support these activities.

Math

For FY2009, in conjunction with recommendations from the Math Task Force and with the support of the State ABE Program, a local training program was implemented in order to provide local instructional staff with professional development on standards-based, contextual math. A 2-day training was provided to trainers in August who were then immediately scheduled in to local programs; programs request training via an online form. The implementation of the new math trainings was extremely well-attended and well-received. There were 34 individual sessions presented in the four core content areas (see Section B for additional information). About 530 people attended the 34 individual trainings plus an additional 129 attendees at statewide trainings and regional Math Kick-Offs for a total of 660 attendees accessing math training during FY2009. The vast majority of evaluations were excellent, and participants found the content timely and necessary and the trainers to be both skilled and knowledgeable. Any issues were addressed immediately and the process improved upon.

Standards

Work on Stackable Certificates (summer 2008) led to the revision of ABE/ASE Standards during the following year. Using EFL 4 and 6 from the certificate as the basis for building strands across the levels, as well as other state standards and resources, Ohio K-12 standards, college readiness expectations, and testing content; teams of reading, writing and math experts came together under the facilitation of OSU to create a more rigorous set of standards. Face-to-face meetings and e-mails were used in the development process to provide changes/corrections as each team worked on their set of benchmarks. A new organizational framework (previously components of performance) was used in this process. The standards were validated in the spring of 2009 and delivered to the field in July 2009. Currently a list of SBE resources is being compiled that will need updated to facilitate implementation of the standards in ABE programs.

Part E. Products Developed

Format*	Title	Objective of product	Audience
Print	<i>Beginnings XII</i> \$8,437.00 (printing)	Instructional resource, advocacy, student publication	ABLE practitioners, students, general public
Electronic	<i>Beginnings XII</i> online	Instructional resource, advocacy, student publication	ABLE practitioners, students, general public
Print and electronic	Boske, C. (2009). <i>What should all adults know?</i> Kent, OH: Ohio Literacy Resource Center.	Research summary	ABLE practitioners
Electronic	Franks, J. (2008). Teaching the way individuals learn best: Contextualized teaching. <i>Perspectives, Fall 2008, 4.</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Addressing a Personal-Size Envelope</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Calling 9-1-1</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Civil Rights Movement, The</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Discovering Pi</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Double, Double</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Estimation with Percents</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Flips, Turns, and Slides: Adventures with Transformations</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Folding and Inserting Letters into Small Envelopes</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Grade Cards</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Hey Pythagoras! Help Me Understand Your Theorem!</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>How Does That Work?</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>How Much Will I Spend on Gas?</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>I Have a Dream</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Let's Go Shopping: Estimation</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Let's Plot Points</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Math on the Job</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Outstanding Women</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Performing the Heimlich Maneuver</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Planning a Vacation Online</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Preparing A Personal Letter</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Quilt Codes</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Quilting Geometry</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Reading For Rent Advertisement</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Reading Help Wanted Ads</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Walk-a-Thon</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>What Are the Chances?</i>	Instructional resource	ABLE teachers
Electronic	Lesson plan: <i>Which Car Should I Buy?</i>	Instructional resource	ABLE teachers
Print and electronic	Padak, N. (2009). <i>A closer look at spelling.</i> Kent, OH: Ohio Literacy Resource Center.	Research summary	ABLE practitioners

Format*	Title	Objective of product	Audience
Print and electronic	Padak, N. (2008). <i>Write! Write! Write!</i> Kent, OH: Ohio Literacy Resource Center.	Instructional resource	ABLE teachers
Electronic	Ropog, M. (2009). Math Resources and PD. <i>Perspectives, Spring 2009</i> , 10-11.	Program management resource	ABLE directors and teachers
Electronic	Ropog, M. (2009). Transitions Repository. <i>Perspectives, Spring 2009</i> , 11-12.	Instructional resource	ABLE teachers

Part F. Project Continuations and /or Future Implications

As this fiscal year was filled with change and adjustment on many levels, ABLE programs needed a great deal of support, assistance, and resources to help during the transition period. We are pleased to have been able to provide services to not only help practitioners through these many changes, but to continue to help them with their day-to-day activities culminating in high-quality education and service to students.

Regional Resource Centers

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

Central/Southeast ABLÉ Resource Center
Ohio University
IRN Number: 063024
Grant Allocation: 351,240.
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Sharon Reynolds
Project Mailing Address: 338 McCracken Hall, Ohio University Athens, Ohio 45701
Project Description/ Purpose: The purpose of the Ohio Resource Center Network is to support the ABLÉ system to enhance student achievement by providing professional development in the form of training, resources, and technical assistance; supporting research and development through efforts related to ABLÉ; and providing leadership through collaboration, advocacy and communication. Specifically, the Central/Southeast Resource Center addresses the area of instructional services to learners with special learning needs such as learning disabilities.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLÉ Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
1.1.2. Continue to offer services to those special needs students who can benefit from ABLÉ services (who can set a goal, make progress towards that goal).	Offer PD on coaching techniques to new coaches as well as existing coaches Use the SNSC to provide recommendations for revisions of the LD Policy and Planning Guide	<ul style="list-style-type: none"> • Recommendations for revisions/additions to the LD Policy and Planning Guide – submitted to developers • Up-to-date directory of Licensed Providers posted on our website (includes

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	Maintain LD Policy and Planning Guide on the C/SE Web site. Post up-to-date directory of Licensed Providers that can assess student's disabilities to website Continue current membership and participation on Ohio Initiative for Persons with Learning Disabilities (OIPLD) state team and support the OIPLD Initiative	Vision and Hearing service providers) <ul style="list-style-type: none"> Attended Ohio Initiative for Persons with Learning Disabilities (OIPLD) meetings and develop provider brochure on learning disabilities
1.2.2. Ensure that learning activities and delivery systems are varied, engaging, responsive and purposeful for participants and their learning styles.	Participate in professional development at state and national conferences Site visits	<ul style="list-style-type: none"> Conducted six student-centered site visits that engage teachers and students in using resource center materials and model effective instructional practice
1.2.5. Improve and increase the proficient use of effective screening and assessment instruments in ABLÉ.	Use Special Needs Steering Committee to recommend assessments to identify students' strengths and weaknesses in area of special needs and GED.	<ul style="list-style-type: none"> Report with examples of assessments to identify students' strengths and weaknesses in area of special needs submitted to NWRC
1.2.8 Continue work through the current evidence-based initiatives (STAR, Math, Distance Learning, and Transitions Initiative).	Participate in STAR meetings Use site-visits to communicate information about and model evidence-based instructional methods	<ul style="list-style-type: none"> Conducted five on-site visits
2.1.3 Continue to provide outlets for practitioner input through targeted task forces (Special Needs, OIPLD, GED Partners, Technology)	Continue to facilitate the Special Needs Steering Committee; GED Partners Groups; Ohio Initiative for Persons with Learning Disabilities (OIPLD); Technology Task Force	<ul style="list-style-type: none"> Hosted and facilitated quarterly meetings of the Special Needs Steering Committee (SNSC) Attended GED Partners group meetings Attended OIPLD meetings Coordinated development of OIPLD employer brochure Attended quarterly Technology Task Force meetings and conference calls
2.1.6 Maintain multiple communication	Used SNSC to identify challenges for teaching students with special needs	<ul style="list-style-type: none"> Produced written report that identifies two (2) areas of

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
channels to collect and share best practices and integrate statewide initiatives.	<p>Work with the Special Needs TF to identify strategies for addressing these challenges and submit them to OSU for addition to the program practices document</p> <p>Use site visits to collect promising practices from regional programs</p> <p>Assist in producing a RCN Newsletter</p>	<p>challenge relating to teaching students with special needs (hearing impairment) and identifies strategies for addressing these challenges and submitted to OSU</p> <ul style="list-style-type: none"> • Coordinated publication of and submitted article to quarterly RCN newsletter
3.1.1 Develop a multi-tiered competency-based professional development system that includes self assessment, core requirements, incentives and a credentialing option.	<p>Continue to develop a comprehensive professional development system</p> <p>Support focus groups conducted by OSU to inform state staff on PD design element.</p> <p>Develop online components of the PD system.</p> <p>Develop New Staff Orientation in partnership with other Resource Center</p> <p>Explore and develop PD options to align with the practitioner competencies</p>	<ul style="list-style-type: none"> • Attended RC planning meetings • Attended SLN meetings • Support focus groups • Coordinated the development of NSO online
3.1.2 Increase availability of alternative PD opportunities moving towards a combination of alternative and traditional face-to-face workshops.	Explore the most appropriate and feasible methods for providing alternative PD opportunities	<ul style="list-style-type: none"> • Offered new alternative delivery professional development activities: <ol style="list-style-type: none"> 1. Emotions! Prerequisite to Learning 2. Inside the Hidden World of Dyslexia and ADHD 3. Mark Milliron Podcast
3.1.3 Maintain and expand an effective peer coaching and mentoring system to help teachers learn effective practices to address the learning needs of ABLE students.	Collaborate with SWRC to draft a plan for introducing peer coaching and mentoring as means to improve EBRI practices in FY 09	<ul style="list-style-type: none"> • SWRC has coaching in the menu of technical assistance available in reading instruction
3.2.2 Develop a system for accessing, understanding, judging	Participated in task forces for OIPLD and STAR	<ul style="list-style-type: none"> • Participated in Ohio Skills Bank meetings in regions

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
and integrating research in practice at state and local levels.	Ohio Skills Bank – Regions 7, 10, 11 Career Pathways	
Build the financial capacity of programs to expand services through an aggressive examination of expanded and/or alternative funding sources from both public and private entities.	Communicate funding opportunities to appropriate recipients thru newsletters and monthly regional conference calls	<ul style="list-style-type: none"> • Conducted 10 monthly regional conference calls for Region 2 ABLÉ Administrators • Created and distributed 10 monthly regional newsletters
5.3.4 Expand the use of data analysis in making informed decisions at the state and local levels.	Collaborate with RCN to review data related to alternative PD and use the results to inform continued development and refinement of alternative offerings	Data is used to inform development of alternative PD

GOAL II: To support research and development efforts related to ABLÉ’s current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Providing quality professional development in the form of training, resources and technical assistance.	<p>Support the Leadership Excellence Academies (LEA) for local program directors; support face-to-face Ohio meetings</p> <p>Provide at least one series of core trainings for new teachers. Repeated as necessary throughout FY 09</p> <p>Provide core trainings for LD</p> <p>Develop needed trainings for special focus areas, including special needs, GED and OIPLD</p> <p>Outline and develop resources for trainings developed</p> <p>Update description of trainings for catalog, if needed.</p>	<ul style="list-style-type: none"> • Supported the LEA for local program directors; supported face-to-face Ohio meetings • Provided stipends to participants • Coordinated grading for completers and graduate credit for all participants in LEA through Ohio University • Provided trainings See Part B for additional information • Provided PD on instructional practice via site visits to six programs • Facilitated 10 monthly regional conference calls to foster communication and sharing between regional programs • Update description of

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		trainings for catalog, if needed <ul style="list-style-type: none"> • Communicated to region through monthly regional newsletters
Supporting research and development efforts related to ABLE's current and future needs.	Summarize PPDP's Decide on which trainings need to be added or developed based on PPDP's	Summary of PPDPs were submitted to OBR by due date
Providing leadership through cooperation, collaboration, advocacy and communication.	Support and assist in planning state meetings, as requested. Participate in state meetings Develop and conduct annual staff training day for state and region to provide learning opportunities Support regional directors' meetings. Maintain Regional Advisory Committee which should meet quarterly according to the OBR model Participate in SLN meetings. Participate in monthly resource center meetings Work in partnership with OAACE to help develop trainings that will be conducted at the conference	<ul style="list-style-type: none"> • Literacy Symposium on 9.18 and 9.19 • Literacy Symposium on 8.7.09 • Attended Fall Regional Directors Meeting on 10.14-10.15 • Facilitated quarterly Advisory Board meetings • Participated in monthly RC meetings • Offered workshop sessions at OAACE/ACTE Conference • Presented at COABE National Conference • Presented at OLN State Conference

GOAL III: To provide leadership through cooperation, collaboration, advocacy and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Manage Stipends	Provide stipends and reimbursements for training activities as in the PD policy	<ul style="list-style-type: none"> • \$5540.00 in stipends were processed (89 total stipends)
Resource Center Library	Maintain a library of resources for ABLE local personnel Choose and secure resources Establish a library system that can be linked throughout the state	<ul style="list-style-type: none"> • Bi-weekly emails marketing the library resources • There were 130 resources checked out in FY 2009 • Purchased new materials related to assessment,

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		transitions and adults with special needs <ul style="list-style-type: none"> Supported the repository with recommendations
Websites	Maintain Web site providing resources for LD Maintain Web site to keep the region up-to-date	<ul style="list-style-type: none"> Maintained Web site providing resources for LD (www.ouliteracycenter.org). Maintained Web site to keep the region up-to-date.
Reports	Using the grant format, provide OBR with updates twice a year (due November 28, 2008 and March 27, 2009).	<ul style="list-style-type: none"> Using the grant format, provided OBR with updates twice a year (due November 28, 2008 and March 27, 2009).

Part B. Trainings developed or conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
9/19/08	Symposium: <i>Technology in Education for Literacy and Learning</i>	6.0	95	\$2981	\$560
08/07/09	Symposium: <i>LD: Bridging the Gaps</i>	6.0	108	\$4582	
8/13/08	LD 101 for Admin (<i>MB Totten</i>)	5.5	5	\$213	\$140
9/18/08	08 Symposium Pre Conference	6.0	24		\$210
10/3/08	New Teacher Orientation Part 2 (<i>MB Totten</i>)	5.5	11		\$210
10/4/08	Math Kickoff (<i>Nancy Markus</i>)	5.5	23		\$490
11/14/08	Advanced ABLELink	5.5	21	\$266	\$140
10/30/08	Learning Disabilities 202 (<i>MB Totten</i>)	6.0	16	\$350	0
3/21/09	New Teacher Orientation Part 2 (<i>MB Totten</i>)	6.0	5		\$315
3/27/09	New Teacher Orientation Part 2 (<i>MB Totten</i>)	6.0	7		\$315
	Spring PD Day	6.0		\$250	
7/31/08	Site Visit/PD: CLC(<i>MB and Kate</i>)	2.0	5 staff and 30 students	\$105	0
9/6/08	Site Visit/PD Columbiana County (<i>MB and Kate</i>)	2.0	8 staff and 5 students	\$235	0
10/17/08	Site Visit/PD Mid East CTC(<i>MB and Kate</i>)	2.0	12 staff and 3 students	\$79	0
10/22/08	Site Visit/PD Godman Guild (<i>MB and Kate</i>)	2.0	four staff and	\$102	0

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
			30 students		
11/18/08	Site Visit/PD Buckeye Career Center (MB and Kate)	2.0	3 staff and 12 students	\$176	0

Alternative Delivery Activities

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Estimated Total Cost	Stipend Cost
DVD	Emotions! Targeting the Critical Prerequisite to Learning	4.0	1		0
podcast	Dr. Mark Milliron Podcast: Preparing for a New Generation of Learning	1.0	0		0
online	Inside the Hidden World of Dyslexia and ADHD	1.0	3		0
online	LD 201 (online or via DVD)	4.0	34		0
DVD	GED Accommodations: Ensuring Success Begins With Instruction	2.0	6		0
DVD	GED Essentials	1.0	7		0
National Conference	COABE: "Engaging Teachers as Learners: A Model for Influencing Teacher Practice" (Kate Fergus, MB Totten and Sharon Reynolds)	1.5	30	\$4554	0
State Conference	OAAACE/ACTE: "Engaging Teachers as Learners: A Model for Influencing Teacher Practice" (Kate Fergus, MB Totten)	1.0	10	\$99	\$1750
State Conference	Libraries, Learning and Technology Conference: Technically Speaking: Ohio is Moving Forward (Kate Fergus, MB Totten)	1.0	30	\$280	\$630
State Conference	TESOL				\$100
National Project	Ohio Leadership Excellence Academy	3 face to face and online course		\$3930	
Totals		93	459	\$18,202	\$4860

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise.

This section does not apply to this grant this year.

Part D. Impact of the Project (Narrative with data)

The purpose of the Central/Southeast ABLÉ Resource Center is to provide professional development, resources and technical assistance to the ABLÉ programs in southeast Ohio as well as across the state.

Over 90 hours of professional development activities were offered by the C/SE ABLÉ Resource Center with over 450 participants. In addition, 89 stipends were paid out for a variety of professional development activities.

The C/SE ABLÉ Resource Center website www.ouliteracycenter.org continues to be maintained and updated with new initiatives (ABLÉ Transitions Collaboratives)

Since the focus and framing of our site visits to ABLÉ programs in our region changed from a "show and tell" format to be more student-focused this year, the site visits have been very well-received. We asked that teachers allow our training team to demonstrate a lesson with students using resources from our library. The feedback from our six visits has been overwhelmingly positive. The Center staff presented on this new model of professional development at the national COABE conference this year. We plan to continue this new format into 2010.

We hosted our annual Symposium this year in September 2008, with Dr. Mark Milliron as the keynote and another in August 2009, with Richard Lavoie as the keynote speaker. Over 250 people attended these two events in Athens, Ohio. Three new professional development activities on various disabilities applications were developed and placed online as alternative delivery professional development in 2009.

To save on printing costs, the format of our annual Success Stories calendar was changed this year and is now online at our website:

<http://www.ouliteracycenter.org/partnerships/able/success.php> . A framed image the individual's page was sent to each Success Story candidate and the program.

Our partnership with the Ohio Initiative for Persons with Learning Disabilities (OIPLD) resulted in the production of resource for employers on working with employees with learning disabilities and over 5000 copies will be distributed to providers at Ohio Department of Job and Family Services, Rehabilitation Services Commission, and ABLÉ.

The Special Needs Task Force focused on learning from professionals that serve adults with special needs and met with Lydia Block from the National Joint Committee on Learning Disabilities (NJCLD), as well as revising and updating the LD Policy and Planning Guide to reflect information about transitions and assistive technology.

The Central/Southeast ABLÉ Resource Center coordinated the redesign of the New Staff Orientation which is now online in Moodle and will be piloted in 2010.

Part E. Products Developed

Format*	Title	Objective of product	Audience	Cost
Print	OIPLD Brochure	To provide employers with background info on working with adults with learning disabilities	Employers and service providers	\$3100 printing cost for 5000 copies. \$700 in travel expenses
Online	Success Stories	To promote the successes of ABLE students in local programs	ABLE stakeholders	\$330
online	Revised Online LD Policy and Planning Guide	To provide guidance to ABLE administrators in developing their plan for serving students with learning disabilities	ABLE administrators	\$5050
Totals				\$8850
*Is the format print, CD, audio, electronic, etc?				

Part F. Project Continuations and /or Future Implications

Required professional development will continue to be offered throughout the region and the state as needed. Since the new format of the regional site visits were so well-received, we plan to continue offering these to local programs upon request.

In 2010, C/SE will working with NIFL to bring *Learning to Achieve* to Ohio to follow up with the Bridges to Practice training that was offered years ago. We are reframing our Learning Disabilities workshops around Universal Design for Learning, with content revisions being piloted in 2010 and a kickoff with Nancie Payne as a keynote speaker on UDL and Transitions in late summer 2010. The focus of the Special Needs Steering Committee in 2010 will continue to be effective transitions for students with special needs. C/SE Resource Center will be utilizing this committee to assist with the creation of a web-based guide with information on various disabilities for adult education practitioners.

Part G. Conclusions/Recommendations

The Central/Southeast ABLE Resource Center plays a key role in providing resources and professional development to the ABLE practitioners in the state of Ohio. As more non-traditional adult students enter the ABLE system, the need for information and resources related to serving adults with special learning needs will only increase. We represent Ohio in the national arena of adult education and special needs: Sharon Reynolds was nominated as a board officer for the National Association for Adults with Special Learning Needs (NAASLN) and Mary Barbara Totten was on the planning committee for Commission on Adult Basic Education (COABE) national conference 2009. Central/Southeast ABLE Resource Center will help Ohio stay on the leading edge of providing excellent services and opportunities to all adult students.

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

Northeast ABLE Resource Center
Euclid City Schools
IRN Number: : 043950
Grant Allocation: \$395,516
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Gloria W. Gillette
Project Mailing Address: 23131 LakeShore Blvd. Euclid, OH 44123
Project Description/ Purpose: The Northeast ABLE Resource Center is one of four regional centers and one State Center providing professional development opportunities, resources, and technical assistance to ABLE programs in Ohio. The Center also acts as a liaison between the Ohio Board of Regents Adult Basic and Literacy Education Division and the ABLE programs and maintains an onsite library and mobile computer lab. The Center focuses on ESOL (English for Speakers of Other Languages). It provides training, resources, research and professional development to all regions of the state of Ohio.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Ensure that PD reinforces the delivery of varied, engaging, responsive and purposeful instruction.	Research and/or develop effective, training and formats, which enhance instruction (Ongoing FY09)	<ul style="list-style-type: none"> • Provided PD in traditional and alternative forms such as video, web-based, study circle • Provided 110 PD opportunities for 813 participants and 43

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Collaborate with identified organizations to develop a system of workforce development for the ABE system which reflects the transition to the University System of Ohio, Ohio Skills Bank and Stackable Certificates (Ongoing FY09)</p> <p>Work jointly with the RCN/OBR to develop a comprehensive professional development system, which promotes purposeful learning for both instructors and students and enables programs to begin to transition to the University System of Ohio (Ongoing FY09)</p>	<p>alternative delivery opportunities for 307 participants</p> <ul style="list-style-type: none"> • NE served as rep for Economic Development Regions 8, 9, 12 as well as coordinated grant activities for six ABE Collaboratives within the three EDRs • Maintained contact via email and newsletter for updates on OSB work • Attended regional meetings – biweekly in EDR 8 and as needed in EDRs 9 and 12 • Held meetings for OSB initiatives and facilitated work groups for the ABE Collaboratives’ Plans • Served as fiscal agent for the Collaborative Plans through the WIA Incentive Grant • Developmental process for the PD system was placed on hold per ODE/OBR. Produced PD catalog and other materials for PD system
<p>Continue collection and dissemination of resources that have been developed by local programs, the RC and other partner systems.</p>	<p>Continue and expand networking with cultural organizations in order to strengthen multicultural, multi-organizational collaboration, including but not limited to the Refugee Coalition, ORIC, International Communications Council (ICC) and Cleveland City Council Subcommittee on International (Ongoing FY09)</p> <p>Collect data through both TAPAS and ABLELink (Ongoing FY09)</p>	<ul style="list-style-type: none"> • Attended annual summit of the International Communications Council (ICC) on September 13, 2008 • Collaborated with the Greater Cleveland Literacy Cooperative to explore immigration and transitions issues in Northeast Ohio • Attended quarterly Refugee Coalition meetings at the USCIS Cleveland office • Added 40 Alternative Delivery activities • Developed 12 Math Toolkits and ESOL Toolkit development in progress • Provided ABE data to EDR in 8, 9, and 12; One-stops • Expanded multilingual classroom

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		resources on the website and the Bodega
Develop an annotated online assessment directory of recommended assessments and screening instruments for different purposes/content areas	NERC will continue to provide pertinent information on ESOL Assessments as requested by NWRC (Ongoing FY09)	<ul style="list-style-type: none"> • Collaborated with NWRC to produce a guide to assessment by providing ESOL assessment information for the guide
Provide assessment trainings to link effective assessment procedures and classroom practices.	<p>NERC will provide BEST Plus trainings quarterly to ensure programs have needed capacity to fulfill grant requirements (Ongoing FY09)</p> <p>NERC will provide BEST Plus and BEST Literacy tests at a discount for programs to purchase</p>	<ul style="list-style-type: none"> • Delivered four BEST Plus trainings • Offered BEST Plus and BEST Literacy tests at a 30% discount to ABLE programs • Offered complimentary BEST Literacy Test manuals to programs using the revised test
Continue progress with current evidence-based initiatives.	<p>Continue work with RCN evidence-based initiatives (Ongoing FY09)</p> <p>Collaborate with designated groups and organizations in developmental capacity as identified for Transitions initiatives and transition to USO (Ongoing FY09)</p> <p>Work with OLRC to provide a session on Family Literacy for the Ohio TESOL Adult Ed track (Fall 2008)</p> <p>Work with OLRC to create a FL section on NERC and OLRC FL websites for ESOL/Family Literacy resources (Ongoing)</p> <p>Solicit suggestions and input via TAPAS online community (Fall, 2008)</p> <p>Coordinate with OLRC on the</p>	<ul style="list-style-type: none"> • Continued support of Project Ideal for ESOL expansion to Hub programs. Continued coordination with other projects, such as STAR, Transitions Initiative • Explored and promoted the new web portal for English language learners called "USA Learns" as another option for distance learning • Maintained biweekly contact with NE programs via the Friday Newsbriefs • With the OLRC, coordinated a family literacy session at the Ohio TESOL Conference entitled "How to incorporate Family Literacy Activities into Adult ESOL Programs" • Added websites to the Resources page on the website to include Family Literacy • Solicited input on FL and maintained communication with ESOL programs statewide

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	identification and/or creation of FL resources (Ongoing)	biweekly via TAPAS online community <ul style="list-style-type: none"> • Recommended members from the ESOL task force to serve on the FL task force • Explored the Center for Applied Linguistics' "Practitioner Toolkit" as a potential alternative delivery activity for FL/ESOL program
Continue the work of the practitioner taskforces, including the priority actions outlined in the strategic plan.	Convene ESOL Task Force to utilize the field for ongoing recommendations (Winter/Spring FY09) Continue to utilize the field for input on the PD system (Ongoing FY09) Participate in the Technology Task Force (Ongoing FY09)	<ul style="list-style-type: none"> • Held ESOL Task Force meeting for May 22 • Participated in the Technology Task Force and the drafting of Technology PD Standards for ABLE professionals and students
Continue to collect and disseminate promising ESOL practices from local programs.	Follow guidelines from OBR on nominating promising practices(Ongoing FY09)	<ul style="list-style-type: none"> • Submitted two ESOL promising practices to OSU
Assist in producing a RCN Newsletter.	Work with RCN to produce a statewide newsletter(Ongoing FY09)	<ul style="list-style-type: none"> • Contributed "Transitions in ESOL" to the Statewide Newsletter • Invited OLEA participants from the NE Region to submit an article on the OLEA experience; NERC submitted article on the OLEA process for the May RCN Newsletter
Facilitate training of local One-Stop system teams around effective partnerships to reduce barriers for student participation (including expansion of ESOL services).	Work with ODJFS to provide information and cross training as requested by One Stop staff and partners in the area of ESOL (Summer FY09)	<ul style="list-style-type: none"> • Presented at the July 1, 2008 ODJFS videoconference to increase awareness of ABLE ESOL student services and cultural organization for One-Stop partners • Distributed a spreadsheet of ESOL ABLE programs with contact information for One-Stop partners • Attended the April 9, 2009 WIA

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		Youth Stimulus training with One-Stop partners to network, increase awareness and share information for the purpose of establishing collaborations between ABLE and One-Stops in order to better serve youth student populations
Use information to communicate to the field, to drive the goals and objectives of the NE ABLE Resource Center and ESOL Task Force.	<p>Use TAPAS online community to share resources, lesson plans and critical information with the field (Ongoing)</p> <p>Continue to participate in Ohio and International TESOL organizations and conference (Ongoing)</p> <p>Participate and collaborate with local, state and national stakeholders, organizations, initiatives and agencies such as Refugee Coalition, ORIC, LEP Advisory Committee, International Community Council (ICC), Council on World Affairs, Cuyahoga County Consortium, The Literacy Cooperative, IdeaStream Steering Committee for Ohio Ready to Work, One-Stops, Ohio and ClevNet Library System community outreach activities (Ongoing)</p>	<ul style="list-style-type: none"> ▪ Maintained communication with ESOL programs statewide via Biweekly TAPAS newsletter delivered to over 125 ESOL teachers in Ohio ▪ NERC organized the adult education strand to provide over 20 sessions at the annual fall Ohio TESOL conference. ▪ Began to add conference reviews and lesson plans to www.neable.org ▪ Maintained participation with local, state and national organizations and stakeholders ▪ Attended the national TESOL Convention in Denver, CO March 26-28, 2009. Supported three ABLE teachers to attend
Continue to develop a comprehensive professional development system.	<p>Attend Strategic planning meetings with the SLN (Ongoing)</p> <p>Follow the guidelines and timeframe for development of components of the PD system (Ongoing)</p> <p>Continue work with RCN on NSO (Quarterly meetings through FY09)</p>	<ul style="list-style-type: none"> • Collaborated with the SLN on state initiatives • Participated in two RCN meetings with other statewide resource centers to explore a partnership for delivering PD to ABLE and higher education respectively • RCN trainers collaborated on the development of NSO • Attended 2-day training with Deb Hargrove, distance learning

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	Work jointly with the RCN as directed by OBR to develop a comprehensive PD system, which promotes purposeful learning for both instructors and students and enables programs to begin to transition to the University System of Ohio (Ongoing FY09)	<p>specialist, to learn about creating online learning activities in MOODLE</p> <ul style="list-style-type: none"> Completed NSO online course in MOODLE except for AV (Course to go live in FY10)
Explore the most appropriate and feasible methods for providing alternative PD opportunities.	<p>In conjunction with RCN continue to develop alternative delivery training approaches (Ongoing FY09)</p> <p>Continue to expand alternative offerings across the state at the rate of two per month. See attached training list (Ongoing)</p> <p>Target trainings to strengthen specific skills identified for teachers' ongoing professional growth</p>	<ul style="list-style-type: none"> Created a list of alternative delivery opportunities outside the RCN, such as webinars and online courses, for the purpose of offering sustainable PD to ABLE staff in a variety of delivery formats to use for NSO online Cooperated with eTech Ohio to join Ohio on iTunes University as an original contributor in February 2009 (Provided eight trainings in video podcast format which was downloaded by 129, 300 professionals online) Attended the eTech Ohio Conference in February 2009 to launch the new Ohio on iTunesU project Added 40 Alternative Delivery activities to the RCN Calendar of events in various formats, such as webinars, book clubs, videos, toolkits, etc. Developed and distributed 12 Math Toolkits and training manual and alternate PD math opportunity Identified a new alternative delivery ESOL training for new ESOL teachers and also Family Literacy components
Participate in national or state research, based on special projects.	Continue to work with USCIS on developmental instructional activities and professional	<ul style="list-style-type: none"> Sponsored the USCIS regional training conference on October 30, 2008

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	development for the Redesigned Naturalization test (Ongoing)	<ul style="list-style-type: none"> • Purchased USCIS Civics flashcards aligned to the redesigned Naturalization test for teachers to use in the classroom • Purchased <i>Citizenship: Passing the Test</i> Student text and audio CD for 22 EL/Civics programs • Offered alternative delivery webinar on September 5, 2008 for "Preparing for the new Citizenship test"
Conduct appropriate PD for teachers providing ESOL.	<p>Continue to offer designated core trainings in ESOL (Fall/Spring FY09)</p> <p>Sponsor registrations for ESOL teachers in all regions to attend adult education track at Ohio TESOL (Fall 2008)</p> <p>Collaborate with Ohio Skills Bank Initiative teams and ODJFS to ensure that statewide efforts for ESOL are aligned with needs and services available(Ongoing FY09)</p> <p>Refer to EL/Civics Grant.</p>	<ul style="list-style-type: none"> • Offered ESL 101 as an alternative delivery activity • Delivered four BEST Plus trainings • Collected resources on transitions for the library and the ABLÉ Transitions Repository • Attended the National College Transitions Network conference on November 17-18, 2008 • In cooperation with the Literacy Cooperative, hosted a training on support services for students transitioning to postsecondary for EDR 8 on January 30, 2009 • Added instructional resources for workplace literacy and Career Pathways for ESOL to the library and the ESOL toolkit • Delivered ESOL in the Workplace workshop to share resources for transitioning ESOL students to the workplace
Communicate funding opportunities to appropriate recipients.	Distribute information to the region concerning funding opportunities - primary source for funding information was the OLRC and the Ohio Lit Net (Ongoing FY09)	<ul style="list-style-type: none"> • Maintained contact with programs via the Friday Newsbriefs newsletter concerning funding opportunities. • Identified the USCIS Citizenship grant as a new potential funding source for programs • Attended a meeting on the new community college grant opportunity in the Youngstown/

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		Mahoning County area
Utilize data collected to make informed decisions with methods delivered through trainings from OSU and other sources.	Collaborate with organizations to find and use data, to do a needs analysis and asset mapping in development of Ohio Skills Bank initiative, particularly in the area of ESOL (Ongoing FY09)	<ul style="list-style-type: none"> • Presented information on ABLÉ services and profiles to EDR 8 education and training consortia on August 12, 2008 and June 9, 2009 • Compiled data for profiling ESOL • Collaborated with OSU on the process of creating the ESOL Stackable Certificate for Oral Communication • Participated in two face-to-face meetings • Development team drafted competencies which were finalized after field input

GOAL II: To support research and development efforts related to ABLÉ’s current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Providing quality professional development in the form of training, resources and technical assistance.	<p>Work with RCN to support two Ohio Leadership Excellence Academy trainings (October 20, 2008/May 1, 2009)</p> <p>Provide four NTO trainings (Fall and Spring FY09)</p> <p>RCN PD Days will offer core trainings on October 30, 2008 and April 2, 2009</p> <p>Offer Regional PD day consistent with K-12 staff (NEOEA day - October 17, 2008)</p> <p>Develop other trainings for specialty areas as needed (Ongoing)</p> <p>Update description in the catalog as needed (Ongoing)</p>	<ul style="list-style-type: none"> • Delivered four face-to-face NTO trainings – two fall and two spring • Delivered BEST Plus and sponsored USCIS Regional Training Conference at Statewide PD day on October 30, 2008. NERC was responsible for organizing the event • Delivered BEST Plus and Make It/Take It in August 22, 2008 • Sponsored regional Math Kickoff on September 20, 2008 at Henn Mansion • Sponsored regional Portfolio Connection training at Trumbull County on August 19 • Offered Region PD day, which included: ESOL four Skills/ Immigration Law, Technology 101, Make It/Take It, GED and Algebra training • Offered mobile lab to Youngstown for joint technology training with

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Supporting research and development efforts related to ABLE's current and future needs.	Compile IPDPs; use results for planning and development. Schedule trainings based on PPDPs. (Fall 2009)	EDR 12 <ul style="list-style-type: none"> • IPDPs were not required by programs for FY09 • RCN conducted needs assessment surveys of programs for required trainings as well as interest in attending the COABE conference • Based on survey results, RCN scheduled a Spring PD day on April 2, 2009 • Training Calendar is available at www.neable.org
Providing leadership through cooperation, collaboration, advocacy and communication.	Attend RCN/SLN meetings, state meetings (Ongoing) Develop staff pd days (October 30, 2008 and April 2, 2009) Staff training day to coincide with Regional K-12 staff development day (NEOEA, October 17, 2008) Develop virtual PD to provide access to information on USO changes (Fall 2008) Regional Advisory Board and directors meetings will be held quarterly (Quarterly FY09) Collaborate with RCN/OLN on OACE and Ohio TESOL conferences and workshops (Ongoing)	<ul style="list-style-type: none"> • Coordinated ODE's ABLE Videoconference at ODJFS sites throughout the NE • Attended RCN meetings as scheduled • Attended Fall Director's meeting • Offered a regional PD day to coincide with NEOEA day • Coordinated Fall RCN PD day on October 30, 2008 and Spring RCN PD Day on April 2, 2009 • Supported 66 ABLE staff as a special opportunity for paid registration and reimbursement to attend the Ohio TESOL conference in exchange for sharing information from the conference with the field

GOAL III: To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide reimbursements/ stipends for training	Continue to supply stipends and reimbursements per PD	<ul style="list-style-type: none"> • Provided stipends and reimbursements for training

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
according to policy.	policy (Ongoing)	activities
Maintain a library of resources for ABLE local personnel.	<p>Maintain and update library to reflect current trends (Ongoing)</p> <p>Work with publishers to secure current editions (Ongoing)</p> <p>Promote library resources which will support good practice and enable ABLE practitioners to respond to change (Ongoing)</p> <p>Promote effective library use through the RCN Web site (Ongoing)</p>	<ul style="list-style-type: none"> • Established a library system that can be linked throughout the state (NERC Library circulation was 503) • Continued to distribute brochures with patron IDs and instructions to new library patrons • Expanded and promoted transitions resources • Created a vendor list and maintained contact with publishers and continued to update library with new resources • Investigated new Citizenship materials and texts that correlate with assessment
Maintain Web site providing resources for ESOL	<p>Maintain and update website as needed (Ongoing)</p> <p>Expand website to include special sections for Family Literacy EL/Civics Lesson Plans, Citizenship and Technology (Fall 2008)</p> <p>Continue to identify and provide resources to ABLE staff via the Bodega, the online store for accessing free materials electronically and hardcopy (Ongoing)</p>	<ul style="list-style-type: none"> • Website usage included 10,713 visits to the website and over 4,000 unique visitor • Continued to update website. Added special page on instructional activities for election 2008 • Added resources to Bodega – new USCIS Civics Flashcards, NCTN toolkit and Financial Literacy book • Created Wikis for the ABLE Collaboratives for programs to compose their Plans
Using the grant format, provide ODE with updates twice a year (due November 28, 2008 and March 27, 2009). Use the provided format for the final report (due August 31, 2009).	Required reports will be completed and submitted as requested and on time	<ul style="list-style-type: none"> • Provided ODE/OBR with updates on using the grant format • Submitted the final report

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
7/1/2008	ODJFS Video Conference	3.5	5	\$61.70	-0-
8/15/2008	You Seem Like a Regular Kid to Me	5	2	\$160.00	\$140.00
8/19/2008	Portfolio Connection: Connecting Teaching TCTC	5	32	\$1,930.00	\$1,610.00
8/22/2008	Make It/Take It NERC	5	3	\$30.00	-0-
9/8/2008	ABLE Videoconference	2	59	\$146.93	-0- \$22.23
9/20/2009	Math Kickoff Henn Mansion Euclid, OH	5	15	\$1,140.00	\$910.00
9/20/2008	NTO Henn Mansion	5	7	\$700.00	\$630.00
9/24/2008	Working With Computer Files Lakewood, OH	5	1	\$117.36	\$70.00
9/24/2008	TABE Test Administrator Training Bellville, OH	5	9	\$343.81	-0-
9/26/2008	NW ABLE Res. Ctr. Kickoff ESOL Resources	5	20	\$138.70	-0-
9/26/2008	Understanding Your Desk Review	5	1	\$80.00	\$70.00
10/2/2008	Computer Professional Training YWCA of Canton	5	11	\$880.00	\$770.00
10/7/2008	Cuyahoga Consortium Meeting Henn Mansion Euclid, OH	4	15	\$230.00	-0-
10/10/2008	Math GED Workshop	2.5	1	\$45.00	\$35.00
10/24/2008	2008 Annual Reading Conference	5	1	\$80.00	\$70.00
10/24/2008	"I Read it But I Don't Get It!"	5	7	\$560.00	\$490.00
10/27/2008	Presentation by Gloria Gillette to Euclid Board of Education	1.5	2	\$20.00	-0-
10/30/2008	Statewide PD Day- LD 202 Columbus, OH	6	2	\$20.00	\$140.00
10/31-11/1/2009	Ohio TESOL Conference Columbus, OH	1	67	\$8,158.53	\$1,052.30
10/31/2008	Ohio TESOL Session: Stackable Certificates C. Theuerling and G. Gillette Columbus, OH	1	31	\$310.00	-0-
10/31/2008	Ohio TESOL Session: State of the Profession Gloria Gillette	1	75	\$210.00	-0-
11/7/2008	Oral Communication Development Team Henn Mansion Euclid, OH	5	18	\$260.00	-0-
11/7/2008	Algebra Training Canton, OH	2.5	1	\$45.00	\$35.00
11/10/2008	Math Assistance Training GED Math Valley Forge High School Parma, OH	3	6	\$270.00	\$210.00

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
11/12/2008	One-Stop Partner Training Columbiana, Mahoning, and Trumbull Counties	2.5	8	\$325.00	\$245.00
11/16-17/2008	NCTN Conference Providence, Rhode Island	12	3	\$591.46	\$252.99
11/19/2008	One-Stop Partner Training Columbiana, Mahoning and Trumbull Counties One Stop	2.5	4	\$90.00	\$70.00
12/3/2008	One-Stop Partner Training Columbiana, Mahoning, and Trumbull Counties One Stop	2.5	10	\$270.00	\$210.00
12/10/2008	GED Practice Center Videoconference	2.5	3	\$135.00	\$105.00
12/12/2008	Cleveland READS Annual Holiday Workshop	3.5	2	\$40.05	-0-
12/13/2008	Math Assistance Training Algebra and Geometry Youngstown, OH	5	14	\$1,120.00	\$980.00
12/15/2008	Problem Solving Valley Forge High School Parma, OH	2.5	1	\$45.00	\$35.00
12/18/2008	Striving and Thriving in Our Current Economic Climate	2	1	\$32.23	-0-
1/15/2009	Is E-Learning Right for Your Company?	2.5	1	\$33.98	-0-
1/26/2009	Administrators Academy Book Study	5	1	\$80.00	\$70.00
02/02-04/2009	Ohio Educational Technology Conference Columbus, OH	12	1	\$327.75	-0-
2/6/2009	Make It/Take It	2.5	2	\$100.00	-0-
3/6/2009	NTO Part II Henn Mansion Euclid, OH	5	9	\$90.00	-0-
3/6/2009	Resource Center Visit Henn Mansion Euclid, OH	3	1	\$45.00	\$35.00
3/13/2009	The Write Future Columbus, OH	5	2	\$160.00	\$140.00
3/18/2009	Bridges out of Poverty Wayne County Public Library	5	3	\$240.00	\$210.00
3/18/2009	Bridges of Hope	5	1	\$80.00	\$70.00
3/20/2009	Your Place for the Adult Learner	5	2	\$160.00	\$140.00
3/23/2009	East Shore Consortium Annual 4 County Workshop	4	72	\$2,806.68	\$280.00
03/25-28/2009	International TESOL Conference Denver, CO	20	3	\$3,284.19	\$500.00
4/2/2009	Transitions Toolkit Dublin, OH	5	1	\$2,046.49	\$70.00
4/4/2009	NTO Part II Henn Mansion Euclid, OH	5	12	\$1,010.00	\$840.00
4/9/2009	Stimulus Youth Work Experience Program Training Columbus, OH	6	1	\$175.00	-0-
04/16-19/2009	California TESOL Conference	18	1	\$146.00	\$136.00
04/18-	COABE Conference	24	4	\$3,960.00	\$1,199.31

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
22/2009					
5/21/2009	Oral Communication Stackable Certificate Finalization Meeting	5	14	\$140.00	-0-
5/22/2009	ESOL Task Force Meeting Columbus, OH	5	22	\$2,937.28	\$1,375.00 \$186.69
5/29/2009	Striving and Thriving in Our Current Economic Climate Literacy Cooperative Cleveland, OH	5	30	\$10.00	-0-
6/5/2009	Onsite Math Training Warren, OH	5	1	\$80.00	\$70.00
6/19/2009	Math Assistance Training Algebra and Geometry Maplewood Career Center Ravenna, OH	5	4	\$320.00	\$280.00

Ongoing Alternative Delivery PD					
Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost	
How to Plan and Administer TABE 9 and 10	2.5	49	\$735.00	\$735.00	
BEST Plus Refresher	2.5	15	\$525.00	\$525.00	
Culturally Proficient Instruction: A Guide for People Who Teach	2.5	6	\$35.00	\$35.00	
Destination America: The People and Cultures That Created a Nation	2.5	5	\$70.00	\$70.00	
Do You Speak American?	5	6	\$35.00	\$35.00	
ESOL Toolkit	2.5	1	\$35.00	\$35.00	
A Long Way Gone: Memoirs of a Boy Soldier	2.5	7	\$105.00	\$105.00	
A Whole New Mind	4	5	\$70.00	\$70.00	
Design Your Own PD	3	9	-0-	-0-	
God Grew Tired of Us: A Memoir	2.5	4	\$35.00	\$35.00	
Reflective Practice in Action: 80 Reflection Breaks for Busy Teachers	3	1	\$35.00	\$35.00	
Teacher Man	2.5	2	-0-	-0-	
The Glass Castle	2.5	7	\$105.00	\$105.00	
When I was Puerto Rican/Almost a Woman	2.5	2	-0-	-0-	
How to Improve Your Questioning Techniques: A Media Package	2.5	2	\$70.00	\$70.00	
The Story of Human Language-Part 1	4	7	\$140.00	\$140.00	
Great Courses Algebra 1-Part 1	3	11	\$70.00	\$70.00	
Great Courses Algebra 1-Part 2	3	8	-0-	-0-	
Great Courses Algebra 1-Part 3	3	5	-0-	-0-	
Great Courses Algebra 1- Part 4	3	4	-0-	-0-	
Great Courses Algebra 1-Part 5	3	4	-0-	-0-	
Great Courses Algebra 1-Part 6	3	3	-0-	-0-	
Great Courses Basic Math- Part 1	3	17	\$140.00	\$140.00	
Great Courses Basic Math- Part 2	3	11	\$105.00	\$105.00	
Great Courses Basic Math- Part 3	3	9	\$35.00	\$35.00	

Ongoing Alternative Delivery PD				
Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
Great Courses Basic Math-Part 4	3	9	-0-	-0-
Great Courses Basic Math-Part 5	3	21	\$70.00	\$70.00
Great Courses Basic Math-Part 6	3	22	\$105.00	
Math Tool Kit	3	12	\$105.00	\$105.00
REA 101: Reading Overview	2.5	1	\$35.00	\$35.00
Why Reading is Hard	2.5	3	\$70.00	\$70.00
Beyond F.A.T. City, A Look Back, A Look Ahead	2.5	5	-0-	-0-
How Difficult Can This Be? The F.A.T. City Learning Disability Workshop	2.5	5	\$35.00	\$35.00
LD Video Training (LD 101 and 201)	4.5	13	\$910.00	\$910.00
Using Cameras in the Classroom	2.5	1	-0-	-0-
A Framework for Understanding Poverty	2.5	8	\$105.00	\$105.00
Book Club: The Freedom Writers Diary	2.5	3	\$35.00	\$35.00
WRT 101: Writing Overview	2.5	1	\$35.00	\$35.00

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
9/5/2008	Make It/Take It Henn Mansion Euclid, OH	2.5	4	\$0.00	\$0.00
11/14/2008	F.A.T. City Workshop Henn Mansion Euclid, OH	3	6	\$0.00	\$0.00
1/30/2009	Successful Transitions Through Supportive Services	2.5	35	\$180.00	\$140.00
6/12/2009	Teaching Vocational English for ESOL Henn Mansion Euclid, OH	2.5	17	\$250.00	\$210.00
Totals			62	\$430.00	\$350.00

Part D. Impact of the Project (Narrative with data)

The Northeast ABLE resource center continued to provide training, technical assistance and resources to the region and for ESOL and EL/Civics projects across the state. Specifically we:

- Provided 1120 training opportunities
- Answered over 346 technical assistance calls
- Had 10,713 visits to the web site
- Distributed 3231 CD ROMs, books, kits or realia (pictures, games) for classroom use
- There were eight iTunesU trainings accessed by over 129,000
- Loaned 503 books from the library

Expanded alternative delivery opportunities to meet changing needs of programs and teachers.

Part E. Products Developed

Format*	Title	Objective of product	Audience	Cost
CD-Rom	ODE ABLE Videoconference	Inform ABLE staff of FY09 policy and procedure	ABLE Staff	\$25
Electronic	NERC Teachers Blog	Platform for teachers to directly share instructional activities	ABLE ESOL Teachers	
iTunesU Digital Vid.	Beginning ESOL	Professional Development for teachers to access on Ohio iTunes University	ESOL Teachers	
iTunesU Digital V id.	Cameras in the Classroom	Professional Development for teachers to access on Ohio iTunes University	Teachers	
iTunesU Digital Video	If the School Fits... Adult Education From the Student's Perspective	Professional Development for teachers to access on Ohio iTunes University	Teachers	
iTunesU Digital Video	Learning Disabilities Video Training	Professional Development for teachers to access on Ohio iTunes University	Teachers	
iTunesU Digital Video	On Speaking and Cultural Terms Orientation	Professional Development for teachers to access on Ohio iTunes University	ESOL Teachers	
iTunesU Digital Video	Reading Prescription Labels	Professional Development for teachers to access on Ohio iTunes University	Teachers	
iTunesU Digital Video	SUCCESS at Work: An ESOL Business Program for Teachers	Professional Development for teachers to access on Ohio iTunes University	ESOL Teachers	
iTunesU Digital Video	What Did You Teach and What Did They Learn: Assessing Student Progress	Professional Development for teachers to access on Ohio iTunes University	Teachers	
Variety of formats	42 Alternative Delivery Packets	Expand training opportunities beyond the workshop and conference	ABLE professionals	varies
Print, items	Math Toolkit	Professional development for Math teachers, including research and instructional activities	ABLE teachers	\$2,723.44
Totals				\$3998.44
*Is the format print, CD, audio, electronic, etc?				

Part F. Project Continuations and /or Future Implications

Ohio ABLE's commitment to professional development and growth is a keystone to the programs' success. The support of the Resource Center Network reflects the long term steady vision of accountability and success for our students.

Part G. Conclusions/Recommendations

In order to stay relevant and successful, it is important to continue to provide the tools needed. The wide variety of professional development opportunities reflects the needs of the field to change and grow.

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

Northeast ABLE Resource Center, EL/Civics
Euclid City Schools
IRN Number: 043950
Grant Allocation: \$107,820
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Gloria W. Gillette
Project Mailing Address: 23131 LakeShore Blvd. Euclid, OH 44123
Project Description/ Purpose: The Northeast ABLE Resource Center has a special interest in the ESOL area of adult education in the state of Ohio. The task of the Resource Center is to provide leadership and coordination of the EL/Civics initiative to the 22 EL/Civics grantees in Ohio. Additionally, the Resource Center provides training and support in BEST Plus testing for ESOL programs across the state.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Ensure that PD reinforces the delivery of varied, engaging, responsive and purposeful instruction.	<p>EL/Civics grantees will meet face to face at least once to discuss and share EL/Civics grant progress. (Spring 2009)</p> <p>Grantees will be informed on a bi-weekly basis of progress and innovation in the areas of program, curriculum and</p>	<ul style="list-style-type: none"> • Maintained communication with EL/Civics programs statewide via TAPAS online community • Added conference reviews and lesson plans from participants to www.neable.org

STRATEGY	legislative progress (Ongoing) ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide assessment training and resources for EL/Civics.	<p>Four programs will receive testing materials and training for piloting the TABE CLAS-E (Fall 2009)</p> <p>Programs will pilot the test (Winter 2009)</p> <p>Programs will report back on viability, ease and usefulness of the test (Spring 2009)</p>	<ul style="list-style-type: none"> • Pilot completed for the TABE CLAS-E test October 1, 2008 – May 31, 2009 • Recommendations for statewide use submitted to OBR • Four programs participated in the pilot: Columbus Literacy Council, Lakewood, Miami Valley Career Tech Center and Sylvania • Delivered TABE CLAS-E training • Set up a listserv for programs to communicate findings • Monitored feedback and answered questions from programs via Listserv • Met face-to-face with test publisher, CTB, to answer questions and discuss next steps
Continue the work of the practitioner taskforces, including the priority actions outlined in the strategic plan.	<p>Support ESOL Task Force, particularly in the area of EL/Civics (Spring 2009)</p> <p>Work with OSU and ODE on development of ESOL Stackable Certificates (Ongoing 2009)</p>	<ul style="list-style-type: none"> • Recommendations submitted for competitive EL/Civics grant application • Recommendations submitted for ESOL programming and PD • Collaborated with OSU on creating the ESOL Oral communication Stackable Certificate • Participated in three face-to-face meetings. Hosted 1 meeting in NE
Provide support and resources for citizenship test and immigration trends.	<p>Develop a guide to orient teachers and students to the USCIS web portal for immigrants, Welcome to USA.gov</p> <p>Provide new citizenship materials and support for teachers to help students prepare for the Redesigned Naturalization Test (Fall 2008)</p> <p>Expand website to include database of Ohio specific EL/Civics lesson plans (Fall 2008)</p>	<ul style="list-style-type: none"> • Introduced ESOL teachers to the Welcome to the USA.gov web portal for immigrants • Purchased USCIS Civics flashcards aligned to the redesigned Naturalization test for teachers to use in the classroom • Distributed <i>Citizenship: Passing the Test</i> Student text and audio CD to 22 EL/Civics programs • Sponsored the USCIS Regional Training Conference for Civics and Citizenship teachers on October 30, 2008 • Identified the USCIS Citizenship grant as a new potential funding source for programs

	Provide training on new naturalization test (in conjunction with USCIS) (October, 2009)	<ul style="list-style-type: none"> • Offered alternative delivery webinar on September 5, 2008 for “Preparing for the new Citizenship test” • Reviewed, edited and added EL/Civics lesson plans to the EL/Civics page on www.neable.org
Submit recommendations for EL/Civics program criteria for FY 2010 implementation.	<p>Continue to research other states’ EL/Civics approaches (Ongoing)</p> <p>Continue to research assessments which can be aligned with EL/Civics activities (Ongoing)</p>	<ul style="list-style-type: none"> • Made recommendations for the Ohio Department of Education/Board of Regents competitive grant application process • Identified EL/Civics Online as alternative delivery professional development for new grantees in FY10
Maintain and update Web site to support local programs	<p>Maintain website to keep the region up-to-date (Ongoing FY 2009)</p> <p>Update website weekly (Ongoing FY 2009)</p>	<ul style="list-style-type: none"> • Continued to update website • Offered special page on instructional activities for the election 2008 and informational section on the University System of Ohio and the initiatives that coincide with the new transition • Added resources to Bodega – new USCIS Civics Flashcards • Added EL/Civics lesson plans to the EL/Civics page • Created a blog for teachers to share instructional strategies and resources; introduced to teachers at ESOL trainings, Fall 2008

GOAL II: To support research and development efforts related to ABLÉ’s current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide core trainings for EL/Civics.	Beta Test ESL Fast Track (North Carolina) for possible online use in Ohio (Summer 2008)	<ul style="list-style-type: none"> • Participated in the ESL Fast Track online course in Summer 2008

GOAL III: To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain a library of resources for ABLE local personnel.	Expansion of EL/Civics materials to include resources for the redesigned US Naturalization Test (Fall 2008) Expand civics section to include resources for the redesigned Naturalization test and civics videos (Fall 2008)	<ul style="list-style-type: none"> • Investigated new Citizenship materials and texts that correlate with assessment • Worked with publishers to secure resources aligned with Naturalization test • Created a vendor list and maintained contact with publishers and continued to update library with new resources
Maintain Web site providing resources for EL/Civics. Maintain Web site to keep the region up-to-date.	Expand EL/Civics webpage to include Lesson Plans from Grantees. (Summer 2008)	<ul style="list-style-type: none"> • Continued to update website. Offered special page on instructional activities for the election 2008.
Using the grant format, provide OBR with updates twice a year and the end-of-year Annual Performance Report.	Will provide required reports in a timely fashion as requested by OBR	<ul style="list-style-type: none"> • Submitted quarterly reports and final report by October 31, 2009.

Part B. Training Developed and/or Conducted These training should only be trainings that you conducted not trainings in which you were a participant.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
8/22/2008	BEST Plus Training NERC	5	13	\$840.00	\$630
10/30/2008	OhioTESOL Preconference- USCIS Regional Training Columbus, OH	6	70	\$840.00	\$140
10/30/2008	Statewide PD Day BEST Plus Columbus, OH		13	\$200.00	\$70
4/2/2009	Statewide PD Day-BEST Plus Training	4.5	8	\$660.00	
6/26/2009	BEST Plus Training Henn Mansion Euclid, OH	5	11	\$400.00	\$210
	BEST Plus Refresher Scoring Toolkit	2.5	18	\$705.00	\$525
Totals		25	153	\$3845.00	\$1,575.00

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise.

This section does not apply to this grant this year.

Part D. Impact of the Project (Narrative with data)

The largest impact has been in expanding Assessment options. Programs again explored new tests to include reading and writing skills, and then piloted the TABE CLAS-E as an option for measuring all four language skills, listening/speaking and reading/writing.

Part E. Products Developed

This section does not apply to this grant this year.

Part F. Project Continuations and /or Future Implications

EL/Civics embraces both language acquisition and civic involvement. The tandem development of these skills enables ESOL students to become active members in society as workers, family members and community members. Continued support of this grant aids in the development of this goal on the national, state and local level. As immigration issues continue to surface, program development in this area will be vital. Additionally, EL/Civics programs provide leadership and guidance in the area of citizenship for all ESOL programs in preparing students to take the redesigned Naturalization test.

Part G. Conclusions/Recommendations

This grant has provided a strong platform for research and development. The EL/Civics grantees have embraced new ideas in assessment, delivery and accountability. They have provided thoughtful insight into this emerging trend in ESOL delivery. EL/Civics grantees have also provided data, resources and support to enrich all ESOL programs.

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

Northwest ABLE Resource Center
Owens Community College
IRN Number: : 074864
Grant Allocation: \$ 265,428.00
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Jody L. Angelone
<p>Project Mailing Address: Northwest ABLE Resource Center Owens Community College P.O. Box 10,000 Toledo, OH 43699-1947</p>
<p>Project Description/ Purpose: The Northwest ABLE Resource Center is one of four regional resource centers in Ohio charged with providing technical assistance, resources, and professional development to Adult Basic and Literacy Education programs and practitioners. The four regional resource centers and the state literacy resource center (Ohio Literacy Resource Center) form the Resource Center Network (RCN) that acts to develop, coordinate, and consolidate the activities that support the purpose of providing “leadership and coordination of activities that have statewide significance, promote the purposes of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, PL 105-220, and support the purposes of Ohio’s approved state plan for ABLE.” Specifically, the RCN works to “establish and maintain an effective state leadership system, provide support, and build capacity.”</p> <p>The Northwest ABLE Resource Center provides Technical Assistance upon request. These requests include providing specific, targeted workshops, direct assistance to specific program(s), and regional assistance (e.g. grant review). These requests are made using phone, e-mail, fax, or direct contact.</p> <p>Resources are provided upon request. Requests are generally made directly to the RC through phone or e-mail. The Surpass library system software has been implemented. Resources that are developed by the RC staff, purchased from vendors, or received from various sources have been categorized and cataloged into the Northwest ABLE Resource Library and are marketed to the ABLE field through Safari, patron brochures, and regional newsletters.</p> <p>Professional Development opportunities are provided regularly throughout the year.</p>

Program and Individual Professional Development Plans are collated and analyzed to help determine the professional development needs of the ABLÉ programs and practitioners. In addition, the OBR /ABLE Program also determines the direction of some professional development based upon federal and state initiatives and mandates. In addition to the PPDPs and IPDPs, the RC also provides an annual electronic survey; workshop evaluations, which include suggestions for other professional development; and direct field contact to assist in determining what professional development opportunities are needed. The RC Advisory Committee also functions as a source of professional development ideas.

Specifically, the Northwest Resource Center addresses the areas of instructional services related to Workplace Education/Transitions and Assessment.

Professional Development opportunities, resources, and technical assistance are provided as determined from the various needs assessments, direct requests from programs and practitioners, state and federal mandates, and other sources such as other states' initiatives.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Support the Leadership Excellence Academies for local program directors; support face-to-face Ohio meetings.	Support Leadership Excellence Academy face-to-face trainings (Oct.08, May 09)	<ul style="list-style-type: none"> • Support for OLEA face-to-face (f-2-f) training • Survey Monkey support • Follow up w/ regional participants/newsletter articles provided
Provide at least one series of core trainings for new teachers.	Provide four NTO trainings Maintain and update NTO I Online training (Ongoing) RCN PD Core Training Days (Fall 08, Spring 09) Regional Professional Day (Sept.08)	<ul style="list-style-type: none"> • Portfolio Training – four sessions • CASAS Training – one session • TABE/Assessment Fundamentals – three sessions • Professional Day – Fall 08 • NTO online – 121 participants (ongoing) • NTO f-2-f – four sessions • Statewide PD Core Training Days

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		– five sessions
Provide core trainings for workplace education, assessment and transitions.	Provide core trainings for workplace, assessment and transitions – at least two Assessment, two Transitions, Workplace as needed (Ongoing)	<ul style="list-style-type: none"> • Transitions – 11 sessions • Assessment- seven sessions • Assisted individual programs, as needed, with KeyTrain and Workplace
Develop needed trainings for special focus areas.	Provide core trainings Transitions Toolkit, ABLE Classroom Overview, Instructional Technology (Ongoing)	<ul style="list-style-type: none"> • Technology Training – two sessions • Classroom Overview – two sessions • Math Kick-off – Fall 08 • Host other regional sponsored training events – 31 trainings (not including core trainings) • Site visits/technical assistance training – four site visits/tech. assistance • Transitions Toolkit – eight sessions
Outline and develop resources for trainings developed.	Develop and provide other trainings for specialty areas as needed, to include outlines and resources (Ongoing)	<ul style="list-style-type: none"> • Provide outline, agenda, presentation materials and resources for Transitions Toolkit, ABLE Classroom Overview, and Instructional Technology trainings developed (Ongoing) – training materials on file
Update description of training for catalog, if needed.	Update description of trainings for catalog, as needed	<ul style="list-style-type: none"> • Provided updated information for catalog (Assessment, Portfolio) and provided input on catalog changes

GOAL II: To support research and development efforts related to ABLE’s current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Summarize PPDP’s.	Compile IPDPs; use results for planning and development (Fall 08)	<ul style="list-style-type: none"> ▪ Summary of training and resource outcomes have been provided to the State ▪ Training calendar available and updated (ongoing) ▪ Used NW Advisory Committee feedback and Statewide Initiative information to plan and develop

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Decide on which trainings need to be added or developed based on PPDP's.	Schedule training based on IPDP/PPDPs (Ongoing)	trainings <ul style="list-style-type: none"> • PD offerings and resources reflected articulated needs of constituents and core training requirements for ABLE • Used NW Advisory Committee feedback and Statewide Initiative information to plan and develop trainings
Research other assessment options (use NERC as support for ESL assessments) such as CASAS Functional Writing, TABE ESL, WorkKeys 1-3, COMPASS, etc.	Research assessments options to fill gap in ESOL approved assessments for Ohio, WorkKeys 1-3, COMPASS, etc. (Fall/Winter 08)	<ul style="list-style-type: none"> • Worked with EDR 3 to research and collect data for an assessment crosswalk to help USO partner institutions better align and understand the assessment process and instruments being used in the region and across Ohio for student placement and completion • Participated in the SkillsMax/WorkKeys Work Group (under OBR) to look at Statewide assessment alignment and function • Researched WorkKeys and COMPASS assessments and provided feedback to the field, including writing assessments

GOAL III: To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Support and assist in planning state meetings, as requested.	Support Leadership Excellence Academy (Ongoing FY 09) Participate in Transitions, Assessment, Accountability, and Technology Task Forces	<ul style="list-style-type: none"> • Supported O.L.E.A. • Schedule of events and agendas for training on calendar • Task force project outcomes (identify and disseminate) • Assessment pilot for GAIN (FY 10); Transitions TF - Format and process for Basic and Advanced

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		certificates; Technology – Initiative and trainings
Participate in state meetings.	Attend Fall State Directors' Meeting (October 08)	<ul style="list-style-type: none"> • Attendance and presentations at Fall State Directors' Meeting
Develop and conduct annual staff training day for state and region to provide learning opportunities.	Conduct trainings	<ul style="list-style-type: none"> • PD in targeted areas provided to region at Fall Kick-off Event • Continued regional support • Core training sessions at fall and spring statewide PD Days
Support regional directors' meetings.	Host regional directors' meetings (Fall 08, Spring 09)	<ul style="list-style-type: none"> • Hosted two regional directors' meetings • Continued/ongoing regional support • Disseminated information to the region (distribution lists, newsletters, emails, site visits etc.)
Maintain Regional Advisory Committee which should meet quarterly according to the ODE model.	Host quarterly advisory meetings (Quarterly FY 09)	<ul style="list-style-type: none"> • Hosted regional advisory committee mtgs. (Aug, Mar, June) • Continued/ongoing regional support • Disseminate information to the region
Participate in SLN meetings and monthly resource center meetings.	Attend RCN/SLN meetings – host two meetings/year (Ongoing FY 09)	<ul style="list-style-type: none"> • Attended/participated in monthly RCN Directors mtgs • Trainer attended quarterly RCN trainer meetings and conference calls • Hosted two RCN meetings and minutes for two mtgs. • Attended/ participated in two “Day of Sharing Mtgs.” w/ USO resource centers
Work in partnership with OAACE to help develop trainings that will be conducted at the conference.	<p>Collaborate with RCN, OAACE and TESOL on State conferences and workshops (Fall 08, Spring 09)</p> <p>Fulfill commitment to serve on OAACE Board of Directors</p>	<ul style="list-style-type: none"> • Provided support (ABLE staff attendance, presentation, service on board) for OAACE event • Assumed position of Board President at June Transition Mtg. • Worked with OAACE and Ohio ACTE for joint conference

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		<ul style="list-style-type: none"> Ohio ACTE conference planning committee

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant. (All include some fixed costs.)

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
July 1, 2008	ODJFS Videoconference: Workplace in ABLE	5	5		-
Aug 19, 2008	Portfolio Connection	5	34	\$1,100	\$140.00
Aug 21, 2008	NW Directors Mtg.	3	34	\$340	-
Aug 22, 2008	Vanguard Staff Training -Managed Enrollment	5	20		\$630.00
Sept. 5, 6, 2008	NTO Part II	5	9	\$700	\$630.00
Aug 21, 2008	NWRC Advisory Mtg.	3	9	\$280	\$35.00
Sept. 11, 2009	Owens ABLE Staff Training/Assessment	5	6		
Sept. 26, 2008	NW Professional Day	5	78	\$4,000	\$2,800.00
Oct 17, 2008	Assessment Training SW Kickoff	5	18	\$350	\$280.00
Oct 29, 2008	GED Connection Training Program	7	12		\$350.00
Oct 30, 2008	Portfolio Connection	5	36	\$1,100	\$210.00
Nov 1, 2009	NW Math Kick-Off	5	39	\$161.00	\$1,610.00
Nov 5, 2009	Transitions Task Force Mtg.	6	19	\$176	\$500.00
Feb 20, 2009	ABLE Instructional Focus Group-Transitions	5	8	\$225	\$350.00
Feb 27, 2009	EDR 3 – Transitions Module 1	5	35	\$150	
Mar 4, 2009	Transitions Task Force Work Group	5	23	\$268	\$200.00
Mar 6, 2009	Assessment Training	5	17	\$550	-
Mar 13, 2009	EDR 3-Transitions Module II	5	33	\$120	
Mar 17, 2009	NW ABLE Advisory Committee Mtg.	2	8		
Mar 20, 2009	“Your Place” Training	7	70	\$45	\$630.00
Mar 27-28, 2009	NTO Part II	5	8	\$700	\$560.00
Ongoing	NTO Part I	≈605	121	\$1,800	\$1,750.00
Mar 27, 2009	ABLE Instructional Focus Group-Ins. Tech.	5	8	\$225	\$490.00
April 2, 2009	Transitions Toolkit Training	5	28	\$1,288	\$140.00
April 2, 2009	Portfolio: Connecting Policy to Practice	5	2	-	-
April 3, 2009	Assessment Training	5	16	\$550	\$70.00
April 6, 2009	EDR 9-NCTN Training Ohio Transitions Framework	1.5	22	\$225	-
April 16, 2009	Algebra Math Training	3	5	-	\$280.00
April 21, 2009	ABLE and EL/Civics Bidders Conference	2.5	47		-

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
Ongoing	Portfolio: Connecting Policy and Practice	5	4	\$1,500	-
May 1, 2009	OAACE Transitions Event	6	5	\$210	\$70.00
May 21, 2009	Workplace Essential Skills - WGTE	5	1	-	\$70.00
May 21, 2009	Workplace Essential Skills – WBGU	5	4	-	\$140.00
June 2, 2009	NW Regional Directors Meeting	2.5	26	\$342	-
June 2, 2009	NW Advisory Meeting	2.5	12	\$225	\$70.00
June 11, 2009	Transitions-Resource Review and Evaluation	5	8	\$150	
June 18, 2009	EDR 2 – Transitions Toolkit Training	5	67	\$500	
June 25, 2009	Transitions-Resource and Evaluation	5	5	\$80	
June 23, 2009	Assessment Taskforce Meeting	2.5	14	\$225	-
Ongoing	Math Training		22	-	\$1,050.00
Ongoing	Math Workshop		3	-	\$210.00
Ongoing	Algebra		2	-	\$280.00
Ongoing	TABE		3	-	\$105.00
Ongoing	Basic Math I		2	-	\$70.00
Ongoing	Basic Math 3		1	-	\$35.00
Ongoing	Basic Math 6		2	-	\$70.00
Ongoing	Writing Workshop		3	-	\$210.00
Ongoing	Math Toolkit		1	-	\$35.00
Ongoing	ESOL		3	-	\$105.00
Oct 2008	TESOL		6	-	\$630.00
April 2009	COABE		4	-	\$2,000.00
Totals		819.0	1,026	\$18,260	\$16,795

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise. (All include some fixed costs. There were no stipends for these activities.)

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
7/14/08; 9/09/08	STEMM Mtg.	2 each	Varied	
7/17/08	Quick Start Mtg.	1.5	5	
7/17/08; 9/02/08; 12/02/08 1/06/09; 1/16/08; 2/03/09 3/03/09; 4/07/09; 4/14/09 6/02/09	EDR 2 OSB Mtg	≈2 each	Varied	\$85.00
9/21/08	EDR 2 Healthcare Panel	2	Varied	
2/26/09	EDR 2 Trans/Logistics Panel	2	Varied	
5/12/09	EDR 2 Stackable Committee	5	Varied	
7/24/08; 8/27/08; 11/13/08	EDR 6 OSB Mtg.	≈2 each	Varied	\$380.00
2/11/09	EDR 6 Manufacturing Panel	2.5	Varied	
1/30/09; 2/25/09; 4/27/09	EDR 6 Conference Call	1.5	Varied	

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
		each		
7/31/08; 8/20/08; 10/16/08; 11/20/08; 12/15/08; /13/09 1/16/09; 2/19/09; 3/23/09; 6/10/09	EDR 3 OSB Mtg.	≈2 each	Varied	\$800
8/26/08; 8/29/08; 1/18/09	EDR 3 Conference call	1.5 each	Varied	
11/07/08	EDR 3 Employer Panel	3	Varied	
5/14/09	EDR 3 Video conference	2	Varied	
8/3-7/08	I-BEST Training – Seattle, WA	24	2	\$190
9/10/08	Greater Ohio Policy Summit Cols	8	100	
9/15/08	Toledo Area ABLE Providers Mtg.	3	11	
9/19/08	ACTE Leadership and Empowerment Mtg. – Columbus	6	Varied	
2/02/09; 6/01/09	ACTE Conference planning mtg	6 each		
9/22/08	Ohio DOD Innovative Regional Mtg. – North Central State	4	40	
9/24/08	TABE CLAS-E Training - Bellville	6		
9/30/08	EON ACTE Planning Mtg. - Cols	4	30	
10/13/08; 11/03/08; 12/11/08	Owens – Transitions Mtg.	≈2 each	Varied	
3/05/09	Owens Where Students...to go	1.5		
10/23-24/08	Career Pathways Conference, Cincinnati	16		\$1,300
10/29/08; 11/07/08; 12/15/08	EDR 3 ABLE Collaborative Mtg.	≈2 each	Varied	\$370
11/19/08; 1/15/09	EDR 3 Conference call	≈2 each		
6/17/09	EDR 3 Evaluation Mtg.	3		
10/31/08; 11/14/08 1/08/09; 6/15/09	EDR 6 ABLE Collaborative Mtg.	≈2 each	Varied	\$210
2/18/09; 4/29/09	EDR 6 Conference call	1.5 each		
11/13/08; 1/15/09; 1/29/09 2/17/09; 3/24/09; 4/28/09 5/27/09	EDR 2 ABLE Collaborative Mtg.	≈2 each	Varied	\$35
6/25/09	EDR 2 Evaluation. Mtg.	2		
11/17-18/08	NCTN Conference, RI	16	?	\$1,400
3/12/09	NCTN Conference call	1	3	
11/19/08	Transitions TF Workgroup-Subgroup Conference call	2	5	
11/21/08	Technology TF, Delaware, OH	6	Varied	
1/21/09	Illuminate Mtg.	3		
11/25/08	Stackable Pilot Training - Cols	5.5	35	
12/02/08; 4/24/09	Transitions Advisory Mtg. - Cols	6 each	Varied	

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
12/03/08; 3/31/09	Ohio Workforce Coalition Mtg. - Cols	6 each	Varied	
12/09-10/08	Online Design Training w/ Deb Hargrove	12	Varied	\$700
12/16-17/08	Standards Alignment - CETE	14		
12/09/09	Mtg. w/ Tech Prep Coordinator – Scope of Sequence	2	2	
1/20/09; 3/24/09	SkillsMax/WorkKeys Work Group Mtg. - Columbus	4 each	Varied	
2/3-4/09	e-Tech Conference - Columbus	16	2	\$1250
2/24-25/09	Economic-Education Summit - Columbus	16	1	
5/05/09	Assessment Certification Mtg. - CETE	6	9	
6/16-18/09	NIFL Region 1 PD partner mtg. – Manchester, NH	18	Varied	
Totals		430		\$6,720

Part D. Impact of the Project

The Northwest ABLE Resource Center has worked with the Resource Center Network throughout FY 2009 to enhance the capacity of the Ohio Adult Basic and Literacy Education (ABLE) Program.

Goal I: The NWRC has provided and/or supported the professional development needs of ABLE practitioners in Region 4 through training, resources, and technical assistance. Trainings on various topics related to practitioner and program needs, as well as, in support of statewide initiatives have been presented and/or supported by the NWRC. The NWRC makes every effort to schedule workshops/meetings in locations throughout ABLE Region 4 and maps and directions are provided. Current and pertinent resources have been added to the Resource Center collection, especially resources identified through the ABLE Collaborative and the ABLE Transitions Repository related to assessment, transitioning students to post secondary education, training and the workforce, instructional technology, and instructional practice. These resources are available to ABLE practitioners through the Surpass library system and/or the Transitions repository. Technical assistance has been provided through discussion groups, meetings, the E-FYI newsletter, and other forms of communications, including emails, distribution lists, and phone conferences. A Professional Development Training Calendar is available and updated on an ongoing basis throughout the program year.

Goal II: The Northwest Resource Center has supported research and development efforts related to ABLE's current and future needs. Face-to-face and alternative delivery assessment trainings are available and have been updated based on current information including the

current ODE Assessment Policy. The ABLE Assessment directory has been completed and will be distributed to the field and posted online. Trainings have been developed and updated to include assessment information related to transitioning students to post secondary education and the workforce, as well as, workshops on specific assessments (TABE, CASAS, and Portfolio). Transition models, pilot information and resources are being identified and collected for program use in connection with the ABLE Collaborative Initiative and the Stackables Initiative. The Northwest Resource Center worked with EDR 3 to research and collect data for an assessment crosswalk to help USO partner institutions better align and understand the assessment process and instruments being used in the region and across Ohio for student placement and completion.

Goal III: The Northwest ABLE Resource Center has provided leadership through cooperation, collaboration, advocacy, and communication. NWRC personnel planned/participated in all RCN meetings and conference calls. NWRC personnel attended and participated in state ABLE Directors' Meetings; OACE; LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE Committee; OSU Evaluation Design Advisory Committee and Standards Revision; Assessment, Transitions, and Technology Task Forces; and other statewide initiatives. NWRC actively attended and participated in Region 2, 3, and 6 Ohio Skills Bank/Stackable and ABLE Collaborative meetings; Ohio Workforce Coalition; Toledo-area STEM; PBS-Ohio Ready to Work; One-Stop and other local initiatives. Quarterly NWRC Advisory Committee and Directors' meetings were held. A monthly E-FYI newsletter including suggested websites, resources, PD workshop information, and calendar was distributed electronically. An archive is maintained on the Owens website.

Part E. Products Developed

Format*	Title	Objective of product	Audience	Cost
Print, electronic	ABLE Assessment Directory	The Assessment Directory was created to give a brief overview of many of the widely used assessments in adult literacy.	ABLE program staff	\$800
Print/CD/electronic	Alt. Delivery Portfolio Training	Provide alt. delivery method for programs to use as an individual or staff PD option for this required core training.	ABLE program staff	\$500
Online/electronic	Transitions Repository*	The repository has been created to assist ABLE program staff in transitioning adult students into post secondary education and training and the workforce.	ABLE program staff	\$1,500
Online/electronic	NWRC E-FYI newsletters	Provide reliable and current information relevant to adult education for NW ABLE programs and practitioners.	NW ABLE program staff	
Print/electronic	Instructional Technology Training	How to use various types of technology and social media to engage learners and enhance classroom instruction, explore resources and develop a lesson that integrates technology resources in the classroom.	ABLE Instructional staff	\$500

Format*	Title	Objective of product	Audience	Cost
Print/ electronic/ CD	Transitions Toolkit Training	An overview of the NCTN College Transition Toolkit.	ABLE program staff	\$1500
Print/ electronic	ABLE Classroom Overview	Review of the components of the Student Experience Model and policies and practice that are expected for every ABLE classroom.	ABLE Instructional staff	
Online/ electronic	NSO**	New Staff Orientation online modules were created to provide	ABLE program staff	
Totals				\$4,800
*Is the format print, CD, audio, electronic, etc?				

* NWRC collaborated with the OLRC by establishing a Transitions Task Force Sub-group to determine the repository set-up/format, process of vetting of materials, and purchasing and entering of materials into the repository, etc. The product falls under the OLRC's scope of work and crossed into the NWRC scope of work.

** NWRC trainer in conjunction with the other RCN trainers worked to develop this new online orientation for new ABLE staff members.

Part F. Project Continuations and /or Future Implications

- NWRC will continue to support the NSO and NAO face-to-face training being developed for new ABLE support staff and administrators.
- NWRC will continue to develop Instructional Technology trainings and Basic computer trainings connected to the ABLE Technology Standards and the Technology Initiative (also working with the Technology TF in developing technology assessments).
- NWRC will continue to refine and develop Transitions Toolkit trainings connected to the Stackable and ABLE Collaborative Initiatives
- NWRC will develop WorkKeys system training that includes: WorkKeys assessment policies and procedures, WorkKeys instructional supports (KeyTrain, WIN, and Targets for Instruction), and National Career Readiness Credential components
- NWRC will continue to support, develop and/or present customized trainings to meet the needs of the local ABLE programs and their staff
- NWRC will continue to support and develop alternative delivery trainings for the ABLE field

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Southwest ABLEResource Center</i>
Sinclair Community College
IRN Number: 063362
Grant Allocation: \$ 335,641.00
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Diane Brogan-Adams
Project Mailing Address: 444 W. Third St. Dayton OH 45402
<p>Project Description/ Purpose: The Southwest ABLEResource Center exists to provide professional development services to the ABLEResult staff within the fifteen counties of Southwest Ohio. Those services come in the form of trainings (traditional and alternative), technical assistance (onsite and at a distance), and a circulating library. Our staff of four is responsible for anticipating and responding to challenges and needs expressed by all ABLEResult Region 3 personnel.</p> <p>Our specialty area, reading and writing, also makes us responsible to the whole Ohio ABLEResult community anticipating and reacting to questions and issues facing them during the program year.</p> <p>In addition, with the focus on transitions for ABLEResult students, we have expanded our partnerships to include involvement with Ohio's Economic Development Regions 1, 4, 5 where we expand our network and understanding of adult learning and the economic climate of our state. As a result, we can be better prepared to provide professional development needed by classroom instructors and program managers.</p>

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLEResult Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Offer access to ABE required trainings.	Publish and support attendance at statewide PD Day events and regional events	<ul style="list-style-type: none"> SW field staff had access to training in LD, BEST Plus, Portfolio
Offer access to elective trainings.	Publish and support trainings to SW region Design and develop trainings related to SWRC specialty area	<ul style="list-style-type: none"> SW field staff had access to two technology trainings, Assessment, Math Kick off, SW Annual PD Day, Writing, Writing Event
STAR Customized Trainings.	Provided technical assistance in the form of customized onsite trainings	<ul style="list-style-type: none"> Each of the six Cohort 2 STAR programs received onsite training based on their implementation needs
STAR Implementation Support.	Provide financial support and ongoing technical assistance to Cohort 2 STAR programs to implement STAR after participating in all three Institutes in FY08	<ul style="list-style-type: none"> Cohort 2 had additional funds to support the program and classroom structure changes required by STAR initiative
Support Math Instruction at Local Programs.	Offer financial incentives for participation in local math workshops	<ul style="list-style-type: none"> State math team delivered math training at local programs in SW region and stipend requests were honored

GOAL II: To support research and development efforts related to ABE's current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Convene Committee focused on addressing reading and writing trends and practices, being especially aware of evidence based for both areas.	Hold three meetings of the R/W steering committee throughout FY09	<ul style="list-style-type: none"> The committee provided input into all services related to reading and writing provided by SWRC. Two promising practices were completed and submitted. Materials were suggested for the SWRC website
Participation in PD System development/ NSO	Conference Calls	<ul style="list-style-type: none"> SWRC staff provides input into NSO

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Conference Attendance.	Support 13 people in attending state and national conferences. (e.g. COABE, Teaching Excellence, NCTE, ORC Literacy and OTESOL)	<ul style="list-style-type: none"> • Gathered current research/practice in adult education • Networked with colleagues outside of Ohio • Information gathered was used to inform practice/ trainings/ material development
Professional Memberships.	Join professional organization that influence SWRC work (e.g. NCTE, OAAE, COABE, IRA, OTESOL).	<ul style="list-style-type: none"> • Memberships allowed for reduced conference rates and publication costs. • See note above as to usefulness
STAR Initiative Participation.	Enter STAR State Certification Process Attend TOT	<ul style="list-style-type: none"> • Ohio will have a STAR State certified trainer and will retain access to STAR toolkit and materials • One staff member is a certified national STAR trainer
Offer writing training focused on increase of writing rigor needed for transitions to postsecondary.	Hold a one day statewide event in March, 2009	<ul style="list-style-type: none"> • A writing focused event was offered on 3/13/09 with sessions provided by recognized national/state experts
Participate in Standards Revision Process.	Attend revision meetings hosted by OSU	<ul style="list-style-type: none"> • SWRC staff members had input into revision of reading and writing standards
Support STAR Cohort 2.	Provide financial support for continued implementation of EBRI needed as program and classroom levels	<ul style="list-style-type: none"> • The six programs in Cohort 2 continued to build expertise in serving intermediate level readers with evidence-based reading instruction
Maintain circulating library.	Highlight library holdings in newsletter and website communications; purchase additional items in specialty areas	<ul style="list-style-type: none"> • The library online component was kept up to date for ABLE staff so that they could make their selections from a distance • On-site library areas maintained and available for those who visited the RC (collection contains materials reflecting adult research and trends)

GOAL III: To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Solicit input from representative of ABLÉ field in SW	Convene SWRC Advisory Committee	<ul style="list-style-type: none"> • Committee met face to face and via conference calls
Ohio Leadership Academy	Support SW regional administrators' participation	<ul style="list-style-type: none"> • Four SW administrators completed and received program management certificates
Support SW ABLÉ Directors	Hold Directors' Forums	<ul style="list-style-type: none"> • Two Directors' forums held during FY09
Encourage Transition Efforts	Disseminate NCTN Toolkits	<ul style="list-style-type: none"> • Each SW program has an NCTN CD and binder
Build RCN expertise in alternative pd design and delivery	Hold a 2-day training with expert presenter	<ul style="list-style-type: none"> • All of RCN attended a one day introduction and trainers attended second day with Debra Hargrove
Participate in USO/Stackable Work	Attend meetings and participate as requested	<ul style="list-style-type: none"> • Assisted EDR 1 in the offering of a pilot transitions class • Offered support to the transitions coordinator in EDR 4 • Assisted the ABLÉ program representative in EDR 5
Support Professional Organization Event	OAACE Event Day	<ul style="list-style-type: none"> • Support three people's attendance
Be aware of current trends in services to Ohio's adult workforce, esp. the ABLÉ population.	Serve on Executive Committee of Ohio Workforce Coalition	<ul style="list-style-type: none"> • Have access to documents/communications related to state/regional/local policies in education and workforce
Support Staff participation in statewide taskforces.	Technology Task Force NSO development	<ul style="list-style-type: none"> • SWRC is represented and therefore has input to process/material design
Work collaboratively with Ohio ABLÉ RCN.	Attend and host meetings Participate as requested	<ul style="list-style-type: none"> • SWRC shares in duties of RCN (e.g. newsletter, monthly meetings, training development, annual Administrator meeting, planning).
Convene Resource Center Advisory Committee (AC).	Committee met via conference call or face to face during FY09.	<ul style="list-style-type: none"> • Membership on AC was representative of the variety of programs in Region 3. • Meetings allowed for input of ideas resulting in products and services better aligned to meet field needs.

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
9/19/09	Websites for Writers; Kathy Knall	2	10	\$333.23	-0-
9/6/08	Math Kickoff; Nancy Markus	5	19	\$40.00	\$210.00
9/12/08	NTO- SWRC Staff	5	12	\$214.00	\$385.00
10/17/08	SWRC PD Day/Invited + staff	5.1	111	\$8,224.63	\$2100.00
10/30/08	The Write Skills for Success; Kathy Knall	5	10	\$387.00	-0-
11/14/08	Integrating Technology; Jennifer Davis	5	9	\$189.25	-0-
12/09/08	RCN Technology Training; Debra	10	20	\$1,331.59	-0-
12/10/08	Hargrove				
3/13/09	The Write Future; Kathy Knall and others	5	59	\$7,292.54	\$280.00
4/1/09	Local NTO; Kathy Knall	5	8	\$212.00	\$315.00
4/2/09	Spring PD Day	5	3	\$250.00	\$210.00
	5 STAR Booster Trainings; Jennifer Davis/Lynn Reese	20	21	\$1,136.25	\$1200.00
4/3/09	Assessment Training; Joyce Winters	5	12	\$24.00	-0-
4/24/09	Technology-Web 2.0; Jennifer Davis	5	10	\$194.25	\$ 280.00
	Totals	87.1	304	\$19,828.74	\$4,980.00

Part C. Activities not based on the Program Plan from the Grant

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost	Stipend Cost
7/31/09	Customized Technology for SSCC Jennifer Davis	5	15	\$142.80	-0-
9/29/09	Customized Technology for Project READ's AmeriCorps volunteers in ABLE Classrooms; Jennifer Davis	3	8	\$ 40.00	-0-
	Totals	8	23	\$ 182.80	-0-

Part D. Impact of the Project (Narrative with data)

The Southwest ABLE Resource Center served over 300 ABLE practitioners in the traditional face to face trainings in addition to those who accessed our online introductory reading and writing trainings. Library usage was higher this year with approximately 175 instances of items being requested and circulated. We do not have an accurate count of the number of people who have accessed our website where there are a variety of items related to our reading and writing specialty areas. We processed 150 requests for stipends and/or reimbursements to support ABLE field staff in their participation in professional development endeavors.

The impact of the STAR work has been captured primarily through anecdotal discussions with the teachers and their relaying of reactions of the students. With some financial backing from SWRC, the six programs and their 31 staff members comprising Ohio STAR Cohort 2 have been able to

extend their understanding and implementation of evidence-based reading instruction.

With the continued emphasis on transitions, the SWRC has worked to keep our programs in touch with each other and sharing their successes and challenges in initiating and maintaining partnerships, particularly with postsecondary institutions. By participating in the Stackable Certificates work with three Economic Development Regions, we have been able to identify similar efforts among the EDRs and to provide communication links to those so that common ideas can be shared.

Part E. Products Developed (Costs included staff time.)

Format*	Title	Objective of product	Audience	Cost
Print	SWRC Location Cards	To provide directions to the SWRC	All SW field staff	\$ 142.00
Flashdrive	Integrating Technology 1 and 2	To provide follow up materials to technology training	Technology training	\$ 288.50
SWRC website	Annenberg Foundation - Writing	To increase alternative PD offerings in writing/reading?	All ABLE field staff	-0-
Video on SWRC website	The Write Future Event	To provide access to the keynote and panel information delivered at the March The Write Future Event.	All ABLE field staff	\$ 945.00
SWRC website	Vocabulary Links	To give brief introduction to vocabulary instruction by linking to existing websites and SWRC library holdings.	All ABLE field Staff	-0-
			Totals	\$ 1,375.50
*Is the format print, CD, audio, electronic, etc?				

Part F. Project Continuations and /or Future Implications

Considering the economic future for Ohio's adults and the continued emphasis on transitions, our ABLE programs need current information on trends and practices that will allow efficient and effective service during this time. It is important that we continue our collaborative work with the EDRs and grow those partnerships so that we can share resources as funding changes. We also have to focus on the growing partnerships between our ABLE programs in the Southwest Region with two and four year institutions. At the Resource Center, we have to know what the postsecondary demands will be on our exiting ABLE students so that we can assist program personnel with effective professional development that will help them seamlessly meet this new challenge.

In addition, the Ohio Board of Regents has provided practitioner standards, revised content standards and technology standards to support quality programming and the resource center can be an important ally in translating the new information in practice at the program and classroom level. In our role as technical assistance providers, the SWRC must be constantly updating its knowledge of new resources being developed and to review, evaluate and communicate the results to the programs.

Part G. Conclusions/Recommendations

The Southwest ABLÉ Resource Center should:

- 1) Provide more alternative delivery options for professional development as the economy poses a barrier for people engaging in traditional methods.
- 2) Ensure that training and technical assistance reflect current research and practice related to adult education.
- 3) Maintain and grow partnerships with education and employers so that the professional development offered is reflective of the literacy and postsecondary needs of adults.
- 4) Offer more onsite, customized professional development that can address the needs of the “learning community” established at the local program level.
- 5) Assist the Resource Center Network (RCN) in helping translate and to identify and develop professional development topics in a variety of alternative formats.
- 6) Continue to participate in STAR initiative and support Ohio programs in various stages of EBRI implementation
- 7) Collaborate with the RCN and others in identifying and modeling examples of quality instruction related to practitioner, content and technology standards.
- 8) Serve as a two-way information conduit between Board of Regents/ABLE Program and the Southwest Region to help support joint efforts on behalf of the Region 3 ABLÉ students.

Special Project – Evaluation and Design Project

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

The Ohio State University Research Foundation, Evaluation and Design Project
IRN Number: 119750
Grant Allocation: \$247,972
Project Period: July 1, 2008, to June 30, 2009
Project Director(s): James T. Austin
Project Mailing Address: Center on Education and Training for Employment 1900 Kenny Road Columbus, Ohio 43210
<p>Project Description/ Purpose: The mission of the ABLE Evaluation and Design Project is to support the Ohio Adult Basic and Literacy Education (ABLE) Program through evaluation, technical assistance and research activities that support the annual and strategic goals as defined in the Ohio ABLE State Plan.</p> <p>Located within the College of Education and Human Ecology at The Ohio State University, the project employs a continuous process of re-alignment to the State ABLE Program goals and priorities to ensure that project activities support those goals in the best interest of ABLE programs throughout Ohio. The project fulfills its mission through the following objectives:</p> <p>Objective 1. Recommend policies and processes, including development, implementation and evaluation mechanisms, to ensure continuous improvement at local, regional and state levels of the ABLE system.</p> <p>Objective 2. Collaborate in and enhance ABLE state leadership through technical assistance activities such as data collection, information dissemination and task force or committee participation.</p> <p>Objective 3. Provide target reviews of evidence and practices to support the creation and implementation of products and processes for local and statewide ABLE programming.</p> <p>In fiscal year (FY) 2009, project staff collaborated with the State Leadership Network and the ABLE field to complete the scope of work, assisting the ABLE Program in the following goals:</p> <p>Goal I. To provide quality professional development in the form of training, resources, and technical assistance.</p>

Goal II. To support research and development efforts related to ABLE's current and future needs.

Goal III. To provide leadership through cooperation, collaboration, advocacy and communication.

In FY 2009, Dr. James Austin served as Co-Principal Investigator and Project Director. He provided administrative oversight for the project, served as a point of contact for ABLE professionals from Ohio and other states and participated in the assessment, math, and technology task forces. His duties included daily project management, co-facilitation of the Transitions Task Force, management of the third party evaluation of the ABLE Transition Collaboratives and efforts focused on the Stackable Certificates initiative.

Co-Principal Investigator and Project Coordinator Traci Lepicki led the Adult Basic Education/Adult Secondary Education (ABE/ASE) standards revision and oversaw the program practices collections and the development of the English for Speakers of Other Languages (ESOL) Stackable Certificate. She assisted with the Transitions Task Force, the ABLE Advisory Committee and general planning and meeting activities; she also acted as the project contact for the Reading/Writing steering committee and ESOL Summit.

Project Associate Adrienne Glandon co-facilitated the Transitions Task Force, assisted with the program practices project and ABE/ASE Standards revision and co-facilitated the development of the ESOL Stackable Certificate. She managed the ABLE Advisory Committee as well as participant rosters and communications across projects; she also participated in the Ohio Initiative for Persons with Learning Disabilities (OIPLD) task force and Special Needs steering committee.

Mike Wonacott joined the project near the end of the fiscal year. In that time, he served as project Education Resource Specialist and assisted with project reports, the ABE/ASE Standards revision and the program practices collection.

Part A. Accomplishments Based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

Goal I. To provide quality professional development in the form of training, resources, and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Continue to develop a comprehensive PD system using focus groups to inform state staff on PD design elements and providing results of field test.	<p>PD System (3.1.1) Attended SLN meetings as scheduled to provide input to system redesign (ongoing)</p> <p>Convened PD focus group of field test participants and non-participants (10/08)</p> <p>Prepared focus group report and delivered to Ohio Board of Regents OBR (11/08)</p>	<ul style="list-style-type: none"> • Attendance and sharing • Two focus groups and results • Report of focus groups
Research and recommend most appropriate methods for evaluating impact of PD on teacher practice and ultimately learner outcomes (work to develop framework and sample knowledge tests for measurement of gain).	<p>PD Evaluation (3.2.1) Created template for developing tests/exercises/ self-ratings of knowledge aligned to course objectives (spring 09)</p> <p>Developed a survey for gathering SLN data-informed decision making (spring 09)</p> <p>Prepared report of evaluation activities and delivered to OBR (6/09)</p>	<ul style="list-style-type: none"> • Template for developing tests/ exercises/self-ratings aligned to content of PD offering • Survey for SLN on data-informed decision making • Report of evaluation activities
See 3.2.1	<p>Data-Informed Decision Making (5.3.4) See above (Priority 3.2.1 – Proposed Activity #2) (as needed)</p>	<ul style="list-style-type: none"> • Survey (created above for 3.2.1)

Goal II. To support research and development efforts related to ABLE's current and future needs.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain identification and communication of effective practices (e.g., take suggestions for Program Puzzlers from SLN).	<p>Promising Practices (1.2.9) Incorporated new effective practices (developed by the RCN as identified in their scopes of work in format provided by OSU) into current document</p>	<ul style="list-style-type: none"> • Master files maintained and grown • Publisher files for four Puzzlers

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Recommended the most appropriate uses and training implications of the research findings.</p> <p>Maintained and solicited materials pertaining to effective local program practices (collected spring 09)</p> <p>Added obtained materials for four Puzzlers to master files, formatted and delivered to OBR (6/09)</p>	
<p>Utilize Transitions work group, with NWRC assistance, to identify and/or develop curriculum and program models for TFW.</p>	<p>TTF AG (2.1.4) Coordinate Transitions advisory group</p> <p>Assist ODE/OBR with ABLE Transitions Framework (TFW) initiative (scale up dependent upon receipt of federal incentive funds to fund 12 regional ABLE consortium using framework to develop local transitions models (Models will utilize Stackable Certificates and align with Ohio Skills Bank))</p> <p>Evaluate the ABLE Transition Framework (TFW) Field Test and make recommendations for statewide implementation (size of project dependent upon receipt of additional federal funds)</p>	<ul style="list-style-type: none"> • Managed the Transitions Task Force Advisory Group (TTFAG) work and held two meetings (12/08, 4/09) • Participated in TTF work group meetings (11/08, 3/09) and provided information as requested (throughout the year) • Developed recommendations for the Student Achievement Record (4/09) • Drafted application for Technical Certificates field test (6/09) • Developed and delivered TTF AG report of year's activities to OBR (6/09)
<p>Participate in other statewide field tests related to transitions e.g., Joyce Foundation, Ohio Skills Bank</p>	<p>Collaboratives (Transitions Framework) Conducted online statewide needs assessment based on the Transitions Framework (fall 08)</p> <p>Facilitated process to gather additional SWOT data from</p>	<ul style="list-style-type: none"> • Collaborative needs assessment survey • Statewide and individual program collaborative needs assessment survey reports • Collaborative Strengths, Weaknesses, Opportunities and Threats (SWOT)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>programs to plan the ABLÉ Transition Collaboratives (10/08)</p> <p>Collaboratives Evaluation (Transitions Framework) Managed the selection and oversight of the evaluation of the ABLÉ Transitions Collaboratives through a third-party evaluator (throughout the year)</p>	<p>documents</p> <ul style="list-style-type: none"> • Management of Collaboratives evaluation
Facilitate Stackable Certificate workgroups as needed	<p>Stackable Certificate Workgroups Verified and finalized content for the Basic and Advanced Stackable Certificates (summer 08)</p> <p>Facilitated content development, verification and finalization for the Oral Communication Stackable Certificate (throughout the year)</p> <p>Developed and delivered to OBR the competencies and introduction for the Oral Communication Certificate (6/09)</p>	<ul style="list-style-type: none"> • Basic and Advanced Stackable Skills Certificate competencies and introduction • Oral Communication Stackable Skills Certificate competencies and introduction

Goal III. To provide leadership through cooperation, collaboration, advocacy, and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Participate in Stackable Certificate Initiative, Ohio Skills Bank committees and other initiatives related to transitions.	<p>Stackables (1.2.6) Attended meetings and provided recommendations related to the development and recruitment for the College- and Work-Ready Skills Certificate (Ongoing)</p> <p>Participated in email discussions and meetings of Stackables Leads (Ongoing)</p>	<ul style="list-style-type: none"> • Stackables meeting attendance as requested

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Facilitated meeting (11/09)</p> <p>Continued to distribute Stackables-related information to ABE programs and other interested stakeholders (Ongoing)</p>	
<p>Assist with the alignment of assessments and resources to the Stackable Certificates (based on the standards alignment work being completed in FY 2008)</p>	<p>Finalized competencies for Basic and Advanced Skills Certificates (7/08)</p> <p>Contributed to implementation guide for Basic and Advanced Skills Certificates (7/08)</p> <p>Worked with OBR and Ohio Literacy Resource Center (OLRC) to determine Stackables assessment alignment (Ongoing)</p> <p>Developed survey and held meeting to determine assessments for Basic and Advanced Skills Certi. (spring 09)</p>	<ul style="list-style-type: none"> • Basic and Advanced Skills Certificate competencies and supplement
<p>Revise ABE content standards using material from TTF and any other information to heighten the expectations of level 6 and strengthen content at other levels.</p>	<p>Alignment Standards Revised ABE/ASE standards using Basic and Advanced Skills Certificates competencies (Ongoing)</p> <p>Developed and submitted standards and benchmarks and introduction to OBR (6/09)</p>	<ul style="list-style-type: none"> • Revised ABE/ASE standards and benchmarks and introduction
<p>Attend meetings as needed. <i>(2.1.1 Assist students in transitioning to postsecondary education/training through involvement with state partners, including KnowledgeWorks and others.)</i></p>	<p>Transitions Meetings (2.1.1) Attended meetings as requested or needed to share project transitions work (Ongoing)</p> <p>Provided summaries of participation to inform OBR (Ongoing)</p>	<ul style="list-style-type: none"> • Meeting attendance (e.g., QuickStart) • Summaries and related materials (e.g., International Computer Driver License [ICDL] /Internet and Computing Core Certification/[IC³, notes from QuickStart meeting)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Continue to participate in the practitioner taskforces, including the priority actions outlined in the strategic plan.	<p>Task Forces (2.1.3) Attended task force meetings in person or at a distance to provide input (Ongoing)</p> <p>Shared project insights with task force members and OBR staff as needed (Ongoing)</p>	<ul style="list-style-type: none"> • Attendance at 18 face-to-face and distance meetings • Summaries and update information as requested
Assist in producing a quarterly RCN newsletter. See 1.2.9.	<p>RCN Newsletter (2.1.6) Provided feedback as requested for newsletter input (Ongoing).</p>	<ul style="list-style-type: none"> • Suggestions and feedback as requested
Included in other sections. (2.2.3 Support partnerships among ABLE, AWE and other postsecondary education providers.)	<p>Support (2.2.3) Attended meetings, reacted to draft documents and provided evidence-based support for policies (Ongoing)</p>	<ul style="list-style-type: none"> • Meeting attendance • Summaries and related materials
Support and assist in planning state meetings as requested and participate in state meetings.	<p>State Support Supported/attended meetings as directed by OBR (Ongoing)</p> <p>Prepared for/ attended SLN related meetings (Ongoing)</p>	<ul style="list-style-type: none"> • Eleven state- and SLN-related meetings • Nine staff meetings with OBR staff •
Maintain work group meetings quarterly according to the OBR model.	Managed /maintained project advisory committee; held meetings (10/08, 1/09, 3/09)	<ul style="list-style-type: none"> • Three advisory committee meetings
Using the grant format, provide OBR with updates twice a year (due November 28, 2008 and March 27, 2009) and the final report (due August 31, 2009).	<p>Prepared /submitted semiannual updates</p> <p>Prepared /submitted this final report</p>	<ul style="list-style-type: none"> • Two semiannual reports and final report

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

This section does not apply to this grant this year.

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise. (These activities were completed by staff and therefore have staff costs for all activities.)

Date	Title of Activity and Presenter(s)
7/09	Submitted recommendations for the College- and Work-Ready Skills Certificate
7/08	Hosted Wonderlic representative for SLN
7/08	Participated in the Fall Directors' planning committee
9/08	Co-presented with Denise Pottmeyer at ABLE Transitions Collaborative videoconference (Glandon)
9/08	Attended Central/Southeast (C/SE) kickoff event (Glandon)
10/08	Reviewed Stackable Certificate pilot proposals
10/08	Co-presented on Stackable Certificates at Fall Directors' meeting
11/08	Staff attended the National College Transition Network conference and presented a summary conference to practitioners
11/09	Facilitated Stackable Certificates Technical Assistance meeting (Austin)
3/09	Participated in ABLE Bidders Conference (Lepicki)
3/09	Attended Southwest (SW) writing PD event (Lepicki)
4/09	Commission on Adult Basic Education (COABE) conference, Ohio State of Transition, A New Path for Adult Learners (Lepicki, Glandon)
4/09	Staff participated in grant reading for English Literacy (EL) Civics (Wonacott)
4/09	Staff participated in grant reading for ABLE instructional (Glandon)
5/09	Attended Writers' Conference (Lepicki)

Part D. Impact of the Project (Narrative with data)

Throughout FY 2009, project staff routinely collected data related to the project's scope of work and facilitated or otherwise contributed to initiatives having significant impact on the University System of Ohio, particularly in the area of transitions. Additionally, the project reports and products were routinely used by OBR in planning and implementing program activities and policies.

Goal I. Staff members conducted PD focus groups to inform the path of Ohio's PD system and to elaborate on data gathered in the field test. Other impacts related to Goal I include assistance with assessment directory and LiveMeeting tutorial (impacting on RCN and OBR staff); technical assistance to ABLE Transition Collaboratives and presentation at Fall Directors' Meeting (impacting Ohio ABLE practitioners); presentations at COABE (impacting ABLE practitioners nationally) and attendance at RCN events such as C/SE Kickoff, Writing PD event, and the Writer's conference (impacting project staff).

Goal II. For the program practices project, four additional program puzzlers were produced. These suggestions for program improvement in the areas of family literacy, reading, writing, and technology help increase positive performance in local practitioners.

Using the project's standardized evaluation form, staff collected feedback on all meetings facilitated, including the TTF AG. The instrument presented questions focused on expectations, expression of views and increased awareness. The average of the three questions for meetings conducted in FY 2009 was 3.82 on a 4-point scale (4 = strongly agree and 1 = strongly disagree). These results confirm the positive anecdotal comments made by participants. The meetings met expectations, allowed for freedom of expression and were informative. Members represented a variety of institutions, including ABLE programs, Adult Workforce Education programs, Community Colleges, Universities, OBR and the Ohio Department of Education.

For the ABLE Collaboratives work, project staff collected and analyzed needs assessment data for each ABLE program. Analysis of program needs in implementing the Transitions Framework was provided for each of 122 programs. This work increased administrator awareness of program capacity and using data to make informed decisions. In addition, this work included a breakdown of needs by Economic Development Region and the state as a whole.

Goal III. One major product of the FY 2009 scope of work was the development and validation of the ABE/ASE content standards. The standards greatly impact the entire ABLE system (program to teacher to student) in that the standards set a common definition for mathematics, reading and writing for the full range of ABLE instruction. Likewise, the competencies developed for the Basic, Advanced and Oral Communication Stackable Skills Certificates (Goals II and III) impact the field with common definitions for student achievement. These competencies help to bridge across systems and encourage inter-agency collaboration, impacting the larger University System of Ohio.

During FY 2009, staff members attended and contributed to many meetings directly and indirectly related to ABLE and transitions. Staff member participated in over 14 meetings related to transitions to both disseminate and gather information. Included were meetings on QuickStart, ABLE Transitions Collaboratives and Stackable Certificates.

Staff members attended two state staff meetings and invited state staff to nine project meetings to provide updates and collect guidance. In addition, project staff attended two State Leadership Network/University System of Ohio meetings and seven RCN meetings.

Staff members participated in a total of 18 meetings for the following state task forces:

- Jim Austin: Assessment, Math, Technology
- Adrienne Glandon: Accountability, OIPLD, PD, Special Needs
- Traci Lepicki: ESOL, Reading/Writing

Finally, to ensure focus on accountability and continuous improvement, the project continued to maintain an Advisory Committee representing a variety of ABLE programs to serve as the voice for ABLE students and ABLE staff. Along with informal discussions, the project staff collected data on the impact of its work through formal surveys. Project personnel continued the use of a standard evaluation form (mentioned above regarding the Transitions Task Force). As has been the case for multiple years, project meetings and staff continue to receive favorable ratings.

Part E. Products Developed

Format*	Title	Objective	Audience
Print, electronic	Professional Development System Focus Groups: Report	Goal I	OBR, RCN
Print, electronic	Professional Development System Design, Evaluation, and Data Informed Decision-Making	Goal I	OBR, RCN
Electronic	Promising Practices... Program Puzzler #21: Reluctant Readers	Goal II	OBR, RCN, ABLE practitioners
Electronic	Promising Practices... Program Puzzler #22: Reluctant Writers	Goal II	OBR, RCN, ABLE practitioners
Electronic	Promising Practices... Program Puzzler #23: Email and Technology	Goal II	OBR, RCN, ABLE practitioners
Electronic	Promising Practices... Program Puzzler #24: Hearing Impaired Students	Goal II	OBR, RCN, ABLE practitioners
Electronic	Promising Practices... Program Puzzler #25: Connecting with Students' Families	Goal II	OBR, RCN, ABLE practitioners
Print, electronic	Transitions in Adult Basic and Literacy Education: Fiscal Year 2009 Transitions Task Force Advisory Group Activities	Goal II	OBR
Print, electronic	ABLE Evaluation and Design Project Transitions Task Force-Advisory Group Student Achievement Record Recommendations	Goal II	OBR, RCN, ABLE practitioners
Electronic	State ABLE Program Field Test Application Implementation of Ohio Stackable Certificates: Technical Certificates Field Test	Goal II	OBR
Electronic	ABLE Collaborative Needs Assessment Survey	Goal II	OBR, RCN, ABLE practitioners
Print, electronic	Economic Development Region (EDR) and Overall Statewide	Goal II	OBR, RCN, ABLE practitioners
Print, electronic	Transitions Framework Needs Assessment Overview	Goal II	OBR, RCN, ABLE practitioners
Print, electronic	Evaluation Request for Proposals: Workforce Investment Act [Ohio Incentive Grant, 2008-09]	Goal II	OBR, Third Party Evaluator
Print, electronic	Getting Started: Supplemental Information for Program Implementation	Goal II, III	OBR, RCN, ABLE practitioners
Print, electronic	Basic and Advanced Stackable Certificate competencies	Goal II, III	OBR, RCN, ABLE practitioners

Format*	Title	Objective	Audience
Print, electronic	The Chancellor of the Ohio Board of Regents Oral Communication Stackable Skills Certificate Listening and Speaking Competencies	Goal II, III	OBR, RCN, ABLE practitioners
Print, electronic	The Chancellor of the Ohio Board of Regents ABE/ASE Content Standards Math, Reading and Writing	Goal III	OBR, RCN, ABLE practitioners

Part F. Project Continuations and/or Future Implications

Much of the project's work continues across fiscal years. The scope of work is purposefully broad to allow it to evolve to meet the needs of Ohio ABLE. In FY 2010 project staff anticipate continuing work in these areas:

- Working with the Transitions Task Force Advisory group to further Ohio ABLE transition policies and implications
- Activities to support the Stackable Certificates initiative, such as field-testing technical certificates and developing a written communication certificate
- Developing recommendations for a statewide professional development system and policies
- Leadership for the OBR ABLE Program, State Leadership Network and local programs through policy support, system development and evaluation

Part G. Conclusions/Recommendations

The ABLE Evaluation and Design Project continues to consistently provide support for Ohio ABLE through numerous evaluation, technical assistance and research activities, many of which span multiple project years.

Ohio Statewide Coalition - The Ohio Literacy Network

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

The Ohio Literacy Network
IRN Number: 113688
Grant Allocation: \$84,606
Project Period: July 1, 2008 to June 30, 2009
Project Director(s): Alan Toops
Project Mailing Address: The Ohio Literacy Network 6161 Busch Blvd., Suite 84 Columbus, Ohio 43229
<p>Project Description/ Purpose: The purpose of this grant is to provide leadership and coordination of activities that have statewide significance, promote the purposes of The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, PL 105-220, and support the purposes of Ohio's approved State Plan for ABLE.</p> <p>Priority Goals for OLN included: 1.1.3 Explore alternative distance learning activities to keep students engaged when they are forced to temporarily leave the program.</p> <p>Additional OLN Goal Activities: The Ohio Literacy Network (OLN) is an association of organizations and individuals dedicated to helping adults achieve the basic literacy skills needed to function effectively in today's society. OLN's membership is composed of local organizations providing adult literacy services to local adult literacy coalitions; professionals from education, business and government; literacy volunteers and adult learners; and other concerned citizens.</p> <ol style="list-style-type: none"> 1. Providing quality professional development in the form of training, resources and technical assistance. 2. Providing leadership through cooperation, collaboration and communication. 3. Maintaining websites pertinent to adult literacy services.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Network (SLN) is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template which is based on the goals and objectives adopted by the SLN and the State ABLE Program. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Provide quality professional development in the form of training, resources and technical assistance.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain and enhance the statewide READ Hotline.	<p>Provide reports on the usage and impact of the statewide READ Hotline</p> <p>READ hotline enhancements metrics are covered in the campaign items below.</p>	<ul style="list-style-type: none"> • Monitored hotline statistics and modify data collection to include direct referral tracking for programs, volunteers, and tutors • See Part D for additional Information
Maintain and enhance the GED Connection system.	<p>Provide reports on the usage and impact of the GED Connection System</p> <p>Increase usage of the GED Connection workbook and online study components to support 24/7 learning.</p>	<ul style="list-style-type: none"> • Monitored hotline statistics and modify data collection to include direct referral tracking for programs, volunteers, and tutors • See Part D for additional Information
Conduct public relations and media campaigns aimed at expanding awareness and usage of the GED Connection learning system.	<p>Identify and co-promote use of FREE study tools like PBS Literacy Link, GCF Learn Free, Learning Express Library and others to ABLE, HUBS, OCCN's and Libraries</p> <p>The campaigns designed to address the above activities generated outcomes in the following categories:</p> <ul style="list-style-type: none"> • Calls to OLN's hotline • Local program referrals • GED Connection usage across multiple formats • Usage of PBS Literacy 	<p>OLN completed targeted media campaigns across Ohio that cross-promote ABLE programs, OLN and GED Connection</p> <ul style="list-style-type: none"> • OLN presented at over 20 job fairs, networking events and social service agencies in FY 09 to promote local programs, our READ hotline and website offerings like the streaming video lessons for GED Connection and Workplace Essentials • In October '08 Columbia Gas featured OLN and the GED Connection in an article that highlighted adult education and local programs which was mailed to 1.3 million homes in 60 counties via their quarterly newsletter • OLN partnered with the Community Housing Network on the development of an internal GED Month campaign designed to engage their

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		<p>clients in GED preparation activities on our website and in local literacy programs</p> <ul style="list-style-type: none"> • As part of this collaboration, OLN presented at four CHN sites to train staff and learners how to use the streaming GED videos, PBS Literacy Link site and how to connect with local programs
Maintain Time Warner Partnership	Build and maintain collaborative partnerships with Time Warner Cable to increase the use of GED Connection series via multiple access options.	<ul style="list-style-type: none"> • Time Warner's statewide cablecast of GED Connection videos via their Local On Demand channels went live in August '08 • The Mid-Ohio and Southeast divisions promoted this unique home-study option with a major media campaign which included: PSA's, on-hold messages, posters, flyers in customer service lobbies and articles in their channel guides for basic and digital cable customers • Time Warner's Northeast division (15 counties) launched a promotional campaign in November '08 to promote GED On Demand which included: PSA's and an offer for free GED Connection workbooks provided by OLN • This promotional campaign was repeated once/quarter in 2009 • TWC Mid-Ohio featured OLN's hotline ad eLearning site in their annual adult literacy campaign in September '08 which was mailed to 500,000 plus households and was supported by PSA's on cable and radio

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain WIC and HEAP connections.	Develop cooperative promotional campaigns with WIC, HEAP to drive calls to the READ hotline	<p>WIC and HEAP collaboration results:</p> <ul style="list-style-type: none"> • Local WIC offices distributed over 50,000 literacy flyers in FY 09 • OLN was a guest speaker at the WIC Director's Meeting in April '09. The presentation included a review of our hotline, website, referrals to local programs and the streaming video lessons for GED Connection and WES. There were over 70 leaders from the WIC organization at this presentation • See Part D for additional Information
Maintain partnership with Libraries in the State of Ohio	Build and maintain collaborative partnerships with Libraries to increase the use of GED Connection series via multiple access options	<ul style="list-style-type: none"> • OLN collaborated with libraries statewide throughout FY 09 to: <ul style="list-style-type: none"> • Distribute literacy resource information • Connect their staff to our referral directory, hotline and website • Inform library employees and volunteers about OLN • In January '09 an article published in the State Library of Ohio's newsletter featured: OLN, GED Connection, our hotline and eLearning resources • In September '08 the streaming videos of GED Connection went live and are available to: libraries and the general public

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain partnerships with organizations in Ohio	Build and maintain collaborative partnerships with OCCN, CTC's, ABE and community programs and others to increase the use of GED Connection series via multiple access options.	<ul style="list-style-type: none"> • In September '08 the streaming videos of GED Connection went live and are available to: ABE, community literacy programs, OCCN, CTC's • OLN conducted a five September campaigns to introduce our eLearning website to literacy professionals and the general public. The public campaigns included: Time Warner and Columbia Gas articles. The industry campaigns included: direct mailers, e-blasts and Friday Facts • OLN invited literacy professionals to tour the site and to use the study tools and GED Connection streaming in their programs and with their learners as home study tools • In February '09 OLN did a phone survey of ABE programs (<i>n=80</i>) • The survey found that: <ul style="list-style-type: none"> • 75% of the respondent programs used GED Connection in classes and labs • 44% of these programs refer students to OLN's website for home-study • 45% of their students have used the OLN site

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain partnership with PBS	Build and maintain collaborative partnerships with PBS to increase the use of GED Connection series via multiple access options	<ul style="list-style-type: none"> • OLN built a customized web portal for the Ohio PBS stations courtesy of OETS • Portal provides streaming video of: GED Connection and Workplace Essential Skills series via eight PBS station websites • Streaming on station websites is set to go live September 2009
Participate in Technology TF	Attend all Technology meetings as scheduled	Attended all required Tech Meetings to date

GOAL II: Support research and development efforts related to ABLÉ's current and future needs.

This Goal does not apply this year.

GOAL III: Provide leadership through cooperation, collaboration, advocacy and communication.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Attend and participate in Adult Literacy Coalition (ALC) meetings facilitated by the State ABLÉ Program and state ABLÉ meetings, as requested.	Attend all Coalition meetings and collaborate with ODE Consultant on meetings, as requested	<ul style="list-style-type: none"> • OLN attended and collaborated in all ALCO meetings during FY 09 • In addition, OLN hosted two teleconference calls on behalf of ALCO members
Participate in SLN meetings.	Share information and assist on SLN initiatives within the OLN scope of work, as requested	<ul style="list-style-type: none"> • OLN was not requested to attend any SLN meetings • OLN shared information w/SLN and assisted as requested
Maintain website providing resources for GED Connection and other online resources for building the capacity of ABLÉ programs.	Bi-monthly updates to OLN website and posting of relevant information as needed In August '08 OLN launched an eLearning website	<ul style="list-style-type: none"> • eLearning website provides learners, educators and tutors access to hundreds of study tools for every age and skill level • The site features: streaming video of GED Connection and Workplace Essential Skills and includes web-based lessons, interactive classes,

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		multi-media exercises, curricula and practice tests from PBS LiteracyLink, Learning Express Library and GCF Learn Free (50% of the traffic is for GED preparation) <ul style="list-style-type: none"> • See Part D for additional information
Update directory of ABLE providers annually.	Update directory of ABLE providers and share online by Oct. 31, 2008.	<ul style="list-style-type: none"> • ABLE directory was updated and is being shared online as of October 31, 2008 • To date 9,756 users have accessed this online directory and viewed 12,963 pages.
Provide OBR with updates twice a year and a final report for FY 09 Scope of Work by August 31, 2009.	Submit all required reports	<ul style="list-style-type: none"> • All required reports were submitted

Part B. Training Developed and/or Conducted

These training should only be trainings that you conducted not trainings in which you were a participant.

This section does not apply to this grant this year.

Part C. Activities not based on the Program Plan from the Grant

The activities that should be listed here are activities that you conducted for your area of expertise.

This section does not apply to this grant this year.

Part D. Impact of the Project (Narrative with data)

GED Connection: A majority of callers to our hotline and nearly 50% of the visitors to the website are seeking GED preparation resources. Frequently, hotline callers tell us they need flexible, 24/7 learning options, as many of them have transportation, work schedule, child care and other barriers to education. Based on this need OLN has been focused on delivering educational resources which: (1) increase access options for learners; (2) expand public awareness of GED preparation and other adult education resources; and (3) generate collaborations to better serve adult learners. We have connected thousands of learners to the flexible study options they need to enhance and accelerate their learning both inside and outside of adult educational programs.

Outreach Communications: Getting the word out about the adult education resources was a key component of our scope of work and through our collaboration and delivery

partners (HEAP, WIC, Family Service Agencies, Time Warner Cable, PBS TV, Columbia Gas, libraries and OCCN) we reached 2,200,000 households across Ohio (500,000 thru Time Warner Cable, 1.3 million thru Columbia Gas, 50,000 thru libraries, 50,000 thru WIC and 300,000 thru HEAP). These alliances generated thousands of inquiry calls and website hits; which have resulted in 4,000 referrals to local literacy programs. In August of 2007, we launched GED Connections on the Local On Demand channel by Time Warner Cable across 35 counties and Time Warner Cable began statewide distribution August '08 which generates an average monthly viewership between 1,000 and 1,200 views.

Hotline Information: The READ Hotline is a central component for all program activities the Ohio Literacy Network offers and focus of this scope of work. Adults across Ohio call our hotline for information on local programs and 24/7 options to improve their basic skills, life skills and preparation for the GED exam. The hotline staff provides each caller with professional, individualized assistance and connections to local and online education resources. Hotline callers also receive a packet that includes a listing of the literacy programs in their local areas and information on a variety of 24/7 online learning tools. In addition, our statewide hotline also provides valuable referral and connectivity services to nearly 300 adult and family literacy programs in the state by providing student and volunteer referrals, public service campaigns and regional programs to recruit students and raise literacy awareness.

Hotline calls are entered into a tracking database on a daily basis and over the FY 09 program year the hotline staff provided 5,110 callers with literacy and adult education related information. We mailed 2,050 information and referral packets designed to facilitate the recipients in accessing the local, online and home-based learning resources they require to achieve their educational objectives. The remaining calls were split between program volunteers, GED test center information calls, outreach network support calls and other literacy related calls.

Hotline Referral and Information Services:

Total Calls	Direct Referrals	Packets Mailed	Survey Forms Returned
5,110	4,088	2,050	146

Online Literacy Program Directory Service:

Total Directory Users	Total Directory Pages Viewed
9,756	12,963

Our hotline and online directory services provided 14,866 adults with program referrals, GED preparation information and local referrals during the FY09 program year.

eLearning Resources:

In August 2008, OLN launched a re-designed and purposed website to provide free, eLearning resources to the thousands of Ohioans in need of flexible educational resources per our hotline tracking data and our mailed surveys. Our eLearning website has experienced significant and consistent usage of our suite of streaming video, multi-media and interactive learning offerings which range from GED preparation, basic and workplace skills, computer training and lessons for all ages and skill levels. Our eLearning site (www.ohioliteracynetwork.org) supports 10,983 unique users, 16,880 total users, has received 75,098 page views and 246,165 total hits during FY 09.

Adult education programs, libraries, social service agencies and businesses by the dozens have toured our eLearning and report that they are using it with their staff, students and clients to provide free, on-demand educational support.

Adult learners and education partners alike have expressed an interest in additional capacity for internet streaming of educational materials; so we partnered with Ohio Community Computing Network (OCCN) to develop a dedicated GED preparation website which went live Fall 2008. This streaming site provides computer labs in libraries, community centers and literacy programs the ability to connect their clients to the GED Connection series via streaming video as well as a myriad of other online learning resources.

Part E. Products Developed

This section does not apply to this grant this year.

Part F. Project Continuations and /or Future Implications

The Ohio Literacy Network's hotline is an essential part of our core business and serves the citizens of the state by providing a central information resource for adult basic literacy, family literacy, ESOL, GED preparation and other local program resources. It remains critically important to have a single point of contact at the state level to connect adult learners across Ohio to the increasingly diverse array of program services offered in and around the changing world of the University System of Ohio.

The development of learning and earning resources for Ohioans who need flexible, 24/7 education options has enriched the offerings of the Ohio Literacy Network and provided adults with a rich and easy to use set of home-based and online services. Our collaboration with Time Warner Cable, OCCN, public libraries, businesses and PBS television stations has resulted in a unique, corporate/non-profit partnership that delivers an innovative free, 24/7 learning options to all 88 counties in Ohio.

Part G. Conclusions/Recommendations

The unique ability of the Ohio Literacy Network to deliver literacy awareness and program outreach materials to over 2.2 million households across Ohio, while connecting another 17,000 individuals to local and online educational resources through an innovative network of delivery resources; provided a significant public relations and ABLE marketing contribution to programs and Ohioans in need of educational support. In the current economic climate there will continue to be a substantial need for centralized, systematic approach to marketing, awareness and connecting adult learners across the state to local, home-based, and online educational services.

The Ohio Literacy Network will continue to fulfill our mission to build Ohio's workforce by strengthening adult and family literacy education. We will continue to use a collaborative, community-building approach to connect literacy service providers and learners and as such OLN will be open to opportunities to partner with the Ohio Board of Regents on specific, mutually agreeable projects that serve adult learners throughout Ohio.

Local Ohio Adult Literacy Coalitions

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Ashtabula County Joint Vocational School</i>	
IRN Number:	050815
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647
Project Director(s):	Jeffery Seth
Project Mailing Address: Ashtabula Co. JVS 1565 St. Rte. 167 Jefferson, OH 44047	
Project Description/ Purpose: To improve, expand and coordinate services to meet the literacy needs of Ashtabula County. Our customers include Children, Adults and Families (Pre-school children through adult continuing education, post secondary training and college). We also set out provide comprehensive education-employment training and social services to Youth-Adults-Families-Employers/Employees in Geauga, Ashtabula and Portage Counties. Additionally we intended to provide professional networking and coop marketing opportunities through seven (7) ABL Programs and three (3) Literacy Coalitions in Ashtabula-Lake-Gauga and Portage Counties.	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Sponsored annual county-wide events Participated in special events Provided Community Presentations	<ul style="list-style-type: none"> • National Family Literacy Day • Read Across America Dr. Seuss Celebration • International Children's Book Day/National Library Week • Three (3) Community Resource Fairs • Attended Chamber Business Expos • Spoke at three (3) service clubs and/or organizations
Create awareness of	ABLE participated with the	<ul style="list-style-type: none"> • Four (4) Annual Events (See above)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Adult Basic and Literacy Education programs.	ACJVS Workforce Development Office in county-wide events/special events and participate in community presentations	<ul style="list-style-type: none"> • Three (3) Service Clubs (See above)
Support a state-wide theme for literacy.	Incorporated state-wide theme when initiated	<ul style="list-style-type: none"> • Integrated state-wide theme into special events
Promote a local theme for literacy.	<p>Aligned mission statements -To create a community of readers</p> <p>Promoted a common theme- Partners in Literacy</p> <p>Include theme on ALL publications and at ALL events</p>	<ul style="list-style-type: none"> • Partners integrated into literacy statements • Theme printed in brochures, flyers and letterhead logos • Reprinted brochures • Updated Websites
Conduct campaigns to recruit potential volunteers.	<p>Provided sign-up sheets at ALL County-wide events</p> <p>Called for volunteers via media contacts and PSA's</p> <p>Spread the Word messages from staff and current volunteers</p>	<ul style="list-style-type: none"> • At four (4) County-wide events sign-ups took place to recruit one new volunteer • Media articles and/or PSA's provided • one (1) new volunteer • "Word of Mouth" recruitment provided one (1) new volunteer
Conduct campaigns to recruit potential students.	<p>Sign-up sheets at ALL County-wide events</p> <p>PSA's for new students recruitment</p> <p>Spread the Word messages from staff and current students</p>	<ul style="list-style-type: none"> • Four (4) county-wide events - recruited ten (10) new students • PSA's and/or media articles provided over 100 new students • "Word of Mouth" recruitment provided 75 new students
Serve as a clearinghouse for information about literacy issues.	Maintained Literacy/Central ABLÉ Program	<ul style="list-style-type: none"> • 24 hr. literacy line maintained at Literacy/ABLE Program • Provided updated website(s) information
Sponsor volunteer recognition events.	<p>Conducted annual recognition and award event</p> <p>ABLE Recognition Program and GED Graduation Ceremony</p>	<ul style="list-style-type: none"> • Honored 100 students/staff volunteers • 35th Annual Program honored ABLÉ students, New US Citizens, LPN Prep and GED Graduates, Scholarship Winners and Staff and Classroom Volunteers

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Advocate on issues related to ABLE programs, services and policy.	<p>Communicated with elected officials and other decision makers: Prepared "Info Packages"</p> <p>Provided fact sheets and program updates</p> <p>Sent personal invitations for all special literacy events</p> <p>Invited elected officials to visit sites for conversations with students/staff</p> <p>Encouraged staff and students to participate in letter writing/call campaigns</p> <p>Met personally with County Commissioner(s) and State Representatives on issues facing ABLE and adult literacy</p> <p>Participated in regional activities regarding transition to Ohio Board of Regents/REDD</p>	<ul style="list-style-type: none"> • Mailed information to all newly elected officials • Delivered/Mailed information to elected officials, directors and community partners • Public Officials and/or representatives from offices were invited to all special events • County Commissioners attended Annual ABLE Recognition Ceremony • Students and staff generated 50+ letters and/or calls to elected officials • Served on Ashtabula County Workforce Policy Committee with County Commissioner and other community partners • Attended information and planning sessions and required meetings regarding ABLE Partnerships, Ohio Skills Bank and Economic Development Region 12

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	Recruited ABLE Classroom Volunteers	<ul style="list-style-type: none"> • Recruited one (1) new classroom volunteers for one-to-one adult tutoring
Collect and analyze information for improving ABLE services.	<p>Maintained use of ABLELink Data</p> <p>Maintained use of DJFS Data re: partnership program</p>	<ul style="list-style-type: none"> • Utilized data for needs assessment and planning for ABLE sites • Utilized data for needs assessment and staffing / program planning

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide resources that help programs meet needs for ABLE services.	<p>Maintained business partnerships</p> <p>Maintained Star Beacon NIE Newspapers in Education Program</p> <p>Maintained use of Ashtabula Mall</p> <p>Maintained and expanded partnerships with One-Stop Partners</p>	<ul style="list-style-type: none"> • Designed new info/ flyer for workforce development • Provided FREE newspapers every Tuesday/year-round to ALL ABLE sites and Family Literacy Centers • Used Center Court for three (3) county-wide events • Actively participated in Workforce Policy Committee and Job Source (One-Stop) meetings and provide literacy information

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLE providers.	<p>Maintained EastShore Consortium 20+ years</p> <p>Initiated ABLE partnerships/Region 12</p> <p>Designed/Produced co-op marketing products</p> <p>Assisted in planning the Annual 4- County Workshop</p>	<ul style="list-style-type: none"> • Continued marketing and professional development opportunities for 10 ABLE programs and three coalitions in four counties • Attended meetings with Region 12 • Partners and expanded relationships with Trumbull and Mahoning County ABLE Programs • Purchased marketing products for use in four counties • Participated in planning sessions for the Annual 4-County Workshop

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with other organizations to meet local literacy needs.	Maintained partnership with DJFS Maintained partnerships with One-Stop Partners and Youth Council Maintained partnerships with regional GAPP partners Developed and supported partnerships within REGION 12-EDR	<ul style="list-style-type: none"> ● Served 100+ DJFS families through Key Opportunities Contract and on-site referrals at the Job Source (One-Stop) ● Attended quarterly meetings of Ashtabula County Youth Committee and GAPP Youth Council as well ● Attended scheduled Region 12 meetings and expanded relationships with other ABLÉ Programs
Maintain a current listing of ABLÉ service providers.	Revised 4 County Bookmark/Magnet Maintained presence on ACJVS website	<ul style="list-style-type: none"> ● Distributed ABLÉ 4 County Bookmark/Magnet ● Provide 24/7 internet information on all ABLÉ programs
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	Assisted with updated One-Stop Youth Directory Maintained Websites	<ul style="list-style-type: none"> ● Assisted Ashtabula County Youth Committee to update directory of all services and programs for youth ● Provide 24/7 internet information on support services
Refer potential volunteers to appropriate literacy programs.	Maintained 24hr. Literacy Lines at Literacy/ABLÉ Program Maintained information on ACJVS website www.acjvs.org	<ul style="list-style-type: none"> ● Provided 24/7 year-round access to help recruit volunteers ● Provided 24/7 year-round access to help recruit new volunteers
Refer potential learners to appropriate literacy programs.	(same as E.)	<ul style="list-style-type: none"> ● Referral of new learners

Part B. Training Developed and/or Conducted

If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.**

This section does not apply to this grant this year.

Part C. Impact of the Project (Narrative with data)

The county-wide literacy events enabled us to promote literacy and encourage families to read. All events had over 500 participants and over 300 books were distributed to children and families in attendance. Also, basic literacy materials were made available to classrooms with low-level adult learners. Additionally, attendance at regional and consortium meeting enable staff to keep abreast on best practices and be better prepared to be better ambassadors of literacy.

Participation on local and regional Boards and Councils enables the program to promote County events and offerings while determining county needs.

Local Interest by partners is high and all are keenly aware and interested in continuing to advocate for and conduct activities promoting family and basic literacy.

Part D. Products Developed

This section does not apply to this grant this year.

Part E. Project Continuation and /or Future Implications

2008-2009 was a maintenance year for the coalition as staff and partners worked to maintain services with the departure of two long-time leaders. Very successful activities were held and families were brought together to participate in very public assemblies/events but more and different outreach will need to be utilized in 2010.

Part F. Conclusions/Recommendations

More can and will be done in 2009-2010. New Literacy partners will need to be identified and new ways of reaching and training and utilizing volunteers will need to be developed. New approaches to reaching families and encouraging literacy in the home will also need to be developed.

**Ohio ABLÉ Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us Thank you.

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	1
# Trained Overall/Training Dates	1, July 2009
# Trained for ABLÉ programs	1
# Trained for Other Programs/Services, please list	
# Referred Overall	1
# Referred to ABLÉ Programs	1
# Confirmed Linked with ABLÉ Programs (please list ABLÉ programs by name and number of confirmed linkages, if known)	Ashtabula County ABLÉ
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	

Ashtabula County JVS

Program Name

Jeffery Seth

8/31/09

Director Signature

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Auburn Career Center</i>	
IRN Number:	051169
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647.00
Project Director(s):	Doug Daugherty
Project Mailing Address: Auburn Career Center 8140 Auburn Road Concord Township, Ohio 44077	
Project Description/ Purpose: CARES fulfills its role as an adult literacy coalition by supporting ABLE programs in Lake and Geauga Counties. In these communities, CARES is recognized as a center for literacy services and continues to focus its energies on promoting itself as such to the public as well as to social service, business, and community organizations. Team members on the coalition represent local agencies/programs whose common purpose is: to serve the needs of adult learners and their families, to train volunteers seeking to be of service to their communities within Adult Basic and Literacy Education programs, and to collaborate on initiatives that promote literacy awareness on a community-wide level.	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Collaborated with Lisa Miller, School and Community Relations Specialist (Auburn Career Center), on news releases for local publications (September 30 th) Releases coincided with announcements of fall (October 11 th) and winter (January 24 th)	<ul style="list-style-type: none"> • News releases announcing CARES tutor trainings appeared in <i>The News Herald</i> and <i>The Gazette</i> • There were 28 volunteers trained during the fall and winter tutor trainings, six identified the releases as the source of their inquiries into CARES

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>volunteer tutor trainings and annual community family literacy events, <i>Storytelling Harvest</i> (October 25th) and <i>Seuss-athon!</i> (March 1st)</p> <p>CARES Literacy Coalition sponsored and/or participated in community-wide literacy events during the months of August, September, October, January, March, April, May</p>	<ul style="list-style-type: none"> • Lisa Miller collaborated with Kathleen Lawry, Public Relations and Marketing Specialist at Lake Erie College, on news releases announcing CARES and LEC's community family literacy events, <i>Storytelling Harvest</i> and <i>Seuss-athon!</i> • Publicity was extended to Painesville's Chamber of Commerce • <i>Storytelling Harvest</i> received coverage by reporters from LEC, <i>The Gazette</i>, and Lake Erie College. Articles and video footage were subsequently featured on the front page of <i>The News-Herald</i> (March 2nd) and on the publication's website. • CARES Literacy Manager and Literacy Specialist were interviewed • During FY 2009, CARES sponsored and/or participated in: August/September—Lake and Geauga County Fairs; October—fall tutor training and family literacy event, <i>Storytelling Harvest</i>; January—winter tutor training; March—family literacy event, <i>Seuss-athon!</i>; April—Association for the Education of Young Children's Week of the Young Child; May—Geauga County's Help Me Grow Kidsfest
<p>Create awareness of Adult Basic and Literacy Education programs.</p>	<p>Provided brochures specific to Madison ABE program for Madison Food Center (July 11th).</p> <p>Replenished brochures on September 5th and thereafter, every other month</p> <p>Delivered Madison ABE brochures to Western Reserve Trailer Park (August 4th)</p>	<ul style="list-style-type: none"> • Coordinators of Food Center are grateful for opportunities to provide information relevant to adults and families needing ABE services • Met park manager who identified the need for ABE services among park residents • Disc used ongoing efforts to provide information on Madison ABE at park's community enter

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Literacy Specialist, serving in the capacity of an instructor for Madison ABE, sponsored a visit to Madison ABE by Diane Downing, District Director for Senator George Voinovich (November 25th)</p> <p>Contacted Chardon Rotary on behalf of Madison ABE student offering to speak to rotary members regarding CARES services to adult learners (January 6th)</p> <p>Coalition met and exceeded goal of training 20 volunteers to serve as tutors for ABE programs in Lake and Geauga Counties</p> <p>Program Plan was maintained and routinely updated</p>	<ul style="list-style-type: none"> • Ms. Downing's visit was student initiated (she asked to be invited to Madison's Recognition Ceremony in June) • Student responsible for initiating Ms. Downing's visit later submitted an account of her memories growing up in Cleveland to <i>Beginnings</i> • Rotary has identified serving literacy needs of adults as a goal of the organization in its mission to the community • A total of 28 volunteer tutors were recruited and trained for Auburn, Geauga, Madison, Painesville, and Willoughby-Eastlake ABE Programs • Plan served as an on-going guide and assessment for the Literacy Specialist and Manager
Support a state-wide theme for literacy.	<p>Literacy Manager and/or Literacy Specialist attended Adult Literacy Coalition meetings at Ohio Literacy Network</p> <p>Supported a national theme for literacy (Family Literacy Day) with co-sponsored community event: <i>Storytelling Harvest</i> (October 25th)</p> <p>Collaborated with Lake Erie College to present second annual event for families in the Greater Painesville Supported a national theme for literacy (<i>Read Across America</i>) by conducting 2nd Annual <i>Seuss-athon!</i>, CARES/Lake Erie College co-sponsored community family literacy event (March 2nd)</p>	<ul style="list-style-type: none"> • <i>Storytelling Harvest</i> was held on the campus of Lake Erie College and featured LEC's EDE 410 students reading a collection of stories to children and parents • Robin Echols Cooper, local storyteller, presented an interpretation of her original folk tales • Over 100 free books were given to children who attended • Fliers were distributed throughout Lake County (• Publicity appeared in local publications (e.g. Painesville Area Chamber of Commerce's Weekly Announcements) and LEC and <i>The Gazette</i> covered the event • Utilized members of CARES Literacy Activities Committee to organize event for the Greater Painesville area • Dr. Seuss' birthday served as backdrop for CARES/LEC's 2nd

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		<p><i>Annual Seuss-athon!</i></p> <ul style="list-style-type: none"> • Families in the Greater Painesville area were targeted and St. Mary Elementary School (family center) was selected as the location • Publicity included news releases to <i>The News Herald</i>, <i>The Lake County Tribune</i>, and <i>The Lake County Gazette</i> • Fliers went to local schools, agencies, programs, the Salvation Army and Project Hope for the Homeless • CARES secured a \$500.00 grant from Kohl's Cares for Kids • Coalition team members donated hardcover books to be used throughout the event at CARES' continuous book drawing • Every child (over 150) in attendance received a free hardcover book in addition to Seuss "bag-o-goodies" (e.g. bookmark, Cat in the Hat cardboard hat, stickers, pencils, etc)
Promote a local theme for literacy.	<p>Revised CARES brochure to include FY 2009 Coalition Team Members (August 1st)</p> <p>The acronym, CARES, continues to identify the coalition as The Center for Adult Reading and Educational Services within Lake and Geauga Counties</p> <p>News releases consistently identify CARES as the "Center for Adult Reading and Educational Services"</p>	<ul style="list-style-type: none"> • Inclusion of current membership helps to establish community awareness of efforts by local organizations, in partnership with the coalition, to serve the needs of adult learners and their families within Lake and Geauga Counties • Acronym and logo appear on all materials published and produced by CARES (e.g. brochures, displays, and website)
Conduct campaigns to recruit potential volunteers.	Conducted two mailings to prospective tutors announcing October 11 th fall tutor training and January 24 th winter training	<ul style="list-style-type: none"> • August mailing included 17 prospective volunteers (of the 12 tutors who attended the fall training, four were from this mailing)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Conducted mailings to key contacts at all 18 libraries in Lake and Geauga Counties (week of September 22nd) - repeating the mailing during the weeks of December 15th and January 9th - to recruit patrons interested in tutoring for local ABLE programs through CARES.</p> <p>Participated in Lake Catholic High School Service Fair October 20th) to recruit students to serve as volunteers for community family literacy events</p> <p>Participated in Lake County Fair (August 12th - 17th) and Geauga County Fair (August 28th – September 1st)</p> <p>Collaborated with Nancy Speck, Geauga County Retired Teachers, who was responsible for replenishing materials for the CARES display during the run of the Geauga County Fair</p> <p>Opportunities to serve as volunteers for Auburn's ABLE program were included in Auburn Career Center's Fall and Winter Catalogs</p> <p>Continued association with Business Volunteers Unlimited</p>	<ul style="list-style-type: none"> • December/January mailing included a total of 40 letters announcing winter training on January 24th (Nine of the 16 tutors who attended the winter training were respondents to this mailing) • Local libraries recognize CARES as a resource for literacy services • Five of the volunteers who attended the fall and winter tutor trainings identified the library as the source of their inquiry into CARES • The Lake Catholic High School Service Fair is designed to assist students in fulfilling the requirement for service hours (13 students committed to working with CARES over the course of the academic year; five of these students served as volunteers for <i>Storytelling Harvest</i>) • Displays assembled for fairs highlighted CARES as a provider of literacy services for Lake and Geauga Counties • Contact information for Auburn, Madison, Geauga County, Painesville, and Willoughby-Eastlake programs was prominently displayed • Program brochures, CARES literature, and consumables bearing the CARES logo were also available to those visiting the display • Two of the tutors attending the fall and winter trainings identified the fair as the source for their inquiries into tutoring opportunities with the coalition. • Organized by the OSU Extension, Kids Day is one of

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		<p>the largest social service fairs for families in the county</p> <ul style="list-style-type: none"> • Kids Day affords an opportunity for the literacy specialist to speak directly with adults and families seeking ABLÉ services • CARES held a drawing at the conclusion of the fair • Catalogs were distributed to all households in Lake and Geauga Counties • Information regarding services offered by coalition and volunteer needs was submitted to BVU to be posted on website. • Names of prospective volunteers continued to be provided to CARES by BVU
Conduct campaigns to recruit potential students.	CARES Literacy Manager continues weekly presence at the Lake One-Stop Maintained current FY 2009 information (e.g. orientations, class schedules) for all ABLÉ programs in Lake and Geauga Counties	<ul style="list-style-type: none"> • Provided information on Lake and Geauga County ABLÉ programs to adult learners and their families • Provided current information for all inquiries regarding ABLÉ programs received by CARES through 800#
Serve as a clearinghouse for information about literacy issues.	<p>Literacy Specialist and Literacy Manager maintain files with information/reports from OLN, OAAACE/COABE, ODE, BOR, Proliteracy Worldwide, Northeast ABLÉ Resource Center, etc.</p> <p>Relevant information from local agencies/organizations (e.g. Department of Job and Family Services) is also maintained</p>	<ul style="list-style-type: none"> • Members of the coalition team receive information relevant to their community at quarterly meetings
Sponsor volunteer recognition events	<p>Recognized newly trained tutors at the conclusion of fall and winter trainings with certificates of completion and laminated identification cards (October 11th and January 24th)</p> <p>Extended coalition's appreciation for "gift of service" to all volunteers in</p>	<ul style="list-style-type: none"> • Recognition was scheduled for April 30th during National Volunteer Appreciation Week. Announcement of OAAACE Workshop April 30th – May 1st resulting in rescheduling annual event to May 8th (unfortunately to lack of response the recognition was cancelled)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Lake-Geauga ABLE programs with holiday greeting cards (December)</p> <p>Scheduled Annual Volunteer Recognition for May 8, 2009 at the United Way</p> <p>Recognized CARES volunteers during ABLE program recognition ceremonies</p>	<ul style="list-style-type: none"> • Literacy Specialist attended all Lake and Geauga ABLE recognition ceremonies to formally recognize the service of the CARES volunteers • Volunteers were presented a certificate of appreciation and a gift
<p>Advocate on issues related to ABLE programs, services and policy.</p>	<p>Request was made to coalition team members to participate in campaign to include adult education in stimulus package (December 11th)</p> <p>Literacy Manager participated in advocacy conference call with Rick McIntosh, January 27th</p>	<ul style="list-style-type: none"> • CARES Literacy Specialist and all Lake County ABLE directors/ coordinators participated in campaign between January 15th-30th

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
<p>Train volunteer tutors.</p>	<p>Reassigned tutor trained during FY 2008 to Geauga County ABLE Program (July 22nd)</p> <p>Responded to all inquiries regarding volunteer opportunities in Adult Basic and Literacy Education programs for Lake and Geauga Counties (ongoing)</p> <p>Literacy Specialist and Reading Specialist (Ann Weaver) conducted two volunteer tutor trainings, fall and winter (October 11th and January 24th)</p> <p>Maintained contact with directors/ coordinators and trained tutors regarding assignments to local ABLE programs (monthly)</p>	<ul style="list-style-type: none"> • Fulfilled need of instructor seeking additional tutors for students enrolled in classes at Burton Public Library • Volunteers were trained, by CARES, as tutors for local Lake and Geauga ABLE programs • Directors/coordinators reviewed tutor "qualifications" and notified Literacy Specialist of those individuals who could fill individual program needs • Twenty-eight volunteers were trained as tutors for Lake and Geauga ABLE programs during FY 2009 (fall training-12/winter training-16) • Information continues to be helpful for Literacy Specialist and Reading Specialist in the planning of subsequent trainings

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Collect and analyze information for improving ABLÉ services.	Information shared with coalition team members at quarterly coalition meetings. (September and January)	<ul style="list-style-type: none"> • Team members routinely share information from their respective programs/agencies • Information is collected and maintained on file from community organizations other than those represented on the coalition
Provide resources that help programs meet needs for ABLÉ services.	<p>Revised Geauga County ABLÉ brochure to reflect changes for FY 2009</p> <p>Conducted three coalition team member meetings in FY 2009 (September 30th, January 15th, April 2nd)</p> <p>Contacted all ABLÉ directors/ coordinators prior to fall and winter tutor trainings to assess program needs for trained tutors</p> <p>Contacted Chardon Rotary (January 6th) to request contact information for doctor of optometry (rotary member)</p> <p>Attended meetings of East Shore Literacy Consortium (September 26th and January 9th)</p> <p>Literacy Manager, with members of East Shore Consortium, planned, organized, and implemented 4-County Workshop (March 23rd)</p> <p>Literacy Manager and Literacy Specialist attended OAACE Workshop (April 30th – May 1st)</p>	<ul style="list-style-type: none"> • Provided a service to Geauga ABLÉ • CARES logo and contact information appear on literature • Discussed literacy and concerns at coalition meeting including: literacy concerns/ issues affecting adult learners and families; information relevant to services member agencies/ programs provide to assist in resolving the needs of these adults and families; ideas and strategies to promote literacy awareness AND services provided by the coalition • Team members participated in a discussion of Lake County ABLÉ's collaborative plans and stackable certificates • ABLÉ administrators identified and communicated program needs to Literacy Specialist • This was an attempt to provide services for Madison ABLÉ student who needed prescription lenses • Literacy Manager planned, organized, and conducted 4-County Workshop on March 23rd

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with other organizations to meet local literacy needs.	<p>Attended meetings of PCC (Program Coordinating Committee) and Lake Metropolitan Housing</p> <p>Attended meeting of Lake-Geauga United Head Start Education Advisory Committee</p> <p>Literacy Specialist serves and attends meetings of Advisory and Executive Committees for OSU Extension, Lake County (November 15th, December 2nd, January 30th, February 19th) (representatives include members from local government, local business, and community agencies)</p> <p>Accepted an invitation to participate in strategic planning for Lifeline, Inc. (February 18th) at Lakeland Community College.</p>	<ul style="list-style-type: none"> • Participation on committee serves to promote collaborations with agencies/ organizations not represented on the literacy coalition • Fliers for community family literacy events sponsored by CARES were distributed (e.g. <i>Storytelling Harvest</i> and <i>Seuss-athon!</i>) • Participation on committee promotes collaborations with agencies/ organizations serving children of low-income families • Information regarding CARES/ ABLE services and activities (e.g. <i>Storytelling Harvest</i> and <i>Seuss-athon!</i>) is of interest to all representatives whose common purpose is to serve low-income adults and their children • Because of the high percentage of Hispanic families enrolled in LGUHS (75%), CARES assists in promoting ESOL programs in Geauga, Painesville, and Willoughby-Eastlake • Lisa Siciliano-Miller, Extension Educator (Family Consumer Sciences) serves as a coalition team member and has provided the coalition with the use of extension office space in preparation for the coalition's collaborative community events.(e. g. <i>Seuss-athon!</i>, February 24th) • Literacy Specialist attended session at the invitation of Lifeline's Executive Director

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain a current listing of ABLE service providers.	Membership in OLN and OAACE is maintained by Literacy Manager and Literacy Specialist	
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	<p>Auburn Career Center provide 800# for CARES</p> <p>Responded to request for information from St. Vincent DePaul Conference (St. Mary Catholic Church, Painesville) relative to local school supply drives. Referred Ed Zivkovich, president, to Salvation Army (July 22nd)</p> <p>Responded to request from CSU student for information regarding fiscal issues facing Adult Basic and Literacy Education programs (October 14th-15th)</p>	<ul style="list-style-type: none"> • Literacy Specialist responds to all 800# calls and emails regarding the needs of adult learners seeking ABLE and related services (ongoing) • Information relevant to services provided by community agencies/ organizations are maintained and updated • Conference serves needs of individuals residing in the Greater Painesville area • Assisted student at CSU (Masters of Adult Education) in locating information for assignment relevant to issues facing ABLE programs
Refer potential learners to appropriate literacy programs.	<p>Responded to request for information from St. Vincent DePaul Conference* (Immaculate Conception Catholic Church, Madison)</p> <p>Responded to request for brochures from Nick Fagan, Head of Adult Services, Middlefield Library (September 15th)</p> <p>Responded to request from Darlene Workman, Mentor Public Library, for information regarding ESOL services for Arabic patron</p>	<ul style="list-style-type: none"> • Provided specifics on Madison ABLE orientations and class dates/times • Provided brochures (Madison ABLE and CARES) to be distributed to all conference members • Literacy specialist contacted the Western Reserve Trailer Park in Madison regarding the distribution of Madison ABLE fliers • Mailed CARES brochures, "How to Get Your GED" to Mr. Fagan • Referred patron, via Ms. Workman, to the Willoughby-Eastlake ABLE program

Part B. Training Developed and/or Conducted

If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.**

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
10-11	CARES Volunteer Tutor Training presented by Diane Marjenin, CARES Literacy Specialist and Ann Weaver, Reading Specialist	6	12	\$372
1-24	CARES Volunteer Tutor Training presented by Diane Marjenin and Ann Weaver	6	16	\$396
Money for training was from funds from ABLE programs and not from the Literacy Grant				
Totals		12	28	\$768

Part C. Impact of the Project (Narrative with data)

The CARES Literacy Coalition has continued to make serving the interests of adult learners and their families the focus of its mission in Lake and Geauga Counties. This is reflected in the composition of the coalition which maintains representation from 16 local organizations. The five Adult Basic and Literacy Education programs in Lake and Geauga Counties: Auburn, Geauga, Madison, Painesville, and Willoughby-Eastlake, have consistently formed the foundation of the coalition, and thereby, continue to insure its focus. With the transition of ABLE to The Ohio Board of Regents, attention has been given to including partners who will assist in efforts to promote and support post-secondary education and training. While Lake Erie College serves as a vital partner in initiatives to foster family literacy in the Greater Painesville community (e.g. *Storytelling Harvest, Seuss-athon!*), it is Lakeland Community College's collaborative presence with Auburn Career Center in the Healthcare Career Pathway program that provides a model for GED students to move from ABLE and the LPN preparation program, to LPN programs at Lakeland and Auburn. The acquisition of The Women's Center at Lakeland further supports the coalition's role in guiding adult learners to post-secondary education/training and personal and economic opportunity—a common purpose shared by member organizations of the coalition. In addition, coalition members have been given a unique opportunity to learn of the initiatives driving the changes in ABLE and the impact of those changes on students/clients with the presence of team member Linn Gahr, Regional Coordinator for the Ohio Skills Bank. To insure that all team members understand the role of the OSB, Deborah Hardy, Dean of Science and Health Division, Lakeland Community College, provided a tutorial at the coalition's team member meeting in September.

As a collective outcome of the coalition's efforts to focus on adult learner needs and the

impact, upon students, of changes in Adult Basic and Literacy Education, members of the coalition responded to the advocacy alert sent in January by ABLE's State Administrator, Jeff Gove. Members recognized, with clarity, the necessity for their response and participation on behalf of the adult learner.

To maintain the interest and commitment of partners whose "business" is that of the adult learner's family while working to engage an entire community in literacy activities, CARES has continued to sponsor family literacy events with Lake Erie College. Utilizing national themes as a backdrop (e.g. Family Literacy Day, *Read Across America*), events continue to be promoted to all families residing in Lake and Geauga counties. Targeted populations are served (e.g. low-income, Hispanic) as well as families who make it a practice to nurture reading in their home environment. The increased popularity of and participation in CARES/Lake Erie College's *Storytelling Harvest* and *Seuss-athon!* speaks to the success of events which foster the art of telling a good story. Robin Echols Cooper, president of Literature Leap Friends, a local grass-roots initiative that "brings stories to life", accepted an invitation to serve as a coalition team member at the conclusion of the coalition's fall family literacy event.

The shift in emphasis of adult literacy coalitions from providers of literacy services to providers of professional development in training, resources, and technology has served to lend credibility to our role as the community resource for literacy. CARES has continued to recruit adults who desire to be of service to adult learners within local ABLE programs. Though only two trainings (fall and winter) continue to be offered during the fiscal year, every opportunity to promote volunteer opportunities is seized (e.g. agency meetings, literature distribution to local libraries, etc.).

Part D. Products Developed (All costs were assumed by the fiscal agent)

Format*	Title	Objective of product	Audience
Printed brochure	CARES Literacy Coalition "VOLUNTEER"	Revised to include current list of coalition team membership	Prospective volunteer tutors; general public
Printed brochure	CARES Literacy Coalition: "How to Get Your GED"	Revised to include current ABLE sites, directors/ coordinators, and contact information	Adult learners; general public
Printed brochure	Gauga County ABLE	Revision of brochure to include FY 2009 sites, days, and times (provided as a service of CARES)	Adult learners; general public
Printed materials	Untitled	Assorted handouts/materials for use in fall and winter tutor trainings	Attendees at fall and winter tutor trainings

Part E. Project Continuation and /or Future Implications

CARES will sustain its focus upon adult learners and their families in FY 2010. With the loss of the Willoughby-Eastlake ABLE program, efforts will be addressed to increase the visibility and accessibility of services to adults residing on the west side of Lake County by the Auburn and Painesville ABLE programs. Some of this can be achieved by renewing the coalition's collaboration with Lake-Geauga United Head Start's West Center as well as the initiation of new collaborations with organizations (serving adult learners and families) located in cities on the west side. Utilizing the coalition's resource in Dr. Richard Bonde, Mayor of the City of Willowick, Chair of Lake Erie College's Education Department, and faithful supporter of CARES family literacy initiatives, will also serve the coalition's efforts in this endeavor. Attention must also be given to reassigning the volunteer tutors, trained by CARES, who served in the Willoughby-Eastlake ABLE program.

CARES will continue its successful association with Lake Erie College. It is hoped that this collaboration will build momentum (as it has in FY 2009) and thereby help to expand the coalition's visibility, particularly on Lake County's west side, as a resource both for adults seeking ABLE services and residents seeking literacy information and opportunities.

It remains a goal of the Literacy Specialist to review the composition of the coalition in order to maintain true representation by organizations that have, as a common purpose, the interest of adult learners and their families. To date, the Literacy Specialist has not secured a team member to represent local business. With the initiatives of the Ohio Skills Bank and its efforts to coordinate ABLE, post-secondary education/training, and business, this is a vacancy that needs to be addressed. The Literacy Specialist will, therefore, work to fill this vacancy with the assistance of current team members.

Also absent is representation from the Hispanic community. As ABLE continues to address and expand its services to English Speakers of Other Languages, this vacancy, too, must be addressed.

Part F. Conclusions/Recommendations

1. Continue to support and participate actively in advocacy alerts (e.g. State ABLE Program, OLN, etc).
2. Initiate opportunities for local advocacy on behalf of adult learners and their families in Lake and Geauga Counties.
3. Maintain relationships with legislators.
4. Develop relationships with local Chambers of Commerce initiated at the conclusion of FY 2008. This was not addressed in FY 2009. This action should prove helpful in finding a representative from the local business community to serve as a team member on the coalition.
5. Continue to increase number of registrants for fall and winter tutor trainings.
6. Develop the means to effectively distribute information "spotlighting" the achievements of local ABLE program

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us
Thank you.

Volunteer Tutor Data	FY 2009 Data
# Recruited Overall	57 through dissemination of CARES literature, and inquiries via 800# and emails
# Trained Overall/Training Dates	28 trained during FY 2009: 12 trained at fall training (October 11 th) and 16 trained at winter training (Jan. 24 th)
# Trained for ABLE programs	28 trained for Lake-Geauga ABLE
# Trained for Other Programs/Services, please list	none
# Referred Overall	28
# Referred to ABLE Programs	28 referred to all five programs in Lake and Geauga
# Confirmed Linked with ABLE Programs	Auburn Career Center, 2; Geauga County, 1; Madison Local Schools, 2; Painesville City Schools; 3; Willoughby-Eastlake, 8
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	Inquiries into volunteer tutor opportunities are received via 800 # and email. Literacy Specialist documents information and responds to inquiries via phone and/or email to answer questions. Prospective tutor is notified of future trainings and placed on mailing list. At training, volunteer completes data form indicating placement preference (local ABLE program). Respective ABLE directors/coordinators are notified of newly trained tutors. After training, tutor is responsible to ABLE director/coordinator. Literacy Specialist continues to maintain contact with tutor (monthly is preferable)

CARES Literacy Coalition

Program Name

Mary Ann Kerwood

Director Signature

August 24, 2009

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Clark County Literacy Coalition</i>	
IRN Number:	110718
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647.00
Project Director(s):	David Smiddy
Project Mailing Address:	Clark County Literacy Coalition 137 East High Street Springfield, OH 45502
Project Description/ Purpose:	Founded twenty-one years ago in 1988 as a non-profit adult education organization, the Clark County Literacy Coalition (CCLC) is comprised of six member organizations which either provide literacy services or support literacy issues within Clark County. In addition to providing literacy programs, the Warder Literacy Center strives to increase awareness of literacy issues, to enhance the quality of literacy services, and to promote collaboration within the Coalition and with other Clark County organizations. All Coalition members strive to increase the level of functional literacy and self-sufficiency among the people of Clark County (Mission Statement).

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Contact community members, organizations, and agencies about Coalition programs Involve businesses in Coalition programs and services Promote the mission of the Coalition	<ul style="list-style-type: none"> • The CCLC distributed 709 pieces of marketing material. (Goal: 1,750) • The CCLC solicited 618 businesses. (Goal: 750) • The CCLC accepted two public speaking events. (Goal: 4)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of Adult Basic and Literacy Education programs.	<p>Contact community members, organizations, and agencies about Coalition programs</p> <p>Involve businesses in Coalition programs and services</p> <p>Promote the mission of the Coalition</p>	<ul style="list-style-type: none"> • The CCLC distributed 709 pieces of marketing material (Goal: 1,750) • The CCLC solicited 618 businesses (Goal: 750) • The CCLC accepted two public speaking events (Goal: 4)
Support a state-wide theme for literacy.	Contribute to coalition influence at the Ohio Literacy Network (OLN) Adult Literacy Directors' meeting to accept a particular theme for literacy.	<ul style="list-style-type: none"> • The Executive Director attended three Adult Literacy Director's meetings and participated in two conference calls. (Goal: 4)
Promote a local theme for literacy.	<p>Feature the CCLC logo, colors, and tagline</p> <p>Include the CCLC's mission statement on informational and promotional materials</p>	<ul style="list-style-type: none"> • 100% of Coalition's brochures, fliers, bookmarks, banners, and other promotional materials included the CCLC logo, colors, and tagline (Goal: 100%) • 100% of the Coalition's newsletters contained the Coalition's mission statement (Goal: 100%)
Conduct campaigns to recruit potential volunteers.	Recruit volunteers and tutors through advertising and networking	<ul style="list-style-type: none"> • The CCLC recruited and trained 36 new active, certified tutors for the Warder Literacy Center, 35 short-term tutors, and 33 new tutors for other agencies. (Goal: 25)
Conduct campaigns to recruit potential students.	Recruit adult students through advertising and networking	<ul style="list-style-type: none"> • The CCLC recruited and served 134 adult students (Goal: 160)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Serve as a clearinghouse for information about literacy issues.	<p>Maintain membership in the Ohio Literacy Network (OLN) and the Ohio Adult Association for Continuing Education (OACE)</p> <p>Provide information to and receive information from Coalition members and Board Members concerning literacy trends and initiatives</p> <p>Attend conferences on basic literacy, on ESOL literacy, and quarterly meetings of the ODE-funded Adult Literacy Coalitions facilitated by the Ohio Literacy Network</p>	<ul style="list-style-type: none"> • The Student Services Coordinator renewed her membership in OACE. (Goal: Renew membership in OLN and OACE) • The CCLC maintained current information regarding literacy trends and initiatives • The Executive Director attended three Adult Literacy Directors' meetings and participated in two conference calls • The ESOL Coordinator attended the TESOL Conference in October • The Executive Director and the Student Services Coordinator attended a PowerPath training in January, an Ohio Benefit Bank training in March, and an OBR assessment training in April • The Student Services Coordinator attended an OACE Conference in May (Goal: 2)
Sponsor volunteer recognition events.	Sponsor a minimum of one volunteer recognition event	<ul style="list-style-type: none"> • The CCLC recognized 74 volunteers • The CCLC recognized 14 volunteers during the CCLC's 20th Anniversary, six tutor trainers in December, and 54 volunteer tutors at Valentine's Day (Goal: 45)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Advocate for sound legislation related to ABLÉ programs, services and policy.	<p>Communicate regularly with state and federal officials and invite them to participate in CCLC fundraising and recognition events</p> <p>Communicate with local officials and invite them to attend, participate in, or speak at CCLC events</p>	<ul style="list-style-type: none"> • The CCLC communicated with State Representative Ross McGregor • The Executive Director delivered an educational proposal to Governor Strickland at the Governor's Breakfast (Goal: 3 communications) • Clark County Sheriff Gene Kelly participated in the CCLC's 20th Anniversary Celebration • Clark County Commissioner Roger Tackett attended the Anniversary Celebration • The Executive Director communicated with City Commissioner Karen Duncan weekly (Goal: 2 communications)

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	<p>Recruit tutors</p> <p>Introduce tutors to tutoring basics and the reading methods</p> <p>Increase and improve volunteers' tutoring skills through Tutor In-Services</p>	<ul style="list-style-type: none"> • On average, four tutors registered for each Tutor Training (Goal: 3) • The CCLC held eight Tutor Training session (Goal: 8) • The CCLC held five Tutor In-Services (Goal: 2)
Collect and analyze information for improving ABLÉ services.	<p>Collect and analyze call tracking sheets and tabulate calls</p> <p>Collect suggestions from tutors and volunteers regarding program services, learning atmosphere, and staff cooperation</p> <p>Ask all students and tutors how they heard about the program to evaluate marketing strategies</p>	<ul style="list-style-type: none"> • The CCLC tracked and analyzed all information collected from calls made to the Literacy Hotline (Goal: All) • The CCLC tabulated and analyzed all information collected from students, volunteers, staff, and agencies (Goal: All) • The CCLC tracked results of all marketing strategies (Goal: All)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide resources that help programs meet needs for ABLE services.	<p>Host the <i>5K Race for Literacy</i>. Establish giving societies for designated, individual donation amounts</p> <p>Apply to ODE for both the State Instructional Grant and the State Leadership Grant</p> <p>Apply to Springfield Foundation, Turner Foundation, Della Selsor Trust, and United Way</p>	<ul style="list-style-type: none"> • The <i>5K Race for Literacy</i> raised \$4,787 net (Goal: \$5,000) • The CCLC's giving societies raised \$25,197 (Goal: \$15,000) • The CCLC secured an Ohio Board of Regents State Instructional grant through the Springfield City Schools GED program and an OBR State Leadership grant • The CCLC secured four private, non-profit grants from Springfield Foundation, Turner Foundation, Della Selsor Trust, and United Way

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLE providers.	<p>As requested and if available, provide CCLC tutors to tutor GED students at the Warder Literacy Center</p> <p>Refer local adult students to appropriate ABLE provider</p>	<ul style="list-style-type: none"> • The CCLC provided tutors to work with approximately 18 GED students at the Warder Literacy Center (Goal: 1) • The CCLC referred all adult students requesting a GED and assessing at the GED level to the Springfield City School's GED program (approximately seven students) (Goal: All)
Promote collaboration with other organizations to meet local literacy needs.	<p>As requested and if available, provide expertise and training for area agencies</p> <p>Partner with Del Pueblo to provide English education in western Clark County</p>	<ul style="list-style-type: none"> • The CCLC trained tutors, teachers, and aides for three area agencies: Springfield Academy of Excellence, Catholic Central Schools, and Springfield City Schools (Goal: 1 area agency) • The CCLC enrolled no students since none of the students served at Del Pueblo achieved 12 contact hours (Goal: All)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain a current listing of ABLÉ service providers.	<p>File the most current ABLÉ Program Directory</p> <p>Gather information through participation in organizational meetings and with the assistance of United Way's Information and Referral line</p> <p>Inform all CCLC staff members about current adult basic and literacy education service providers</p>	<ul style="list-style-type: none"> • The CCLC maintained the current ABLÉ Program Directory • The CCLC maintained a referral list, hours of operation, and services provided of all literacy providers in Clark County • The CCLC distributed updated referral lists to each CCLC staff member (Goal: Each staff member)
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	<p>File the most current ABLÉ Program Directory</p> <p>Gather information through participation in organizational meetings and with the assistance of United Way's Information and Referral line</p> <p>Inform all CCLC staff members about current adult basic and literacy education service providers</p>	<ul style="list-style-type: none"> • The CCLC maintained the current ABLÉ Program Directory • The CCLC maintained a referral list, hours of operation, and services provided of all literacy providers in Clark County • The CCLC distributed updated referral lists to each CCLC staff member (Goal: Each staff member)
Refer potential volunteers to appropriate literacy programs.	<p>Provide information to the community regarding appropriate literacy programs available in Clark County</p> <p>Incorporate information from United Way's Information and Referral line into the referral list of programs at the Warder Literacy Center</p>	<ul style="list-style-type: none"> • The CCLC maintained the Literacy Hotline at the Warder Literacy Center • The CCLC communicates with United Way's Information and Referral line to share current information on literacy programs
Refer potential learners to appropriate literacy programs.	<p>Provide information to the community regarding appropriate literacy programs available in Clark County</p> <p>Incorporate information from United Way's Information and Referral line into the referral list of programs at the Warder Literacy Center</p>	<ul style="list-style-type: none"> • The CCLC maintained the Literacy Hotline at the Warder Literacy Center • The CCLC communicated with United Way's Information and Referral line to share current information on literacy programs

Part B. Training Developed and/or Conducted

*If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.***

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
Aug. 13, 14, 2008	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	6	\$118
Sept. 7, 2008	Certification Day; David Smiddy and the CCLC Volunteer Tutor Training Team	3	14	\$57
Oct. 15, 16, 2008	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	8	\$114
Nov. 5, 2008	Teaching Children to Read Refresher; David Smiddy	2.5	10	\$48
Nov. 8, 15, 2008	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	5	\$114
Dec. 1, 2008	Certification Day; David Smiddy and the CCLC Volunteer Tutor Training Team	3	6	\$57
Jan. 12, 14, 2009	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	36	\$114
Jan. 21, 2009	GED Math; Miami Valley CTC	2.5	8	\$30 Llewellyn Foundation
Feb. 9, 11, 2009	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	3	\$114
Mar. 7, 14, 2009	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	3	\$114
Apr. 13, 15, 2009	Tutor Training; David Smiddy and the CCLC Volunteer Tutor Training Team	6	7	\$114 \$9 Llewellyn Foundation
Apr. 25, 2009	Certification Day; David Smiddy and the CCLC Volunteer Tutor Training Team	3	15	\$57 \$9 Llewellyn Foundation
June 20, 27, 2009	Tutor Training; Teresa Rose and the CCLC Volunteer Tutor Training Team	6	1	\$30 Gen Funds
Totals		62	122	\$1,021 \$78 Other Funds

Part C. Impact of the Project (Narrative with data)

The Ohio Board of Regents' State Leadership grant insures that all Clark County literacy organizations act collaboratively and do not duplicate service. As a result of this grant, members of the CCLC speak with one voice when addressing literacy issues. Since each literacy organization specializes in serving a different aspect of the population, all Coalition members refer clients to the most appropriate agency. During the SL-09 grant period, 37 students were referred from one Coalition agency to another.

Part D. Products Developed

This section does not apply to this grant this year.

Part E. Project Continuation and /or Future Implications

Pending future funding from the Ohio Board of Regents, all current functions of the Literacy Coalition will continue. The CCLC will continue to provide tutors for local GED students. Since local GED instruction is presented in a classroom and workbook format, one-on-one GED tutors can provide the individualized, non-classroom experience that many students require. Consequently, many GED students who work one-on-one with a tutor complete their studies faster than if they had worked alone.

Part F. Conclusions/Recommendations

Due to recent economic challenges, the CCLC has struggled to maintain free literacy services to Clark County. While attempting to raise additional funds, the CCLC has controlled costs by restructuring the staff of the Warder Literacy Center. Since salaries are the CCLC's largest expense, staff members now work a reduced number of hours per week.

The reduction of staff has slowed the progress of the CCLC's tutoring programs. No student orientations were held in May or June, and no Tutor Training occurred in May. Consequently, no tutoring pairs were matched in May.

While continuing to refocus, to trim expenses, and to use resources wisely, the CCLC has reduced the number of hours the Warder Literacy Center is open for tutoring. Currently, the Warder Literacy Center is open Monday through Thursday 11:00 – 7:30. Students may continue to receive free, one-on-one tutoring at the Warder Literacy Center during those hours.

The CCLC sincerely appreciates the annual support received from the Della Selsor Trust, the Springfield Foundation, the Walter S. Quinlan Foundation, the Llewellyn Foundation, the Turner Foundation, the Ohio Board of Regents, United Way, and individual donors. The CCLC especially appreciates the additional support received within the last year from the Della Selsor Trust, the Springfield Foundation, and tutors and donors who have made extra commitments to the CCLC.

Part G. Additional Comments

Teresa Rose resigned as Executive Director on August 14, 2009. The CCLC Board of Directors hired the former ESOL Coordinator, David Smiddy, as Executive Director on August 24, 2009. Priscilla Marshall and Teresa Rose served as Executive Directors throughout this FY 09 Adult Literacy Coalition grant (Ms. Marshall from July 1, 2008 to July 31, 2008 and Ms. Rose from August 4, 2008 to June 30, 2009).

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form, FY 2009**

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	126 Volunteer Tutors Recruited
# Trained Overall/Training Dates	104 Volunteer Tutors Trained Training Dates: August 13, 14, 2008; October 15, 16, 2008; November 8, 15, 2008; January 12, 14, 2009; February 9, 11, 2009; March 7, 14, 2009; April 13, 15, 2009; June 20, 27, 2009
# Trained for ABLE programs	71 Volunteer Tutors
# Trained for Other Programs/Services, please list	33 Volunteer Tutors Trained for Holeyante Springfield Academy of Excellence Springfield City Schools Catholic Central High School
# Referred Overall	104 Volunteer Tutors
# Referred to ABLE Programs	71 Volunteer Tutors Referred to the Clark County Literacy Coalition
# Confirmed Linked with ABLE Programs (please list ABLE programs by name and number of confirmed linkages, if known)	71 Volunteer Tutors contributed time to the ABLE program at the Clark County Literacy Coalition during FY 2009.
Please Describe Volunteer Referral and linkage management system/process/tools used, e.g. Filemaker Pro, etc.	The Clark County Literacy Coalition's Hotline Coordinator tracks all incoming telephone calls and walk-up clients. The Hotline Coordinator records data regarding these potential Volunteer Tutors in the LiteracyPro software program. The Hotline Coordinator also maintains the CCLC's referral list and refers potential Volunteer Tutors as appropriate. After Volunteer Tutors have been trained, the Hotline Coordinator records all volunteer tutoring hours in the LiteracyPro database.

Clark County Literacy Coalition

Program Name

David Smiddy

August 24, 2009

Director Signature

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Cleveland Reads</i>	
IRN Number:	137893
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647
Project Director(s):	Jennifer Scofield, MA, CHES, Interim Executive Director
Project Mailing Address: 1331 Euclid Avenue Cleveland, OH 44115	
Project Description/ Purpose: The support of \$17,647 from the Ohio Board of Regents is used by Cleveland Reads to support the Hotline/Marketing Coordinator and Volunteer Coordinator's salaries.	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create community-wide awareness of literacy issues.	<p>Use Cleveland Reads' newsletter, <i>The Literacy Link</i>, to further connect volunteers, literacy organizations, schools, foundations, the corporate community, and legislators to literacy issues throughout Greater Cleveland</p> <p>Coordinate an annual Volunteer Reception for the literacy community to recognize and honor literacy volunteers and agencies</p> <p>Run major marketing campaigns to increase</p>	<ul style="list-style-type: none"> • During the project year, we published three newsletters (The newsletter is mailed to about 1,380 contacts and emailed to 1,500 volunteers) • Volunteer Reception was held on April 18, 2009 • We ran two bus campaigns and changed the artwork for the January campaign to include key words such as GED and tutoring • We received 168 calls from the bus campaign • We partnered with Cleveland Public Power to get information included in utility bills (we received 231 calls)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>awareness among learners, volunteers, and affiliate agencies throughout the Greater Cleveland area</p> <p>Compile a Directory of Literacy Services in Cuyahoga County to be issued to literacy programs, legislators, social service agencies, and other related organization.</p>	<p>from this initiative)</p> <ul style="list-style-type: none"> • In December 2008, we partnered with Time Warner Cable to have our information included on the bills mailed to Northeast Ohio (resulting in 103 referrals) • The 2009 Directory of Literacy Services was completed in January 2009 • Directories have been distributed to Lit Net members and we received an order for 45 directories from the Cleveland Public Library
Create awareness of Adult Basic and Literacy Education and other provider programs.	<p>Attend ABLE Consortium meetings to be familiar with ABLE programs.</p> <p>Attend quarterly OLN meetings.</p> <p>Attend ABLE Directors' meetings.</p> <p>Make site visits to all ABLE organizations</p>	<ul style="list-style-type: none"> • Attended two meetings and participated in a proposal for ABLE regional development • Attended two quarterly meetings and one OLN conference • Attended the biannual Directors' meeting in October 2008 • Volunteer Coordinator attended four trainings at Parma ABLE and visited five additional ABLE programs
Support a local theme for literacy.	<p>Meet with literacy stakeholders</p> <p>Create a subcommittee to plan and execute a marketing campaign that will aid learner and volunteer recruitment and promote awareness about literacy programs and issues. Design a tagline for literacy.</p>	<ul style="list-style-type: none"> • A uniform message to represent the entire literacy community was discussed at December Literacy Network meeting • Cleveland Reads has received 846 learner calls since July 1 (669 from adults; 177 for youth) • There were 108 calls from agencies, schools and general calls • There have been 462 volunteer calls resulting in 228 registrations and 156 volunteers who attended training since July 1 • We have assisted with 1,416 calls from learners, volunteers, and general calls from the Literacy Hotline
Conduct campaigns to recruit potential volunteers.	Cleveland Reads will conduct printed, visual and audio promotional marketing through local and mass media outlets	<ul style="list-style-type: none"> • Cleveland Reads trained 156 volunteers during the project year. 111 tutors contributed 4,661 hours to the literacy community in 2008

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Conduct campaigns to recruit potential students.	Cleveland Reads will coordinate low cost outreach, such as writing PSA's, attending neighborhood fairs and events, enlisting speaking engagements; and high cost outreach through specific grants, such as bus campaigns	<ul style="list-style-type: none"> • Cleveland Reads has received 754 calls from learners and parents since July 1 • There is a monthly average of 3,502 hits to our website • Posted two items in the Volunteer Section of <i>The Plain Dealer</i> • Recorded 38 calls from the Radio Disney Show with CSU Radio
Serve as a clearinghouse for information about literacy issues.	<p>Provide accurate and updated information about grant opportunities, legislative issues, community events, conferences and workshops, and Cleveland Reads' events through email to coalition members</p> <p>Update Cleveland Reads' web page to contain event listings, including Volunteer Orientations and Literacy Network meetings, post and update community calendar, provide a volunteer message board to post communication among volunteers to improve tutoring sessions</p> <p>Provide training to local literacy and affiliate organizations on the effective use of volunteers to strengthen the delivery of services</p>	<ul style="list-style-type: none"> • We received 21 calls from agencies and an additional 97 general calls regarding book donations • Each month we list events trainings, and conferences throughout the literacy community • There were 26 postings through February 2009 (website averages 3,502 hits per month) • There were 42 learner referrals from other online sources • The "Integrating Volunteer Tutors into your Agency" manual has been distributed to all providers • Meetings were held with five providers to discuss volunteer recruitment, effectiveness, and tracking.
Sponsor volunteer recognition events	<p>Coordinate a Volunteer Reception that recognizes literacy volunteers during April, National Volunteer Month</p> <p>Request that literacy organizations nominate a "Volunteer of the Year" to receive recognition at the Volunteer Reception</p> <p>Request that organizations</p>	<ul style="list-style-type: none"> • The Volunteer Reception was held Saturday, April 18, 2009 • A Volunteer of the Year was recognized at the annual event • Volunteer Coordinator has developed an MOU to assure that programs receiving volunteers will provide information that documents impact of personalized tutoring assistance on learners • There are 12 signed MOUs on file

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	identify learners that have succeeded through the intervention of personalized assistance from a volunteer	
Advocate for sound legislation related to ABLÉ programs	<p>Meet with the Ohio Literacy Network to discuss coalition's role in Ohio, marketing strategies, local and national legislative decisions and impact on delivery of services to upgrade learner skills</p> <p>Represent Greater Cleveland in an advocacy campaign through the Ohio Literacy Network's materials and contacts to strengthen and enhance the legislators' connection to Ohio's literacy issues.</p> <p>Visit local legislators and continue letter-writing campaigns to educate elected officials about literacy issues.</p> <p>Invite elected officials to Cleveland Reads' events.</p> <p>Attend United Way Services bimonthly advocacy meetings</p>	<ul style="list-style-type: none"> • All 21 Cleveland City Council officials received a letter about Cleveland Reads and our services • At the end of 2008, a Year-In-Review document was sent to all elected officials which highlighted our services and accomplishments • Introductory letters were sent to Governor Strickland and the State Superintendent of Schools • An ABLÉ and literacy support letter was sent to The Governor's Office during budget hearings • All state and local elected officials representing Greater Cleveland were invited to the 2009 Volunteer Reception (A representative from Sen. Voinovich's office attended) • There were two visits to city council • City council members and legislators are invited to all events • The Executive Director attended Leadership Council meetings, Council of Agency Executives meetings and the Annual Meeting

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	<p>Provide monthly training sessions, <i>Building Literacy Skills in Children</i>, <i>Building Literacy Skills in Adults</i>, at local Red Cross</p> <p>Offer tailored trainings for literacy providers and their volunteers at their sites</p> <p>Provide consistent follow-up both with programs and volunteers.</p> <p>Provide tutoring materials in the form of a Volunteer Kit to strengthen and enhance training sessions</p> <p>Strengthen and enhance corporate partnerships with local schools by promoting tutor training for corporate volunteers</p>	<ul style="list-style-type: none"> • There were seven BLSC, seven BLSA and two in-service trainings offered (156 volunteers have been trained) • Elizabeth Baptist Church and St. Malachi had trainings for a total of 17 participants • It was determined that 111 volunteers were actively tutoring over the course of the project year • Manuals and materials are distributed at all training sessions • Three trainings at ALCOA were conducted (for 31 participants)
Collect and analyze information for improving ABLÉ services.	<p>Set up meetings with city and regional leaders to redefine literacy in the context of economic development issues</p> <p>Offer ABLÉ providers effective workshops</p>	<ul style="list-style-type: none"> • Executive Director has attended ABLÉ meetings and provided input when requested to address changes at the state level that have impacted on delivery of services • All ABLÉ providers are invited to attend quarterly LitNet meetings, the Volunteer reception, and in-services
Provide resources that help programs meet needs for ABLÉ services.	<p>Identify viable resources that will provide opportunities for networking, sharing promising practices, staff development trainings and technical assistance</p> <p>Hold staff development workshops that include topics such as workforce literacy, jobs market, and transitional literacy</p>	<ul style="list-style-type: none"> • CR provides the following services: a literacy hotline, advocacy, tutor training and referrals, and meetings to meet other providers and to learn about promising/best practices • CR has provided two in-services on cultural diversity and learning disabilities (for 43 participants) • CR is meeting with the Literacy Cooperative and other local organizations to examine volunteer tutor training needs, i.e. standardization or credentialing

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLÉ providers.	<p>Utilize email to apprise ABLÉ providers of emerging literacy issues, opportunities for awareness-building, encouragement for partnering and collaborating</p> <p>Work with the Northeast ABLÉ Resource Center in arranging meetings and events.</p> <p>Encourage ABLÉ providers to chart number of tutors received from Cleveland Reads, number of hours that volunteers provide, and impact on learner success</p>	<ul style="list-style-type: none"> • Volunteer Coordinator sends out periodic emails; there were six group emails delivered this project year • Staff attended meetings at the NE Resource Center to address emerging issues in the literacy field • Meeting was held with ABLÉ providers to discuss process for collecting and reporting this data • An MOU was reviewed and signed off on by five ABLÉ programs.
Promote collaboration with other organizations to meet local literacy needs.	<p>Visit all literacy providers in Greater Cleveland to determine gap and overlap in services Identify and strategize on methods of collaboration among providers</p> <p>Work with Ohio coalitions to identify cogent issues, strengthen resources, and quantify outcomes</p>	<ul style="list-style-type: none"> • There were 22 site visits conducted • CR and Ohio coalitions work strategically to identify coalition effectiveness and impact • Interim E.D. met with ED of the Diabetes Association of Greater Cleveland and a Program Director at the YMCA of Greater to Cleveland to discuss health literacy opportunities
Maintain a current listing of ABLÉ service providers.	<p>Maintain contact with literacy providers to obtain accurate programming information</p> <p>Produce and disseminate a Directory of Literacy Services in Cuyahoga County for literacy programs, social service agencies, legislators, and other community organizations</p> <p>Post the Directory of Literacy Services online so that agencies can access</p> <p>Provide updates to Directory</p>	<ul style="list-style-type: none"> • Providers were contacted for updates and needs of program (Directories were updated in November 2008 distributed in January 2009) • The directory was not posted on the website so staff could answer any questions and assist those that need assistance • An updated list of programs is listed on the website with links to each of their specific websites • A special effort was made to update services over the summer so that CR could provide accurate referrals

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	<p>Updated webpage to provide literacy providers access to an interactive forum to post concerns and opportunities regarding literacy issues</p> <p>Disseminated information to all providers to get collective feedback, ideas and resolutions</p> <p>Coordinated system to link volunteers and learners to opportunities at provider agencies</p> <p>Worked with literacy providers to chart number of volunteers received from Cleveland Reads, number of hours that volunteers served, and progress reported with learners through personalized assistance from volunteers</p> <p>Operate the Literacy Hotline during business hours, and return all voice mail messages within 24 business hours</p> <p>Maintain a Literacy Hotline database to track call trends and referral sources</p> <p>Use multiple marketing strategies to create awareness of Literacy Hotline</p>	<ul style="list-style-type: none"> • The interactive forum on the Cleveland Reads' website was discontinued in the summer of 2008 due to inactivity • All trained volunteers are given updated needs and contact information for programs requesting volunteers (111 volunteers were active in 2008) • We are not able to track learners but work through a new, aggressive six-month action plan has identified opportunities to track learners in the future • Meeting was held with ABLE providers to discuss process for collecting and reporting learner data • Five ABLE programs have signed the agreement and agreed to provide this information • We have received 846 learner calls to the Literacy Hotline since July 1 • Calls are recorded in database (The majority of calls continue to come from the East side of Cleveland) • Cleveland Reads' continues to track the referral source of learner calls - only 4.24% of learner calls cannot be tracked to a source

Part B. Training Developed and/or Conducted

If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell.

These training should only be trainings that you have conducted and not trainings in which you were a participant.

This section does not apply to this grant this year.

Part C. Impact of the Project (Narrative with data)

Cleveland Reads continues to build awareness in the literacy community, as a viable resource for advocacy, volunteer recruitment, training, and referral, and program enhancement during 2008-2009. Cleveland Reads was able to increase its marketing efforts through the continuation of various grants to promote literacy awareness and volunteerism and offer no-cost training to the community and literacy organizations. Following a phone discussion that describes tutoring opportunities, community volunteers are sent a personalized invitation to attend an orientation and given a certificate upon completion of the training. Following the tutor orientation, Cleveland Reads refers tutors to available providers in the areas.

Calls from learners reflect the importance of receiving professional assistance as one of the most useful starting points on their road to literacy. Through the Literacy Hotline, learners continue to be informed of potential programs that are appropriate to their needs. In addition, Cleveland Reads sends materials that will make their second chance for literacy easier to process. Organizations continue to request tutor training for their volunteers.

Cleveland Reads also continues to work closely with agencies in the literacy community. Cleveland Reads is focused on bringing all literacy providers together to enhance and strengthen literacy efforts, offering quality services, and building a higher level of skills. We continue to increase awareness of learning disabilities through our resource booklet.

Cleveland Reads continues to explore strategies and seek solutions that will expand services to the undereducated adults and at-risk youth. The low graduation rate at the Cleveland Municipal School District will critically impact the number of adults needing services in the future. The economic future of Cleveland is in jeopardy since many of these young people are unlikely to make a decent wage and or have the ability to provide opportunities for academic success to their offspring. Working with local providers and exploring new opportunities, such as the Regional Talent Network, may be beneficial down the road.

Part D. Products Developed

Format*	Title	Objective of product	Audience
Print	2009 Directory of Literacy Services	To increase awareness of number, type and location of local literacy providers	Community groups, libraries, businesses, schools, individuals
Print	Health Lit Kits for Kids	To advance health literacy in youth in grades 5-10 around chronic disease prevention	Youth, parents, teachers, youth leaders, tutors
Print	Redesign of Raising Real Readers	To assist parents as their child's first tutor	Parents and caregivers
Print	Redesign of Prime Time Tutor Manual	To guide tutors in the use of Lit Kits for Kids	Literacy tutors

Part E. Project Continuation and /or Future Implications

Cleveland Reads will continue to operate the Literacy Hotline, Greater Cleveland's first point of contact for literacy inquiries, act as a clearinghouse by providing information about literacy programs and resources to learners, parents, volunteers, community members, agencies, business leaders and legislators. Cleveland Reads continues to offer free training sessions for volunteer tutors and plans to expand and enhance the tutoring framework in the future through relevant and user-friendly materials. Cleveland Reads has undertaken an aggressive six-month action plan that has allowed staff and board members to identify places for improvement and possible solutions that will lead to an improved long-term plan.

Part F. Conclusions/Recommendations

Cleveland Reads continues to make efforts to better align staff, reposition Board members, conduct program evaluations and seek to advance community literacy through many methods. Youth, family and adult literacy continue to be the focus of work and is advanced through community-based partnerships.

Part G. Additional Comments

Cleveland Reads has experienced several significant changes this year. The previous Executive Director resigned in early March, the Marketing Coordinator resigned in early April and the Volunteer Coordinator resigned in May. An Interim Executive Director, a former Board Member, signed on to help the rebuilding process. A new Program Manager has been hired to oversee the hotline and to enhance learner-volunteer tutor-provider process, including tracking, training and partnership building. The new staff will join Cleveland Reads in early September 2009.

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us Thank you.

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	426
# Trained Overall/Training Dates	201 Building Literacy Skills in Children: 7-10, 8-14, 9-11, 10-16, 11-6, 1-8, 2-12, 3-12 Building Literacy Skills in Adults: 7-24, 8-28, 9-25, 10-30, 11-20, 1-22, 2-26, 3-26 Diversity Training: 10-1
# Trained for ABLE programs	89
# Trained for Other Programs/Services, please list	112 Trained for child and youth literacy programs
# Referred Overall	201
# Referred to ABLE Programs	89
# Confirmed Linked with ABLE Programs (please list ABLE programs by name and number of confirmed linkages, if known)	Our volunteer coordinator left in May so we are unable to confirm linkages.
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	Samaritan, Excel, Outlook

Cleveland Reads

Program Name

Jennifer Scofield

Director Signature

August 24, 2009

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Literacy Network of Greater Cincinnati</i>	
IRN Number:	110791
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647
Project Director(s):	Stephanie M. Graves
Project Mailing Address: 635 W. Seventh St., Suite 103 19 Broadcast Plaza Cincinnati, OH 45203	
Project Description/ Purpose: Under the direction of Executive Director Stephanie Graves, all staff members answered 1,256 <i>Literacy Hotline</i> calls and provided appropriate referrals to adult students, case workers, parents, prospective volunteer tutors, and social service representatives. The agency's <i>Literacy Line</i> was regularly updated at least quarterly as Carolyn Gifreda maintained contact with collaborating adult education agencies. Nancy Thorsen logged all the hotline calls and mailed information packets to callers. Carolyn and Nancy also made follow up phone calls to adult students and encouraged them to enroll in adult education programs if they had not already done so. Kim Galati and Heidi Smith recruited and trained volunteer tutors to work with adults and children who needed reading help. As a result of their efforts, 619 volunteers attended a Basic Tutor Training Class, a Cincinnati Reads training seminar, or an Advanced Tutor Workshop. Carolyn Gifreda assisted in the volunteer recruitment and placement process by following up with potential volunteers, and entering volunteer information into a database. Adult literacy tutors also received ongoing support via our tutor e-newsletter, which was distributed bi-monthly. The Literacy Network continued to serve local ABLE providers by hosting provider meetings, which facilitated the sharing of new information and best practices among ABLE providers. The Literacy Network also disseminated free books to ABLE provider agencies and other organizations. Through Stephanie's association with the Ohio Literacy Network and Literacy USA, the Literacy Network regularly informed ABLE providers about pertinent information regarding adult education.	

With a mailing list of over 2,700 readers, the Literacy Network's *Literacy Link* newsletter informs the region of relevant literacy developments. Three out of four quarterly issues highlight an ABE provider.

Finally, on September 5, 2008, the Literacy Network hosted Reading with the Stars at Joseph Beth Booksellers. Local celebrities read from their favorite books to raise awareness and highlight the importance of literacy in our community.

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Publish a quarterly newsletter	<ul style="list-style-type: none"> Three issues (August, November, March) were mailed to 2,700 households.
Create awareness of Adult Basic and Literacy Education programs.	<p>Respond to Hotline calls by connecting adult students with programs and mailing follow up information</p> <p>Educate social service agencies about our services</p>	<ul style="list-style-type: none"> There were 705 students who called the Hotline and received referrals and follow up information in the mail Stephanie Graves presented information about the Literacy Network's services to six social service agencies and packets about our services were mailed to 26 agencies
Support a state-wide theme for literacy.	Participate in OLN quarterly ALC meetings	<ul style="list-style-type: none"> Stephanie attended four OLN quarterly ALC meetings in August, December, February, and May
Promote a local theme for literacy.	Conduct a literacy awareness event around International Literacy Day	<ul style="list-style-type: none"> On September 5, the Literacy Network hosted "Reading with the Stars" at Joseph Beth Booksellers (Joseph Beth advertised the event and an article about it appeared in the <i>Literacy Link</i> newsletter)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Conduct campaigns to recruit potential volunteers.	<p>Inform potential volunteers of training opportunities via Hotline and specialized information packets</p> <p>Promote volunteer opportunities through local churches, coffee houses, and bookstores</p> <p>Send “volunteers wanted” ads to local newspapers.</p>	<ul style="list-style-type: none"> • There were 348 potential volunteers who called the Hotline and received information packets • In September 2008 and March 2009, information about volunteer opportunities was sent to a total of 502 area churches • “Volunteers wanted” ads appeared in local newspapers approximately seven times
Conduct campaigns to recruit potential students.	<p>Collaborate with local service agencies to recruit students</p> <p>Promote Hotline number through media</p>	<ul style="list-style-type: none"> • The staff responded to 705 student calls by providing educational referrals and mailing follow up information • Sixteen press releases were sent to the media; eight articles were published as a result
Serve as a clearinghouse for information about literacy issues.	<p>Compile bi-monthly <i>Tutor News</i> e-newsletter</p> <p>Compile information on new developments in the literacy field</p>	<ul style="list-style-type: none"> • Four regular issues and one double issue of the <i>Tutor News</i> e-newsletter were sent to tutors and providers • Twenty emails with relevant information were sent to providers
Sponsor volunteer recognition events.	Support adult literacy agencies and elementary schools with volunteer recognition	<ul style="list-style-type: none"> • All volunteers were recognized in the Literacy Link newsletter and 915 free books were distributed to ABLE providers and volunteer reading tutors
Advocate on issues related to ABLE programs, services and policy.	<p>Respond to advocacy alerts from Ohio Department of Education, Literacy USA, and the Ohio Literacy Network</p> <p>Inform provider members of new legislation affecting their programs</p>	<ul style="list-style-type: none"> • See information below about emails sent to legislators. No meetings with elected officials occurred. • Advocacy alerts were sent in January and June 2009

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	<p>Offer at least nine monthly Basic Tutor Training Classes and three advanced workshops</p> <p>Provide support to active adult literacy tutors</p> <p>Offer at least 18 Cincinnati Reads (CR) training seminars per calendar year</p>	<ul style="list-style-type: none"> • There were 97 volunteers who completed either one of nine Basic Tutor Training Classes or one Advanced Workshop • Four regular issues and one double issue of the <i>Tutor News</i> e-newsletter were sent to tutors and providers • There were 522 individuals who completed the Cincinnati Reads training seminar (36 seminars were offered)
Collect and analyze information for improving ABLE services.	Conduct five meetings annually for adult education providers to share best practices and other pertinent information	<ul style="list-style-type: none"> • Four provider meetings were offered (The September meeting was cancelled due to a widespread power outage)
Provide resources that help programs meet needs for ABLE services.	Research ways to help adult literacy agencies serve students with "special needs" (visually impaired, mentally disabled, etc.)	<ul style="list-style-type: none"> • The Literacy Network convened a task force on January 22, 2009 to address the challenges faced by MRDD students in the ABLE classroom (ABLE providers and two MRDD social workers were in attendance)

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLE providers.	<p>Conduct provider meetings to share best practices and provide networking opportunities for adult education providers</p> <p>Attend quarterly Ohio Department of Education meetings and OLN meetings to discuss advocacy and literacy issues</p> <p>Provide educational resources for adult literacy providers</p>	<ul style="list-style-type: none"> • Four provider meetings were held in November 2008, January 2009, March 2009, and May 2009 (September 2008 was cancelled due to a widespread power outage) • In addition to attending four OLN ALC meetings, Stephanie also attended the ABLE Fall Directors Meeting in October and participated in three advocacy conference calls • LNGC distributed copies of "How to be a Success at Work" DVDs to providers • There were 915 free books distributed to ABLE providers and volunteer tutors
Promote collaboration with other organizations to meet local literacy needs.	Invite representatives from social service agencies to present at provider meetings	<ul style="list-style-type: none"> • Presenting at provider meetings were representatives from the following four agencies: Trinity Debt Management, ITT Technical Institute, Cincinnati Metropolitan Housing Authority, and Cincinnati State
Maintain a current listing of ABLE service providers.	Maintain and update existing Literacy Line to keep students and tutors apprised of local provider sites and the services they offer	<ul style="list-style-type: none"> • The Literacy Line was updated four times--fall, winter, spring, and summer • Carolyn Gifreda notified the staff if changes occurred to listings between quarterly updates
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	Maintain and update existing Literacy Line to keep students and tutors apprised of local provider sites and the services they offer.	<ul style="list-style-type: none"> • The Literacy Line contained information on 68 providers, including the availability of child care, computer classes, youth GED classes, basic reading classes, bus line

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Refer potential volunteers to appropriate literacy programs.	Place trained volunteers in local literacy programs. Provide special advanced workshops at the request of provider agencies	<ul style="list-style-type: none"> • There were 455 Cincinnati Reads volunteers placed in elementary schools • Also, 53 adult literacy tutors were placed in ABLE programs • One special advanced workshop, ESOL, was offered at the Vineyard Community Church with 22 people in attendance
Refer potential learners to appropriate literacy programs.	Provide information on literacy programs to adult students calling our Hotline Follow up with potential students regarding their literacy program placement	<ul style="list-style-type: none"> • There were 705 adult students referred to agencies • Additional, 153 adult learners received follow up phone calls

Part B. Training Developed and/or Conducted

If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.**

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
8-14-08	ESOL Advanced Workshop, Galati and Benander	4	22	\$211
8-23-08	Basic Tutor Training Class, Graff	8	12	\$258
8-27-08	Condensed Cincinnati Reads, Smith	1	55	\$159
9-4-08	Cincinnati Reads, Smith	2	28	\$112
9-9-08	Cincinnati Reads, Smith	2	4	\$41
9-10-08	Cincinnati Reads, Smith	2	1	\$34
9-10-08	Condensed Cincinnati Reads, Smith (Lasalle)	1	43	\$131
9-12-08	Cincinnati Reads, Smith	2	19	\$92
9-24-08	Cincinnati Reads, Smith	2	4	\$41
9-27-08	Basic Tutor Training Class, Dunlap	8	7	\$221
9-30-08	Cincinnati Reads, Smith	2	5	\$44
10-1-08	Cincinnati Reads, Smith	2	2	\$37
10-1-08	Cincinnati Reads, Smith (UC Clermont)	1.5	33	\$174
10-2-08	Cincinnati Reads, Smith	2	25	\$106
10-7-08	Cincinnati Reads, Smith	1.5	63	\$243
10-8-09	Cincinnati Reads, Smith	1.5	38	\$185

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
10-9-08	Cincinnati Reads, Smith	2	2	\$37
10-13-08	Cincinnati Reads, Smith	2	1	\$34
10-16-08	Cincinnati Reads, Smith	2	1	\$34
10-21-08	Cincinnati Reads, Smith	2	2	\$37
10-23-08	Cincinnati Reads, Smith	2	1	\$34
10-25-08	Basic Tutor Training Class, Dunlap	8	7	\$221
10-31-08	Cincinnati Reads, Smith	2	1	\$34
11-12-08	Cincinnati Reads, Smith	2	3	\$39
11-15-08	Basic Tutor Training Class, Graff	8	4	\$199
11-21-08	Basic Tutor Training Class, Galati	8	11	\$252
1-13-09	Cincinnati Reads, Smith	2	2	\$37
1-13-09	Cincinnati Reads, Smith (MSJ)	2	13	\$62
1-20-09	Cincinnati Reads, Smith	1.5	30	\$101
1-21-09	Cincinnati Reads, Smith	2	2	\$37
1-26-09	Condensed Cincinnati Reads, Smith	1	82	\$221
1-31-09	Basic Tutor Training Class, Dunlap	8	5	\$207
2-5-09	Cincinnati Reads, Smith	2	2	\$37
2-11-09	Cincinnati Reads, Smith	2	2	\$37
2-13-09	Cincinnati Reads, Smith	2	2	\$37
2-18-09	Cincinnati Reads for Peer Tutors, Smith	1	14	\$64
2-28-09	Basic Tutor Training Class, Dunlap	8	8	\$228
3/10-17	Basic Tutor Training Class, Galati	8	12	\$258
4-1-09	Cincinnati Reads, Smith	2	3	\$41
4-3-09	Cincinnati Reads, Smith	2	10	\$57
4-25-09	Basic Tutor Training Class, Dunlap	8	9	\$237
5-15-09	Fifth Quarter Tutoring, Steimle	1	6	\$46
5-21-09	Cincinnati Reads, Smith	2	22	\$99
5-28-09	Fifth Quarter Tutoring, Steimle	1	1	\$23
Totals		136	619	\$4,837

Part C. Impact of the Project (Narrative with data)

The Literacy Hotline fielded 1,256 calls during the grant period. Of the Hotline callers, 705 were adult students who received referrals and follow up information for GED/ABLE classes, ESOL classes, or basic literacy classes. With up to 68 local ABLE providers on our Literacy Line, the adult students who called were given choices of where to get help.

In addition, the Literacy Network helped build capacity for ABLE providers and local elementary schools by training volunteers. Ninety-seven new adult literacy tutors were trained to serve ABLE students and 522 new Cincinnati Reads tutors received training to help K-4th grade students reading below grade level. The Literacy Network also assisted ABLE providers by hosting four provider meetings to share best practices and learn about relevant and helpful resources in the community available to their students. Also, the Literacy Network convened a special task force to study the challenges related to MRDD students in the ABLE classroom.

Part D. Products Developed

Format*	Title	Objective of product	Audience	Cost
Print	Cincinnati Reads Manual (updated and revised)	Updated to provide additional training and resources to new tutors working with K-4th grade children	Cincinnati Reads volunteers working with K-4th grade children	\$90
Print	Abbreviated Cincinnati Reads Manual (updated and revised)	Updated to train high school and college service learning students as the time allotted to train them is usually less than the typical training session	High school or college service learning students who participate in Cincinnati Reads	\$60
Print	Peer Tutoring Manual	Developed to help elementary school students who were serving as peer tutors	Elementary school students serving as peer tutors	\$60
Print	Literacy Network brochure (updated and revised)	Provides overview of Literacy Network programs and services	Potential volunteers, students, donors, and supporters of the LN	\$60 fund drive
Print	Tutor Training brochure (updated and revised)	Provides overview of the Tutor Training and Coordination Program	Potential volunteer tutors or donors	\$30 fund drive
Print	Cincinnati Reads brochure (updated and revised)	Provides overview of the Cincinnati Reads Program	Potential volunteers or donors	\$45 fund drive
Print	Adult Basic Reading Program brochure (updated and revised)	Provides overview of the Adult Basic Reading Program	Potential students, caseworkers, or donors	\$30 fund drive
Print	Children's Basic Reading Program (updated and revised)	Provides overview of the Children's Basic Reading Program	Parents, teachers, school administrators, or donors	\$30 fund drive
Print	Parent Referral List (updated and revised)	Provides referrals to parents whose children have reading difficulties or learning disability symptoms	Parents who call Hotline	\$30 fund drive
Print	Social Service Agencies	Lists agencies where individuals can find information about emergency housing, food pantries, free legal help, etc.	Hotline callers	\$60 fund drive
Print	Job and Related Social Services Information	Lists agencies where individuals can get help finding and keeping employment	Hotline callers	\$60 fund drive
Totals				\$555 fund drive
*Please identify whether the format was print, CD, audio, electronic, etc.				

Part E. Project Continuation and /or Future Implications

In the first half of 2009, the number of adult students who called the Literacy Hotline rose by 49%, in comparison to the same time period last year. We suspect this is due to the current economic conditions, as many callers are newly unemployed and realize that their job searches will be fruitless without GED credentials or improved reading skills. Thus, the demand for our services continues to increase.

As a result, despite reduced funding, the Literacy Network will continue to staff the Literacy Hotline, train literacy volunteers, and lead the coalition of ABLE providers in our region.

Part F. Conclusions/Recommendations

The Literacy Network would appreciate the Ohio Board of Regents' continued support as adult literacy coalitions play an ever increasing role in adult education. As indicated above, our Literacy Hotline is a critical resource for undereducated adults. Local 211 representatives refer individuals seeking GED, ESOL, or reading classes directly to the Literacy Hotline.

In addition, the Literacy Network helps ABLE providers by offering training seminars for staff and volunteers, connecting them to resources that could benefit their students, advocacy efforts, and forces to address common challenges.

Part G. Additional Comments

Thank you for your support!

**Ohio ABLÉ Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us Thank you.

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	619
# Trained Overall/Training Dates	619/see attached
# Trained for ABLÉ programs	97
# Trained for Other Programs/Services, please list	522 CR volunteers trained to tutor K-4th grade students
# Referred Overall	455
# Referred to ABLÉ Programs	15 to ABLÉ-funded programs; 38 to adult education agencies not ABLÉ-funded
# Confirmed Linked with ABLÉ Programs (please list ABLÉ programs by name and number of confirmed linkages, if known)	15 (4-Urban Appalachian Council; 7-Cincinnati Public Schools; 2-Great Oaks; 1-Jewish Family Services; 1-YWCA)
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	Filemaker Pro

The Literacy Network's Tutor Training and Coordination Program

Program Name

Stephanie Graves

Director Signature

August 24, 2009

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Maplewood Career Center</i>	
IRN Number:	051391
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647.00
Project Director(s):	Doris Schoning
Project Mailing Address: Maplewood Career Center 7075 State Route 88 Ravenna, Ohio, 44266	
Project Description/ Purpose: The overall purpose of this project is to build the capacity of the Portage County Literacy coalition through increased community awareness, enhanced literacy services, expanded coordination, and integrated service delivery. Specifically, this project will use the PCLC team to (a) increase awareness of literacy issues in the general community through marketing and recruitment efforts, volunteer and student recognition, advocacy and written communications, (i.e. newspaper articles, brochures, quarterly newsletter), (b) support the transition of GED students into further employment or post-secondary education or training, and continue to support the Adult Basic Literacy Program and the Family Literacy Works at Even Start, (c) centrally coordinate the intake process for Portage County adult learner, (d) facilitate training workshops and provide resource books for volunteer tutors, (e) promote interagency communication concerning literacy issues. The Projects' primary outcome is an increased level of awareness and inter-agency coordination in literacy and support for Portage County adults and their families. The Portage County Literacy Coalition (PCLC) Team consists of Board of Trustees representing, Reed Memorial Library, Community Action Council, Area office on Aging Agency, Family Literacy (Even Start) Group One Printer/Broker, Public Broadcasting Company Channel 43/49. Maplewood ABL The Portage County Literacy Coalition (PCLC) full board and/or Executive Board meet monthly. The PCLC) Director Doris Schoning, Project Coordinator, and Volunteer Supervisor Tutor Trainer. The portage County Literacy Coalition board of trustees and Executive Committee provide technical support.	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Develop and promote a consistent and credible theme for literacy	Reinforced literacy themes on all ABLE/PCLC/ESOL/Even Start/ literature: i.e. brochures, newsletters, newspaper articles, flyers, fact sheets (July 1, 2008 to June 30, 2009)	<ul style="list-style-type: none"> • “Reaching New Learner” on all PCLC literature, “Your Key to Success” on all Maplewood ABLE literature; “Life Long Learning” is promoted in ABLE, ESOL, ABLE and Even Start; “ACHIEVE-BELIEVE-EARN-LEARN, was on brochures, literature, pens,
Implement marketing plan with consistent theme of Literacy to increase Awareness of issues Needs program and services.	<p>Published literacy articles in local/ community newspapers (7/1/08 to 6/30/09)</p> <p>Published four quarterly newsletters</p> <p>Published displays and classified ads in local papers</p> <p>Collaborates with 4-County Consortium (provided brochures and literature for distribution)</p> <p>Had (two) meetings concerning our 4-County Professional Development workshop</p> <p>Participate in several outreach events in FY 2009</p> <p>Participated in grocery collection for the Portage County Food cupboards and pinwheels for abused children, students and staff participation</p> <p>Design four-six seasonal window displays at MCC throughout the year</p>	<ul style="list-style-type: none"> • Eight articles were published in the Record Courier, Gateway News, The Villager, and the Streetsboro Parks and Recreation Department • Newsletters were sent to 555 each season (Total 2,220 sent) via email for (Spring, summer, fall, winter) • Ads were placed in The Villager; record Courier, Aurora Advocate, Community Journal, Mister Thrifty, Gateway, Maplewood Career Center, Portage County Community Magazine and placed on magnets, business cards, pens • Sixteen Maplewood ABLE staff attended the 4-County Professional workshop • Community Days Maplewood Job Expo, Make a Difference Day resulted in 18 tutors recruited and two new PCLC board members • All agencies in the county that use MCC facilities pass by the display window in the front hallway

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Conduct advocate activities.	<p>Write letters and meet personally with elected officials at local, state, and national levels throughout the year</p> <p>Send officials quarterly newsletters (July 1, 2008 to June 30, 2009)</p> <p>Deliver speeches throughout the year to local citizens groups comprised of local community (July 1, 2008 to June 30, 2009)</p>	<ul style="list-style-type: none"> • On four different occasions students and staff emailed State, local and federal officials • Calls were made by students and staff to state leaders and committees concerning ABLE funding • Attended Kiwanis, chambers, agencies and businesses and County Fairs to speak to local officials • Talked about community awareness concerning literacy in Portage County; to impact knowledge concerning the ABLE, Even Start/ESOL; Transition and Career Pathways Programs • Raised additional funds for the PCLC
Sponsor Tutor Recognition.	Awards and certificates were presented to an Outstanding Tutor of the Year June 11, 2009	<ul style="list-style-type: none"> • There were 22 Tutors who attended the GED/ABLE/ESOL recognition where the Outstanding Tutor of the Year was recognized and all received certificates of appreciation
Sponsor student GED/ABLE/ESOL Recognition.	Recognized students and tutors	<ul style="list-style-type: none"> • Dispensed caps and gowns, medals, tassels, Key to Success pins, certificates, presented six speaker awards, gave four Saving bonds, gave a High School Plaque, one tutor award
Train Volunteer Tutors.	Provided two 14- hour training workshop, guide books, handouts	<ul style="list-style-type: none"> • Certified 18 volunteer tutors in the Laubach Reading Program and Learning Disabilities tools and handouts

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Collect and analyze information that will assist Local programs to	<p>Surveys were sent out to 250 employers in Portage County to determine what needs they have for their employees (July 1, 2008 to June 30, 2009)</p> <p>Utilize ABLELink data for quarterly reports to measure trends in student demographics and to create successful marketing strategies (July 1, 2008 to June 30, 2009)</p>	<ul style="list-style-type: none"> • Received 50 replies from business in Portage County • This helped us to determine the needs of area businesses in the county • Follow up was conducted to learn more and set up a possible meeting with those that showed an interest in ABLE meeting those needs • Presented demographics marketing trends to PCLC Board to adjust marketing approaches • Plan was to concentrate on certain areas in Portage County. Streetsboro, Garrettsville and Windham
Secure support from Non-profit sources.	<p>Establish Community Partners to help PCLC and co-sponsor the Community Spelling Bee</p> <p>Acquire new non-profit supporters</p>	<ul style="list-style-type: none"> • Money donations • Valuable prizes for the Spelling Bee participants and guests, Estimated donation over \$2,000. Little Tykes, Lavender Farms, Pizza Huts, Giant Eagle • Dispensed 3,000 coloring books, to Head Start, Even Start, and all Child Care Centers in Portage • Dispensed approx. 500 new and used books to Even Start, and ABLE
Utilize technology to insure performance and communication.	Email, phone, faxes computers, voice mail throughout the year instead of postal mailings (July 1, 2008 to June 30, 2009)	<ul style="list-style-type: none"> • Generated approximately 1000 emails as opposed to sending equivalent postal mailings.

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Collect and analyze information.	Using ABLELink and other data PCLC was able to develop a marketing plan for GED and transitional students July 1, 2008 to June 30, 2009	<ul style="list-style-type: none"> • Present demographic marketing trends to PCLC Board to adjust marketing approaches • Plans for this year will focus on Transitioning, jobs and Postsecondary Education PCLC members are undertaking a new

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
		brochure to be produced for 2010 also to advertise our new advanced math and writing classes
Secure support from non-profit sources.	Collected and distributed new /used books to Even start and ABLÉ libraries (July 1, 2008 to June 30, 2009)	<ul style="list-style-type: none"> • There were 3,000 Portage County Community Coloring and activity books distributed in Portage County and 500 new and used books were delivered to Even Start and ABLÉ Libraries • Used and new books from Scholastic and the community
Utilize technology to insure and communication.	Email, phone, faxes, computers, voice mail throughout the year	<ul style="list-style-type: none"> • Generated approximately 999 student calls, 724 office follow up calls, 5,229 local calls
Secure grants and other support from government agencies and other non-profit sources.	<p>Donations were given for the Helen Jane and Don M Wilson Jr. scholarship fund</p> <p>Wrote a mini grant to Sam's Club and Ravenna United Way (July 1, 2008 to June 30, 2009)</p>	<ul style="list-style-type: none"> • Monies received by Sam's Club \$1,000 • Donation from community (\$500); Ravenna Kiwanis (\$150); Ravenna United Way (\$600)

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create and/or participate in coalition activities.	Coordinate with the Portage District Library and Reed Memorial Library, Even Start Family Literacy, Portage Transitional Housing ABLÉ, Jobs and Family Services, Kevin Coleman, Community Action Council, Goodwill Industries, Portage Industries MR/DD (July 1, 2008 to June 30, 2009)	<ul style="list-style-type: none"> • Distributed 1,190 brochures, flyers and pieces of literature were distribute • Had two booths at county fairs, and one booth at the Job Fair.

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Establish relationships with the Private sector resulting in securing of additional support for adult Literacy initiatives.	<p>Co-sponsor annual fundraiser with Community Partners Annual Community Spelling Bee. April 2, 2009</p> <p>Receive in-kind support from the Villager, Gateway, record-Courier, Community news in Streetsboro. Garrettsville Times.</p> <p>Establish and maintain relations with local and private sectors throughout the year to secure additional funding for literacy initiatives</p>	<ul style="list-style-type: none"> • This event occurred on April 2, 2009, there were (five) teams who participated from area businesses, with 65 guests, \$1,500 was made after expenses • Printing services include note pads, invitations • Continuous coverage of activities appears in Record Courier, Villager, Garrettsville Times and the Streetsboro Community News
Created and/or participate in coalitions	<p>Gather in-kind donations from area business/organization to fill Goody Bags for Spelling Bee and door prizes (July 1, 2008 to June 30, 2009)</p> <p>Co-sponsor Family Literacy Works at Even Start with Community Action Council (July 1, 2008 to July 30, 2009)</p> <p>Promote referral relationships throughout the year with area community agencies by maintaining open communication with area agencies (July 1, 2008 to June 30, 2009)</p> <p>Encourage collaboration with local community leaders throughout the year to share literacy issues, challenges and initiatives; and gain in-kind funding support July 1, 2008 to June 30, 2009</p>	<ul style="list-style-type: none"> • Received valuable prizes to encourage participation in annual fund-raiser from: Hermann Pickles, Pizza Hut, Bistro on Main, Daybreak Lavender Farms, L'Oreal, Little Tykes, Etc. approximately \$ 1,500. To \$2,000. • Family Literacy Works at Even Start offices • Windham High School Learning Site • Elderly Housing Facility Prospect House. • Received referrals from WIA (22); from Jobs and Family Services (16); from judges.(15); by probation offices (10);from JATC Akron (16); from PMHA (33); from other ABL programs (24) and Kevin Coleman (3) • PCLC are members in Kiwanis Clubs, Area Chambers, Portage Health and Social Services PATH and PMHA, Leadership O Portage County, Public Broadcasting co. Reed Memorial Library Community Action Council, Goodwill Industries, Maplewood Adult Ed, Even Start, Streetsboro Community Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration and sharing.	<p>Collaborated with Northeast Resource Center throughout the year to provide staff professional development and to offset costs for volunteer tutors and staff to participate</p> <p>Conduct sessions to dispense info to local, regional, state and national scopes (July 1, 2008 to June 30, 2009)</p> <p>Collaborate with regional, state, and national literacy organization throughout the year to share literacy issues challenges and initiatives</p> <p>Sustain on-going memberships with Ohio Literacy Network, OAACE, TESOL</p>	<ul style="list-style-type: none"> • Offset professional development costs (i.e. mileage, hotel fees, and registrations fees.) • Mailed out two packets each for our Career Pathways to 18 different ABLE sites in Ohio • Collaborated with regional, state and national literacy organizations throughout the year to share literacy issues, challenges and initiatives. Sustain on-going memberships.
Operate a hotline to refer potential volunteers and students to appropriate local programs and agencies.	PCLC maintains and office 12 months per year, five days a week, eight hours a day (July 1, 2008, to June 30, 2009)	<ul style="list-style-type: none"> • The phone line operates as a referral and information service principally for Maplewood ABLE • Updated lists of literacy provider's related services are made available, Marketing recruitment, registration materials

Part B. Training Developed and/or Conducted

If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell.

These training should only be trainings that you have conducted and not trainings in which you were a participant.

(Costs include: Trainer's salary, Tutor handbook for each tutor, printing and producing handouts.)

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
Oct 2008	Volunteer Tutor Workshop; Doris Schoning and Joyce Horning	14	7	\$605
Jun 2009	Volunteer Tutor Workshop; Doris Schoning	14	11	\$675
Oct. 1, 2008	TABE 9-10; Doris Schoning	2	7	0
Sept 2008	TABE 9-10 to Even Start Staff; Doris Schoning	2	5	0
Totals		28	30	\$ 1,280

Part C. Impact of the Project (Narrative with data)

The PCLC is continuing to fulfill and expand on its founding mission: *to effectively address the needs of literacy in Portage county by promoting, improving, expanding and coordination the counties literacy services.*

We were pleased to support and every –increasing demand for literacy services in Portage Count during the FY 2009.

- Provided graduation for 144 ABLE/GED students.
- Supported a total of approx 877 ABLE/ESOL/GED/ASE students.
- Provided hundreds of books for ABLE and Even Start student library.
- Provided training for (18) new reading tutors.
- Provided training for (13) staff in the use of TABE 9-10.
- Supported family literacy through matched monies for Family Literacy Works @Even Start.
- Increased public awareness through a diversified and updated marketing strategy.
- Secured a total of plus diversified new in-kind support from generous donors.
- Provided packets to any enrolled student interested in Post-secondary, training, jobs, and to (18) other ABLE programs in Ohio.
- Provided support for Professional Development to Even Start Staff/ABLE Staff.

Part D. Products Developed

Format*	Title	Objective of product	Audience	Cost
Print	Career Job Booklet	To help students identify and promote transition to training and Post-Secondary education.	ABE/ASE/ESOL/ GED/and Even Start students	\$188.
Print	Education/Training Booklet	To help students to identify and promote transition to training and Post-Secondary education.	ABE/ASE/ESOL/ GED/and Even Start students	\$392.
Electronic	PCLC Newsletter	To promote literacy in Portage County; recruit partnership, donors, board members, etc.	Portage Co Residents, businesses, agencies, local, state government	0
Print	Invitation to a Literacy Tea “Stay at Home Tea” for National Reading Day	To promote literacy in Portage County and a fund raiser.	Portage County community, residents, businesses, agencies and local officials. .	\$260.
CD	Updated the OPAS Book	To keep Teachers informed of new policy and procedures	ABLE/Even Start and ESOL Staff	\$10.00

*Please identify whether the format was print, CD, audio, electronic, etc.

Part E. Project Continuation and /or Future Implications

The PCLC will continue to achieve and improve literacy in FY 2010. As the PCLC endeavors to maintain the level of services provided in the past. We strive to launch additional initiatives that will exponentially improve our impact in the community.

Specifically, we will focus new energy toward securing new grant source, building upon old and new relationships initiated during FY 2009, Sam's Club, Portage Community Partners, Ravenna Chamber of Commerce, Streetsboro Chamber of Commerce and Rootstown Chamber of Commerce, Ravenna United Way of Portage County, Record Courier, and community Service clubs.

The PCLC will continue:

- to reinvigorate the Board of Trustees Members, securing resignations of inactive members and securing the new tenures of active literacy partners who represent agencies and businesses that prove a solid history of literacy support.
- to communicate with our Federal, state and local representatives by personal visits, email, phone, and letters to advocate for adult literacy.
- to distribute the remaining 1,300 ABC's of Portage county coloring/activity book to children in Portage County and their agencies. The objective of this project is to increase awareness of literacy issues promoting collaboration and enhancing the quality of literacy services offer. This project also develops goodwill with businesses and agencies.

In FY 2010 the PCLC will be promoting ABE/GED/ASE/ESOL, and family literacy. A new promotional brochure is at the present being reviewed and discussed to promote the New Advanced Math and Writing Classes as well as a Career Pathway into jobs, training and Postsecondary education.

In FY 2010 the PCLC will continue to promote ABE/ASE/GED/ESOL and family literacy with flyers distributed on Pizza boxes. This creates local awareness concerning literacy and promotes potential students who are in need of adult literacy classes.

In FY 2010 new fund raisers are being developed by the Fund Raising Committee, to support the literacy effort of the PCLC.

In FY 2010 an employee in education from Channel 45/49 will be speaking and training instructors on how to implement the use of programs offered on that station at no cost as she is a PCLC Board member.

Part F. Conclusions/Recommendations

The PCLC will continue to strive to secure additional monies from the private sector as well as grants in FY 2010, in order to increase its effectiveness in addressing Portage County Literacy needs to achieve and improve its own self support.

Part G. Additional Comments

The PCLC will continue to support and build our capacity to enhance the literacy in Portage County. In addition to supporting the ABLE/Family Literacy/and ESOL by offering support in Professional Development, marketing and materials and training for Volunteer Tutors.

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form, FY 2009**

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	18
# Trained Overall/Training Dates	(18), October 20, 29, Nov 8 2008 June 22, 24, 27, 2009
# Trained for ABLE programs	18
# Trained for Other Programs/Services, please list	5 Community Action Council Staff
# Referred Overall	0
# Referred to ABLE Programs	0
# Confirmed Linked with ABLE Programs (please list ABLE programs by name and number of confirmed linkages, if known)	0
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. File maker Pro, etc	We have developed a management system in electronically for tutors and students to keep track of data. If a student or tutor is moving to another district, we can send information to that district by using the referral form that was developed. This also reports how many hours of training the tutor had, how many hours of service they provided, and their abilities as a tutor.

Maplewood Career Center

Program Name

Doris Schoning

Director Name

August 24, 2009

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Project READ</i>	
IRN Number:	063362
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647
Project Director(s):	Diane Brogan-Adams
Project Mailing Address: c/o Sinclair Community College 444 West Third Street Dayton, OH 45402	
Project Description/ Purpose: Project READ is a coalition of more than 30 public and private organizations and 66 schools and tutoring sites dedicated to increasing the literacy levels of adults, children and families in the Dayton area. Project READ assists literacy programs serving adults and youth in the Miami Valley by acting as a literacy advocate, bringing programs together to collaborate on issues of common concern, coordinating volunteer recruitment and referral, and helping learners find programs to fit their educational needs.	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Project READ staff and volunteers planned or participated in community events and festivals throughout the year to raise awareness, promote literacy volunteerism and recruit adult learners Project READ staff initiated advertising campaigns throughout	<ul style="list-style-type: none"> • Project READ planned or participated in 27 events engaging 10,980 people(Goal: 25 events, 5,000 people) • Project READ recorded 113 media hits during FY09, when excluding Project READ's ad in the Frazee Pavilion's 2009 season program book, which is distributed to approximately

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>the year to raise literacy awareness and recruit volunteers through the Dayton Daily News, Time Warner Cable, and/or Clear Channel Communications</p> <p>Project READ staff drafted media releases throughout the year to enhance public awareness of literacy issues and events</p>	<p>280,000 people (Goal: 150 media hits)</p> <ul style="list-style-type: none"> • Project READ sent six media releases (Goal: 6 media releases)
<p>Create awareness of Adult Basic and Literacy Education programs.</p>	<p>Project READ operated the helpline service, which individually matches learners with free learning opportunities in the Dayton area, year-round.</p> <p>Callers were provided information about class (es) convenient to their location and schedule</p> <p>Project READ staff and volunteers planned or participated in community events throughout the year geared towards learners in order to provide information about free adult literacy programs</p>	<ul style="list-style-type: none"> • Project READ has matched 959 adult learners with local literacy programs during FY09 (Goal: 1,000 adult learner calls) • Project READ participated in 10 learner-centered events (Goal: 3 events)
<p>Support a state-wide theme for literacy.</p>	<p>Project READ supported the creation and promotion of a statewide theme for literacy, an effort spearheaded by Ohio Literacy Network</p>	<ul style="list-style-type: none"> • The Executive Director attended three OLN meetings and participated in three conference calls (Goal: 3 meetings)
<p>Promote a local theme for literacy.</p>	<p>Project READ produced and distributed newsletters for Fall 2008 and Spring 2009</p>	<ul style="list-style-type: none"> • Project READ emailed newsletters in October 2008 and June 2009 (Goal: 2 newsletters)
<p>Conduct campaigns to recruit potential volunteers.</p>	<p>Project READ staff and volunteers planned or participated in community events and festivals throughout the year to recruit potential volunteers</p> <p>Planned and conducted a media campaign throughout the year to recruit volunteer tutors</p> <p>Built relationships with local businesses throughout the year to</p>	<ul style="list-style-type: none"> • Project READ recruited 14 volunteers through involvement in community events (Goal: 5 volunteers recruited) • Project READ recruited 54 volunteers through Dayton Daily News ads, Project READ's website, and/or Volunteer Match.org (Goal: 35 volunteers recruited through media sources)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	recruit volunteer reading tutors and participated in company volunteer fairs	<ul style="list-style-type: none"> • Project READ recruited 72 volunteers through local companies (Goal: 25 volunteers recruited from companies) • Project READ participated in six company-sponsored volunteer fairs during FY09 (Goal: 4 volunteer fairs)
Conduct campaigns to recruit potential students.	<p>Continually informed internal Sinclair departments, the source of many of Project READ's helpline calls, about adult learner opportunities</p> <p>Project READ staff and volunteers planned or participated in community events and festivals throughout the year to recruit potential students</p> <p>The billboard campaign, sponsored by Lamar and Dayton Public Schools in FY08, did not occur in FY09 because funding was not secured for this activity</p>	<ul style="list-style-type: none"> • Sinclair referred 559 adult learners to Project READ (Goal: 400 students referred by Sinclair) • No adult callers to the Helpline identified a community event as how they heard about Project READ (Goal: Recruit 5 students through community events) • Four adult learners called Project READ because they saw the billboard (Goal: 50 calls as a result of billboard campaign)
Serve as a clearinghouse for information about literacy issues.	<p>Project READ distributed family literacy brochures throughout the year to provide information to families about reading at home</p> <p>Project READ prepared a document outlining the state of literacy in the Miami Valley to be used as a summary of literacy needs in the community</p>	<ul style="list-style-type: none"> • Project READ distributed 1,264 family literacy brochures (Goal: Distribute 250 brochures) • Project READ prepared the document and it was included in Project READ's FY08 annual report
Sponsor volunteer recognition events.	<p>Planned and conducted the Grimmey Awards event in Fall 2008 to recognize outstanding learners, volunteers and businesses</p> <p>Sent thank you cards / recognition coupons to volunteers in 12/2008</p>	<ul style="list-style-type: none"> • The annual GRIMMY Awards celebration was held October 29, with 135 people in attendance • Project READ mailed 512 holiday cards to volunteers
Advocate on issues related to ABLE programs, services and policy.	<p>Attended Ohio Literacy Network meetings quarterly</p> <p>Project READ planned to participate in Meet the Legislator's Day</p>	<ul style="list-style-type: none"> • The Executive Director attended three OLN meetings and participated in three conference calls (Goal: Attend 3 meetings)

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	(planned by OLN) for Ohio, but the event was not held	<ul style="list-style-type: none"> • OLN did not host a Meet the Legislator's Day event this year • The Executive Director did not meet with any state or national legislators during FY09, but interacted with local elected officials at numerous meetings and special events

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	<p>During FY09, Project READ took over responsibility for the training of youth literacy volunteers. Trainings were held throughout the year</p> <p>Project READ has agreement with the Miami Valley Literacy Council to facilitate the training of adult literacy volunteers for all coalition members and satellite programs</p>	<ul style="list-style-type: none"> • Project READ trained 76 youth literacy tutors during FY09 (Goal: Train 50 new youth literacy tutors)
Collect and analyze information for improving ABLÉ services.	Attempted to use the 2009 coalition member survey results, which identified member interest in professional development topics, as a guide for scheduling speakers for bi-monthly coalition meetings	<ul style="list-style-type: none"> • Project READ held three formal coalition meetings and the Grimmy Awards (which substitutes for the October coalition meeting) during FY09, with no outside speakers • Poor attendance at formal coalition meetings and a low response rate for the coalition survey hampered Project READ's efforts to provide professional development opportunities at the coalition meetings. (Goal: 2 speakers)
Provide resources that help programs meet needs for ABLÉ services.	<p>Invited Southwest ABLÉ Resource Center staff to attend Project READ Coalition meetings in order to advertise their workshops and library resources</p> <p>Invited speakers to attend Project READ coalition meetings in order to share information about resources in the community</p>	<ul style="list-style-type: none"> • SWABLE staff attended the 9/19/08 coalition meeting and the Grimmy Awards in October, • Project READ held three formal coalition meetings and the Grimmy Awards during FY09, with no outside speakers

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLÉ providers.	<p>Planned and conducted quarterly coalition meetings</p> <p>Coordinated quarterly meetings of the Community Literacy Board</p> <p>Conducted a survey of the membership and report findings</p>	<ul style="list-style-type: none"> • Project READ held three formal coalition meetings and the Grimmy Awards with 55 individuals attending at least one meeting (Goal: 20 individuals attend meetings) • Project READ held six board and coalition committee meetings during FY09. (Goal: 10 meetings) • The survey was distributed in Spring 2009, but only two coalition members returned it (Those two members indicated that Project READ provided a greater knowledge of services provided by and resources available to member agencies) (Goal: 50% of respondents report greater knowledge of services provided by and resources available to member agencies)
Promote collaboration with other organizations to meet local literacy needs.	<p>Participated in committees such as the Governor's Reading and Literacy Partnership Team, ReadySetSoar Action Task Force, ReadySetSoar Professional Development Committee, Dayton Metro Library's Early Literacy Advisory Committee, and the East End Community Services Successful Youth Committee throughout the year</p> <p>Project READ participated in events throughout the year which were planned by other organizations in order to bring the literacy message to varying events in the community</p>	<ul style="list-style-type: none"> • Project READ staff attended 19 meetings of outside groups during FY09 to stay informed of the service delivery system and to provide leadership in making the delivery system responsive to the needs of adult basic and literacy education students (Goal: Attend four meetings) • Project READ participated in 20 events planned by other organizations (Goal: Participate in 10 events planned by other organizations)
Maintain a current listing of ABLÉ service providers.	Maintained weekly contact with local literacy programs	<ul style="list-style-type: none"> • Project READ staff are in contact with local literacy programs weekly makes changes to referral chart as

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
	<p>Maintained Project READ's chart of literacy programs as needed throughout the year</p> <p>Maintained Project READ's database as needed throughout the year</p>	<p>needed</p> <ul style="list-style-type: none"> • Project READ has transitioned to a new online database system: Salesforce • All student and volunteer information is entered into this database and community contacts have been transferred as well
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	Project READ attempted to invite speakers to attend Project READ coalition meetings in order to share information about community support services	<ul style="list-style-type: none"> • Project READ held three formal coalition meetings and the Grimmy Awards (during FY09, with no outside speakers (Goal: 2 outside speakers))
Refer potential volunteers to appropriate literacy programs.	<p>Recruited new volunteers to serve as reading or ESOL tutors for adults (This is a year-round activity)</p> <p>Recruited new volunteers to serve as reading tutors for youth (This is a year-round activity)</p> <p>Through discussions with each volunteer, Project READ staff determined the volunteer's interest in tutoring an adult or a child, and matched the volunteer with an appropriate agency, elementary school, or community tutoring site</p>	<ul style="list-style-type: none"> • Project READ recruited 32 volunteers to serve adults (Goal: Recruit 50 volunteers to tutor adults) • Project READ engaged 392 volunteers as reading tutors for youth during FY09 (Goal: Recruit 325 youth literacy tutors) • Project READ referred volunteers to 54 schools and community tutoring sites (Goal: Refer volunteers to 55 agencies and schools)
Refer potential learners to appropriate literacy programs.	<p>Received calls throughout the year from adult learners seeking information about free GED, ESOL, reading, and family literacy programs in the Dayton area</p> <p>Through discussions with each learner, Project READ staff determined the best class and location for their learning needs</p>	<ul style="list-style-type: none"> • Project READ referred 959 adult learners to local programs (Goal: Match 1,000 adult learners with local programs) • Project READ referred adult learners to 11 local programs (Goal: Refer students to 15 local programs)

Part B. Training Developed and/or Conducted

*If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.***

Date	Title of Activity and Presenter(s)	Total Hours	# Attendees	Total Cost
9/24/08 (2 sessions), 9/29/08, 9/30/08, 10/15/08, 10/16/08, 11/7/08, 11/13/08, 11/18/08, 12/8/08, 1/12/09, 1/15/09, 2/9/09, 2/18/09, 3/11/09	Youth Literacy Volunteer Training- Presented by Holly Elkins	45 hours	76	\$1,291
Totals		45 hours	76	\$1,291

Part C. Impact of the Project (Narrative with data)

Project READ individually matched 959 adult learners with free GED, ESOL, reading, family literacy and other educational programs during FY09, as well as engaged 392 volunteers with tutoring programs serving adults or youth. An additional 1,979 children received one-on-one reading tutoring through Project READ's Miami Valley READS program.

Project READ continued its work as a Literacy*AmeriCorps service site, one of only seven locations in the country. This project engaged nine service members as instructors, program administrators and tutors in Project READ coalition member programs. Literacy*AmeriCorps Dayton service members allowed coalition members to effectively serve additional learners and illustrates a tangible way in which coalitions can benefit local programs.

Project READ's outreach events and activities brought the literacy message to nearly 11,000 Dayton-area citizens. Finally, Project READ distributed more than 5,000 new and gently used books.

Part D. Products Developed

This section does not apply to this grant this year.

Part E. Project Continuation and /or Future Implications

Project READ will continue its core coalition efforts during FY10, including manning the Project READ helpline, fostering collaboration among coalition members, book distribution and community outreach efforts. Project READ staff will continue to coordinate the Literacy*AmeriCorps program, the Adult Literacy Services Program, and the Miami Valley READS children's tutoring project.

While continuing these programs, Project READ is taking a look at all programs to determine the return on investment to ensure that staff is spending time on programs providing the greatest benefit to the community. When Project READ's Coalition Assistant left in June 2009, the decision was made to leave the position vacant. Efforts are under way to secure funding for this position, but the position will likely change. While the Helpline remains a primary responsibility of the Coalition Assistant, Project READ is exploring offering additional services in collaboration with its coalition members in FY11.

At the present with the position vacant, Project READ staff are ensuring coverage of the Helpline.

Part F. Conclusions/Recommendations

The Ohio Board of Regents' support of Project READ and other coalitions is critical in the support of direct-service literacy programs throughout the state. Coalitions like Project READ enhance the services of local programs.

The referral of students and volunteers to local programs is especially important because those programs often do not have the time/staff to actively recruit students and volunteers. The coalition's work to raise literacy awareness in the community is also a critical service.

Project READ's outreach activities not only raise awareness for literacy, but also provide local programs with family literacy event opportunities for their students. The coalition's ability to collaborate and coordinate services of member literacy providers remains the key component attracting funding from the Montgomery County Department of Jobs and Family Services for provision of literacy services to low-income adults.

Finally, the Literacy*AmeriCorps program provides service members for local literacy sites, often allowing programs to serve more students. Participation in a coalition enables programs to share information that leads to collaborations among agencies that otherwise would not occur. By funding coalitions, ODE provides additional support for local programs and learners.

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us
Thank you.

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	424
# Trained Overall/Training Dates	76 trained/ 15 training dates
# Trained for ABLE programs	N/A- By agreement, training completed by Miami Valley Literacy Council (MVLC), a coalition member.
# Trained for Other Programs/Services, please list	76 volunteers were recruited for 53 youth literacy partner schools.
# Referred Overall	424
# Referred to ABLE Programs	32
# Confirmed Linked with ABLE Programs (please list ABLE programs by name and number of confirmed linkages, if known)	18 of the 32 volunteers referred by Project READ to MVLC attended tutor training.
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	Project READ is transitioning to the Salesforce.com online database, specially designed to track volunteer referrals and involvement.

Project READ

Program Name

Diane Brogan-Adams

August 24, 2009

Director Signature

Date

**Ohio Board of Regents
Adult Basic and Literacy Education Program
State Leadership (223) Funds
Fiscal Year 2009**

<i>Union County Commissioners</i>	
IRN Number:	114975
Project Period:	July 1, 2008 – June 30, 2009
Grant Allocation:	\$17,647.00
Project Director(s):	Sharon Halter
Project Mailing Address: 233 West Sixth Street Marysville OH 43040	
Project Description/ Purpose:	
<p>Fiscal year 2009 was a rebuilding year for Literacy United and the Union County ABLE program. While Ohio Hi-Point's ABLE program had been involved in Literacy United and provided two classes in Union county, the direction and leadership of the state leadership grant in past years had a good deal of focus on children's literacy. When OHPCC was asked to manage this grant in 2008, a more adult-focused mission was chosen and this transition took time.</p> <p>Of the three state literacy coalition goals, this project's focus was increasing the awareness of literacy issues and promoting collaboration amongst ABLE providers and support services. Information and materials for public awareness required development and production. Committee consensus rested on website and display board presentations. The relationships with area ABLE providers as well as those between new staff in Union county and support services required further development. This along with a shift in vision for continuing committee members took the majority of effort this fiscal year.</p> <p>The Literacy United advisory committee is comprised of a representative from the Union County Commissioners, The International Family Center, Union County DJFS, Union County One-Stop (Employment Resource Center – ERC), Tolles Technical ABLE program, West Central Community Corrections facility, Delaware Career Center ABLE program, Marysville Public Library, and each of the K-12 districts in Union county (North Union, Fairbanks, and Marysville). This committee is led by Nancy Harman, ABLE Instructor-Marysville, and Sharon Halter, Ohio Hi-Point Career Center (OHPCC) ABLE.</p>	

Part A. Accomplishments based on Program Plan

The mission of the State Leadership Grants is to enhance the capacity of the Adult Basic and Literacy Education (ABLE) Program. Please complete the following template. Provide all activities completed during FY 2009 with the timelines and outcomes.

GOAL I: Increases Awareness of Literacy Issues

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Create awareness of literacy issues.	Union County Business, Education, and Workforce Team	<ul style="list-style-type: none"> • Two of four quarterly meetings were attended. Further review resulted in this being better purposed for high school efforts
Create awareness of Adult Basic and Literacy Education programs.	Literacy United brochures, newspaper articles and tabletop display boards with contact cards Literacy United Advisory Committee Meetings – quarterly Group presentation	<ul style="list-style-type: none"> • A Literacy United brochure was designed to promote the adult services of all partners in more than three counties • Two articles prepared for the newspapers serving Union County about the ABLE program (Print coverage was given to Rep. Burke's visit to classroom and requested for orientation notices) • Ten tabletop displays were designed by the advisory committee and produced by Nancy Harman, instructor (These displays include a pocket for ¼-sheet contact cards to Literacy United) • Advisory members have agreed to house and periodically set up these displays for their specific clientele • Schools are prepared to set up during P/T conferences and various open houses • Meetings held on 9/15/08, 10/27/08, 1/26/09 and 3/23/09 • Presentation in Marysville for King's Daughters (12) by Sharon Halter

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Support a state-wide theme for literacy.	Adult Literacy Coalition Ohio Literacy Network Ohio Skills Bank	<ul style="list-style-type: none"> • Sharon Halter participated one hundred percent of the ALC meetings • Organizational membership obtained for Literacy United • OSB Region 1 meetings were few for the region (Sharon Halter attended all but one) • Otherwise, Sharon Halter attended all ABLE Collaborative Grant meetings and actively participated in preparation of the Transitions Course for Region 1 ABLE providers
Conduct campaigns to recruit potential volunteers.	Library Partnership	<ul style="list-style-type: none"> • Partnership continued with Marysville Library to jointly recruit for literacy help
Conduct campaigns to recruit potential students.	Library Partnerships Union County Services Association Local One-Stop Partners Meeting	<ul style="list-style-type: none"> • Partnerships continued with Marysville Library and Richwood Public Library to jointly recruit for literacy services • Computer software for the practice GED was maintained by ABLE staff, offered by library staff and referrals coordinated between both staff • Two test sessions are already scheduled at Richwood for ABLE staff to provide the practice test at no charge in Fall 2009 • Visibility maintained with partner agencies for potential recruitment by attending No Wrong Door county wide workshop in Oct2008 • Nancy Harman attended all second semester meetings with the community-based agencies group. • Sharon attended the November 2008 county meeting and continues to serve on the 5-county Regional Advisory Committee of One-Stop Partners. Each quarterly meeting was attended

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Serve as a clearinghouse for information about literacy issues.	Hotline GED test schedule Website	<ul style="list-style-type: none"> • 877 # is maintained and information or public materials provided for registration or referral. • Regional test schedule list distributed to programs in Marion, Delaware, Madison, Logan, Hardin, Champaign and Union Counties as well as to partners in same • Committee members have agreed to forward such information to their respective networks • A website has been developed to house Literacy United information and is located at www.co.union.oh.us under Social Services (Five subpages were developed: Mission Statement, Partners, Services, Volunteers, and Literacy Statistics)
Sponsor volunteer recognition events.	ABLE Recognition and Graduation	<ul style="list-style-type: none"> • Approximately 60 people attended the June 25th daytime celebration for 16 of the 35 Union County residents who earned their GED in the past year • Attendees included a UC Commissioner, director and secretary of International Family Center (Marysville), Director of UCDJFS, UC One-Stop (ERC) coord., and OHPCC adult education director as well as ABLE staff
Advocate on issues related to ABLE programs, services and policy.	Meet Your Legislator Day	<ul style="list-style-type: none"> • While a specific day was not arranged, Rep. David Burke visited our classroom in Dec2008 and spoke with learners

GOAL II: Enhances Quality of Literacy Services

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Train volunteer tutors.	<p>Conduct at least one tutor training session</p> <p>Conduct at least two volunteer orientation sessions</p>	<ul style="list-style-type: none"> • A training session was not held in Union county • In partnering with ongoing tutor training held by OHPCC, an additional volunteer was trained (For FY10, Marysville training dates are set for 9/26 and 10/3/09) • Two other sessions will be scheduled either in Marysville, Delaware, Plain City • Due to volunteer's work location in Cincinnati, an orientation session has not been conducted
Collect and analyze information for improving ABLÉ services.	Request ABLELink information from coalition members to determine impact of ABLE services in Union County and coalition strategic planning area	<ul style="list-style-type: none"> • Matrix of adult literacy services and providers has been prepared for coalition reference
Provide resources to help programs meet needs for ABLE services.	Student incentives	<ul style="list-style-type: none"> • Additional funds have not been secured for attendance incentives.

GOAL III: Promotes Collaboration

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Promote collaboration with ABLE providers.	<p>Invite ABLE coord/directors to join coalition meetings for vision and future steps</p> <p>Provide coalition data and service information at Regions 1, 3 and 4 Ohio Skills Bank meetings</p>	<ul style="list-style-type: none"> • Delaware and Tolles ABLE Coordinators are on board with the purpose and development of practical strategies to meet the demands of ABLE providers • These strategies were further discussed through the development of Region 1's Transitions Course • Strategies may include using the clearinghouse concept and phone number for public inquiries for the transitions course or ABLE classes, assisting in the training and placement of volunteers for local programs, providing general ABLE marketing and articles for local program use. • General ABLE service information was shared at all three regional meetings

STRATEGY	ACTIVITIES	OUTCOMES and/or DELIVERABLES
Maintain a current listing of ABLÉ service providers.	Maintain a master schedule of ABLÉ programs	<ul style="list-style-type: none"> • ABLÉ providers and their services are listed on the Literacy United website. In addition in FY10, ABLÉ programs will be asked to provide specific class schedules for website incorporation.
Provide information about community support services (e.g., child care, transportation, youth literacy programs).	Community Services Association Website Brochures	<ul style="list-style-type: none"> • CSA website updated by Nancy Harman for member reference. • Support service agencies' brochures kept in stock for ready access in classroom for direct consumer use.
Refer potential volunteers to appropriate literacy programs.	Tutor and Volunteer referral	<ul style="list-style-type: none"> • One potential volunteer attended training and is stalled due to work schedule. Three other potential volunteers changed their mind due to required background checks. Two historic volunteers declined continuing as such due to paying for required background checks.
Refer potential learners to appropriate literacy programs.	ProLiteracy Ohio Hi-Point Career Center, Tolles, WCCC, Delaware. and other ABLÉ partner programs	<ul style="list-style-type: none"> • No referral received. Coordinator updated organizational information at ProLiteracy. • Class and service referrals have been minimal. GED test scheduling has been the primary assistance.

Part B. Training Developed and/or Conducted

*If your coalition conducted any training please complete this chart. If no trainings were provided, indicate that by writing "not applicable" in the first line of the Title of Activity cell. **These training should only be trainings that you have conducted and not trainings in which you were a participant.***

This section does not apply to this grant this year.

Part C. Impact of the Project (Narrative with data)

Literacy United made more intrinsic strides during this past year that are less data driven and more human. As previously mentioned, relationships needed built, levels of trust created, and new avenues posed.

Advisory members have agreed to “own” their network for distribution of literacy-related information. They have also offered and committed to use display boards in their operations.

Delaware, Tolles, and Ohio Hi-Point ABLE have agreed to collaborate on volunteer training and referrals, learner referrals [specifically as transitions models continue to develop for Region 1], and possibly mutually beneficial staff trainings.

In relation to data, GEDs earned in Union County ABLE day program FY08 = 17; during FY09 = 25. This was after a 2-four month lag in daytime attendance due to transition. Average attendance during FY08 was approx. five; FY09 = 12. These changes were affected by the effort of Literacy United to build relationship bridges in the communities and agencies.

Graduation celebration was held during the day for Union county residents. Sixteen of the total of 35 residents attended the ceremony and light lunch following. Special guests from county departments were in attendance. Most significantly, the families and friends of the graduates were there in full force to congratulate the group. Both a husband and wife duo and a mother-son duo earned GEDs in the past year and came together to be recognized.

Sixty children’s books were distributed to book basket sites. These sites had been set up over the past few years and will be stocked until inventory is depleted. Two boxes of books were donated by a women’s circle of King’s Daughters for same purpose.

As outlined in the goal sections, significant strides were made to design, prepare and open a Literacy United website with five subpages. In addition, ten display boards, contact cards, and brochures were readied for regional distribution.

Now the path is better laid for programs and clients to walk into literacy services in this 4+ county area.

Part D. Products Developed

Format*	Title	Objective of product	Audience	Cost
Print	Literacy United brochure	Provide regional scope of literacy services	General public and support service agencies	\$410
Display Boards	Literacy United Connects You to the Answers	Larger visual to serve as teaser for public to seek answers to their job, education, training, and other questions related to literacy through this regional scope of services.	General public	\$547
Website	Literacy United	Bring scope of services together on www for ease of access and referral	General public, service agencies and ABLE programs	\$3420
Totals				\$4377
*Please identify whether the format was print, CD, audio, electronic, etc.				

Part E. Project Continuation and /or Future Implications

Literacy United is better staged to promote ABLE's literacy services through established networks and the larger 4+ county area using products as previously noted. Print materials will be provided en mass to all committee members through electronic and 3-D means. Display boards will be distributed at Sep2009's meeting to committee members who will provide dates of display to Nancy Harman.

Literacy United will provide three tutor/volunteer training sessions in the area with the intent to place trained persons in local ABLE programs and/or other literacy service providers.

Literacy United will work directly with ABLE programs as listed to better utilize funding, time and energy in the fulfillment of program requirements. Program data will be requested for review and planning of target initiatives.

Literacy United will address the specific issues of GED fees, transition class marketing, adult state/federal funding proposals and student or volunteer referrals with the advisory committee. Resulting recommendations will be sent to legislators, organizational heads, and/or general public information networks as appropriate on behalf of its members.

Literacy United will increase the awareness of the general public as well as legislators of the impact of adult literacy on our economy and our community life through articles (print and web based) and presentations as invited.

Literacy United will continue to strive to secure additional monies and grants for the ongoing support of literacy provider collaboration of services, public awareness and advocacy.

Figures as provided were best estimates combining records of purchase, attendance and travel. Should future reporting require similar budget figures, more explicit time by task will be established. In addition, a system of tracking inbound calls will need to be in place. An aide is being sought for this and other clerical purposes.

The local staff is more confident of the direction and position of Literacy United for FY10. Partners/advisory members are in more agreement and buy-in than in the past. There is much to build upon for coming years of collaboration and service.

**Ohio ABLE Adult Literacy Coalitions
Volunteer Tutor Data Form
FY 2009**

Directions: Please complete this form and submit it as part of your FY 2009 Final ALC Report. Please report data from July 1, 2008 through June 30, 2009. If you have questions about it, please contact Jeff Gove at 614.752.1642 and/or jgove@regents.state.oh.us
Thank you.

Volunteer Tutor Data Elements	FY 2009 Data
# Recruited Overall	4
# Trained Overall/Training Dates	1 with OHPCC training
# Trained for ABLE programs	1
# Trained for Other Programs/Services, please list	0
# Referred Overall	1
# Referred to ABLE Programs	1 pending
# Confirmed Linked with ABLE Programs (please list ABLE programs by name and number of confirmed linkages, if known)	0
Please Describe Volunteer Referral and linkage management system/process/ tools used, e.g. Filemaker Pro, etc.	Volunteer referrals are collected by Nancy Harman and sent to Sharon Halter by email for OHPCC program area. Sharon maintains a volunteer spreadsheet to track progress through training, three references, background checks, and final board approval. Referrals to other ABLE programs or support services have not been part of the system as yet.

Union County Commissioners – Literacy United

Program Name

Sharon Halter

August 31, 2009

Director Signature

Date