

Human Resources:

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

FY 2002 ABE Staff and Volunteers

Full-time Teachers -	243	(20%)	Full-time Administrators -	74	(58%)
Part-time Teachers -	<u>995</u>	<u>(80%)</u>	Part-time Administrators -	<u>54</u>	<u>(42%)</u>
Total	1,238	(100%)	Total	128	(100%)
Full-time Support Staff -	75	(18%)	Total Full-time Staff -	392	(22%)
Part-time Support Staff -	<u>340</u>	<u>(82%)</u>	Total Part-time Staff -	<u>1,389</u>	<u>(78%)</u>
Total	415	(100%)	Total	1,781	(100%)

Unpaid Volunteers - 2,109

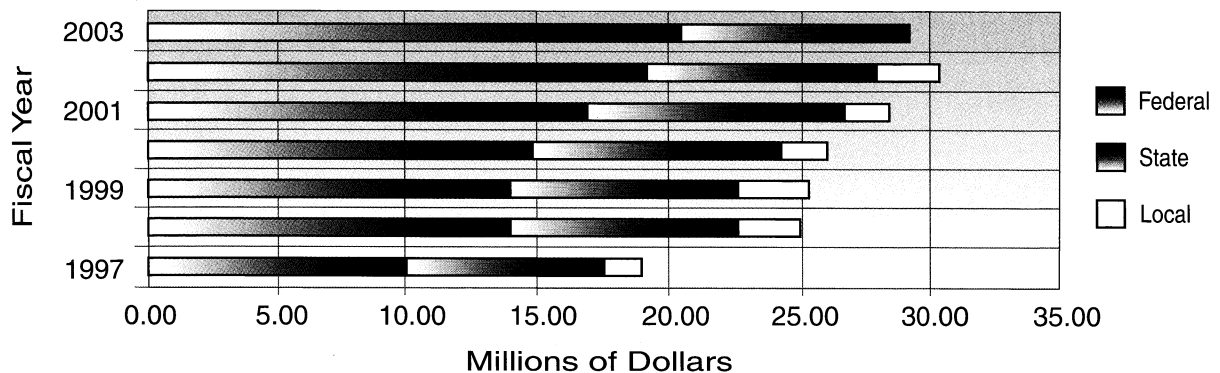
Sources of Funds:

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

7-YEAR FUNDING HISTORY

FISCAL YEAR	FEDERAL	STATE	LOCAL	TOTALS
1997	\$10,014,313	\$7,410,510	\$1,352,739	\$18,777,562
1998	13,895,098	8,928,273	2,044,327	24,867,698
1999	14,103,969	9,151,480	1,906,195	25,161,644
2000	14,574,961	9,361,964	1,978,354	25,915,279
2001	16,934,576	9,586,651	1,797,637	28,318,864
2002	19,147,171	8,628,000	2,800,313	30,575,484
2003	20,549,217	8,628,000	Not Yet	*Not Complete

7-Year Funding History



Investment

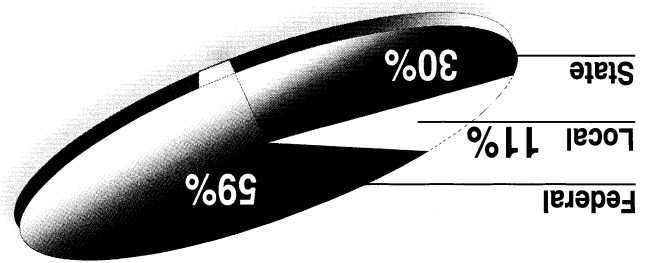
Student Profiles

ABE - Adult Basic Education				ESL - English as a Second Language			
Educational Functioning Level		Number of Participants	Percent of Total Enrollment	Educational Functioning Level		Number of Participants	Percent of Total Enrollment
ABE Beginning Literacy		3,146	5.1%	ESL Beginning Literacy		1,933	3.1%
ABE Beginning Basic Education		8,066	13.1%	ESL Beginning		2,912	4.7%
ABE Intermediate Low		13,349	21.8%	ESL Intermediate Low		1,723	2.8%
ABE Intermediate High		15,029	24.4%	ESL Intermediate High		1,227	2.0%
ABE Low		7,772	12.6%	ESL Low Advanced		1,057	1.7%
ABE High		4,878	8.0%	ESL High Advanced		430	0.7%
Total		52,240	85%	Total		9,282	15%

Number of Participants by Educational Functioning Level

Recruitment efforts in Ohio are targeted to adults who are most in need of literacy services. The 2000 U.S. Census data for Ohio indicates that over 1.6 million adults are eligible for ABE services in the state. In FY 2002, 61,522 enrollees in local programs were placed in the following Educational Functioning Levels based upon a standardized assessment.

Recruitment:



\$30,575,484/61,522 students = \$496.98 Annual Student Cost

* Total Federal Grant Award less amount for State Administration, State Indirect Costs, State Leadership and English Literacy and Civics Education projects.

	Federal*	State	Local	Total
	\$ 19,147,171	8,628,000	2,800,313	30,575,484
	59%	30%	11%	100%

FY 2002 Available Funds/Estimated Annual Student Costs

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

Use of Funds:

Student Demographics:

Ohio ABLE programs offer learner-centered services to a diverse population of students. Student demographic information for FY 2002 was:

Number of Participants by Gender		
Gender	Number of Participants	Percent of Total Enrollment
Female	35,493	58%
Male	26,029	42%
Total	61,522	100%

Number of Participants by Age		
Age Group	Number of Participants	Percent of Total Enrollment
16-18	6,984	11%
19-24	19,685	32%
25-44	25,683	42%
45-59	6,924	11%
60+	2,246	4%
Total	61,522	100.0%

Number of Participants by Ethnic Group		
Ethnic Group	Number of Participants	Percent of Total Enrollment
American Indian or Alaskan Native	551	0.9%
Asian	2,943	4.8%
Hispanic or Latino	4,839	7.8%
Black or African American	16,526	26.9%
White	36,577	59.5%
Native Hawaiian or Other Pacific Islanders	86	0.1%
Total	61,522	100.0%

Return on Investment:

The responsible investment of federal and state ABLE funds has significant social and economic impact upon students enrolled in ABLE programs. The following FY 2002 data shows that impact upon those students who moved from public assistance to self-sufficiency and who were unemployed and became employed. Specifically:

1. 74 adults were removed from public assistance for an estimated annual tax savings of \$932,400.

74 adults X **\$12,600.00 average annual public assistance support for a family of three = \$932,400.

Return on Investment (ROI) was \$895,623.48 (\$932,400 - \$36,776.52*)

* (74 students who met this goal X \$496.98/estimated annual cost per ABLE enrollee = \$36,776.52)

** Source: Ohio Department of Job and Family Services, 2002

2. 13,626 adults secured new employment for an estimated combined annual income of \$145,961,712.

\$5.15/hr. federal minimum wage X 40 hours/week X 52 weeks/year = \$10,712

\$10,712 yearly earnings X 13,626 new employees = \$145,961,712

Return on Investment (ROI) was \$139,189,863 (\$145,961,712 - \$6,771,849*)

* (13,626 students who met this goal X \$496.98/estimated annual cost per ABLE enrollee = \$6,771,849)

Return on Investment

Program Performance:

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

Ohio ABLE has established both Minimum Performance Levels (MPL) and High Performance Targets (HPT) as benchmarks for local programs in each of these Core Indicators of Performance areas. The goal for the state and local programs is to be continuously improving their performance as measured by movement beyond the MPL toward the HPT goals each year.

The following represents FY 2002 state achievement levels:

Core Indicator of Performance #1:

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

1. Are at least 16 years of age;
 2. Are not enrolled or required to be enrolled in secondary school under State law;
 3. Lack sufficient mastery of basic educational skills to enable individuals to function effectively in society;
 4. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; and
 5. Are unable to speak, read or write the English language.
- In Ohio, youth between six and 18 years of age are of compulsory school age and are required to be enrolled in school (Section 3321.01 of the Ohio Revised Code). Since 16 and 17 year-olds are subject to the compulsory school attendance law and are required to be in school, they are ineligible for services provided with Adult Education and Family Literacy Act funds unless an acceptable statutory exception to compulsory school attendance is in effect and documented.

Programs and Enrollees:

In FY 2002, a total of 61,522 adults enrolled in 132 local ABLE programs. A summary of enrollments for the last five years, FY 1998-FY 2002, appears in the table. From FY 1998 - FY 2000, enrollees were federally defined as those adults who participated in ABLE services for any amount of time and met their goal(s) within a project period. Beginning in FY 2001, enrollees were federally defined as those adults who participated in services for a minimum of 12 hours in a project period. This definition had an effect on enrollment in FY 2002 for both state and national adult education and literacy programs.

5-year Summary of Enrollment		
Fiscal Year	Number of Programs	Number of Enrollees
1998	162	93,908
1999	156	87,871
2000	139	81,010
2001	132	65,579
2002	132	61,522

The Delivery System

Federal Role:

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

State Role:

The *State of Ohio Program Plan for Adult Basic and Literacy Education* defines how the state grant will be administered to eligible local agencies. It also ensures accountability for effective service delivery to students. The State ABLE Office provides leadership and support to local agencies in filing applications as well as delivering quality services consistent with their approved project plans. Local grants are also awarded to state agencies serving institutionalized adults. In FY 2002, the Ohio Departments of Mental Health, Mental Retardation and Developmental Disabilities and Rehabilitation and Correction received such grants.

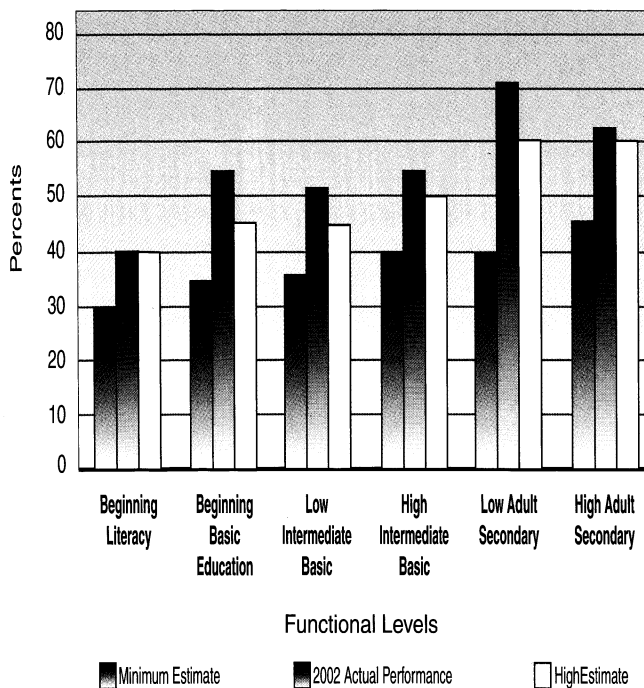
Local Role:

In FY 2002, there were 132 local ABLE programs approved to provide services. This system of local programs provided adults access to services in all of Ohio's 88 counties. Local ABLE programs also collaborate with their local partner agencies to integrate literacy services into a wider array of comprehensive services available to adults and families to help them achieve self-sufficiency. This collaboration reduces duplication of services and increases the capacity of local agencies to respond to the needs of their community.

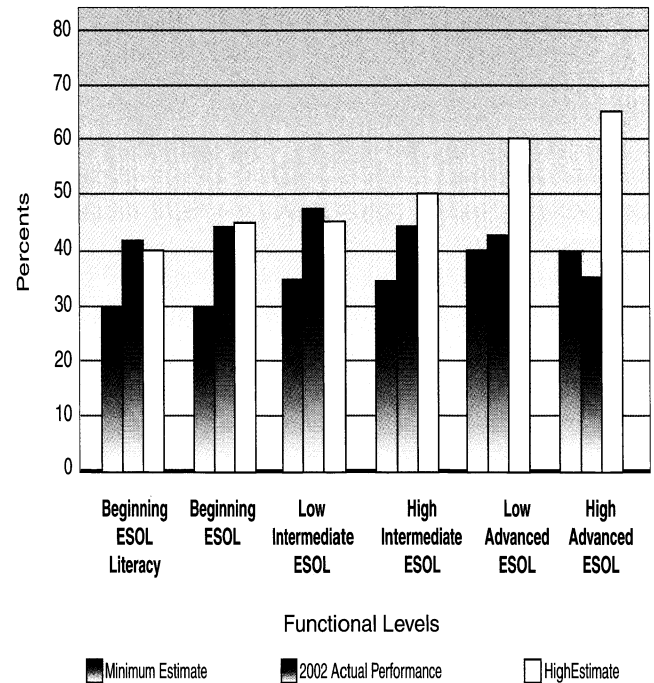
Eligibility:

The Adult Education and Family Literacy Act (P.L.105-220) defines "Adult Education" as those services or instruction below the postsecondary level for individuals who:

**FY 2002 Ohio Adult Basic Literacy Education
Actual Performance Levels**



**FY 2002 Ohio English for Speakers of Other Languages
Actual Performance Levels**



Program Performance

Vision, Goals, Purpose, Authority and Administration

Purpose:

1. Assist adults to become literate and obtain the skills necessary for employment and self-sufficiency;
 2. become full partners in the educational development of their children; and,
 3. Assist adults in their completion of a secondary level education.
- ABLE provides the following component services to adults: Basic Literacy Skills, GED Preparation, English for Speakers of Other Languages, Family Literacy and Workplace Literacy.
- These services are provided at no cost to students and are customized to help them achieve their goals for participation. Services are targeted to those adults who are most educationally and economically disadvantaged.

Authority:

The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998 authorizes federal support for ABLE services through June 30, 2004. State budgets approved through the Ohio General Assembly provide supplemental fiscal support adhering to the same guidelines as the federal legislation.

Federal and state ABLE funds are administered by the Ohio Department of Education, which approves local grants submitted by local education agencies, community and four-year colleges, and other eligible agencies.

Administration:

The Office of Career-Technical and Adult Education has the responsibility for administering the state ABLE program in accordance with the FY 2000-2004 State of Ohio Program Plan for Adult Basic and Literacy Education. This plan includes assurances and provisions for implementing the Adult Education and Family Literacy Act, and has been approved by the Ohio and United States Departments of Education.

A local plan for administration, program performance goals, services provided and expenditures is included for each approved local project. The expenditure priority is for direct services provided to students. Costs for administration are limited to 5% of the overall budget.

(Ohio ABLE Specific) Core Indicator of Performance #4:

Note: This Ohio-specific indicator was not evaluated in FY 2002 because appropriate measurement instruments for student achievement in family literacy programs were under development and not available.

Goal	Minimum Estimate	Actual Percent	Percent Difference	High Performance Target	Percent Difference
Receipt of a secondary school diploma or GED	45% of students with this as a primary/secondary goal	45	0	90% of students with this as a primary/secondary goal	-45

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

Core Indicator of Performance #3:

Goal	Minimum Estimate	Actual Percent	Percent Difference	High Performance Target	Percent Difference
Placement in postsecondary education, or training, including adult a career-technical education	25% of those students with this as a primary/secondary goal	54	+29	50% of those students with this as a primary/secondary goal	+4
Placement in unsubsidized employment	30% of unemployed students with this as a primary/secondary goal	49	+19	50% of unemployed students with this as a primary/secondary goal	-1
Retained employment	55% of employed students with this as a primary/secondary goal	50	-5	90% of employed students with this as a primary/secondary goal	-40

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

Core Indicator of Performance #2:

Goal	Minimum Estimate	Actual Percent	Percent Difference	High Performance Target	Percent Difference
Placement in postsecondary education or training, placement in unsubsidized employment and job retention.					

Ohio ABE Vision:

The vision of Adult Basic and Literacy Education is to create and maintain the best state delivery system to provide basic skills to adults in the country.



Goals:

1. Define and raise expectations of what ABE students should know and be able to do.
2. Establish and maintain an effective state leadership system, provide support and build capacity.
3. Ensure state and local program accountability and continuous improvement.
4. Become a high-performing work unit within the Ohio Department of Education.

State Leadership Activities:

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

In FY 2002, Ohio ABE invested over \$2 million in State Leadership activities. These funds supported needed staff training and professional development to close to 2,000 local ABE program personnel and their partners throughout the state. These funds supported research and development of innovative practices. Leadership for building stronger community support for adult literacy education in local communities was also included.

In FY 2002, the State Leadership projects included: the ABE Resource Center Network; Southwest Ohio ABE Consortia; Adult Literacy Coalitions; the Evaluation Design Project; For The Common Good Project; and GED on TV, which was sponsored by the Ohio Literacy Network.

The State Leadership Network continues to serve as a way for the state to accomplish its goal of maintaining an effective state leadership system, provide support and build capacity.

Summary:

FY 2002 proved to be a year where both the state and locally funded ABE programs demonstrated continuous improvement towards achieving the shared vision of creating and maintaining the best state delivery system to provide basic skills education to adults in Ohio.

The current state plan will continue to guide the planning, conduct and evaluation of ABE programs in Ohio through June 30, 2004. It is expected that another plan will be developed for the next five-year period beginning July 1, 2004.

State Leadership

Fiscal Year 2002 Annual Performance Report for Ohio

A highly successful system of basic skills for adults in family, community and work

Adult Basic and Literacy Education

Ohio ABLE

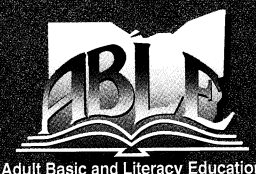
Adult Basic and Literacy Education



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Education

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Total copies printed: 10,000 Unit cost: \$.25 Publication date: 5/03