

STATE OF OHIO

PROGRAM PLAN

FOR

ADULT BASIC AND LITERACY EDUCATION

**for the period
July 1, 2000 – June 30, 2004**

**Submitted under Authority of the Adult
Education and Family Literacy Act ,
Title II, the Workforce Investment Act
of 1998, Public Law 105-220**

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

March 7, 2000

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This document is an official publication of the State Board of Education and the Ohio Department of Education. Information within represents official policy of the State Board.

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OHIO PLAN FOR ADULT BASIC AND LITERACY EDUCATION FISCAL YEARS 2001 - 2004

EXECUTIVE SUMMARY

AUTHORITY AND PURPOSE

The Adult Education and Family Literacy Act, Title II, The Workforce Investment Act of 1998, Public Law 105-220. The primary purpose of the Act is to create a partnership among the federal, state, and local levels to provide, on a voluntary basis, adult education and literacy services in order to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education.

ESTIMATED NEED AND AUTHORIZED SERVICES

It is estimated that approximately one-fourth, or twenty-five percent, of the adult population of the state have not completed twelve years of education or achieved an equivalent level of education. The Ohio Adult Literacy Survey reported that 44-49 percent of the sample population performed in the two lowest levels on a scale of five. Programs and services in Ohio include basic literacy, preparation for the Test of General Educational Development (GED), English for Speakers of Other Languages, citizenship preparation, family literacy, and workplace literacy.

PERFORMANCE ACCOUNTABILITY SYSTEM

States are required to establish a comprehensive performance accountability system to assess effectiveness and continuous improvement. Chapter 5.0, State Performance Measures, identifies three required core indicators of performance and one state optional measure. These include:

1. demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
2. placement in postsecondary education and training, unsubsidized employment, or career advancement;
3. receipt of the Ohio High School Equivalence Diploma;
4. involvement of parents in their children's education and literacy related-activities.

FUNDING AND ENROLLMENTS

SFY 2000 funding included 14.5m federal revenue and 9.4m state general revenue funds for a total of 23.9 million dollars. Each year the ABLE Program in Ohio will serve over 80,000 adults in over 1,200 locations by over 2,000 paid staff and over 8,000 unpaid volunteers.

February 14, 2000

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

The Ohio Department of Education of the State of Ohio hereby submits its State Plan to be effective until June 30, 2004. The eligible agency also assures that this plan, which serves as an agreement between State and Federal governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1.1 CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR PART 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The state agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan has adopted or otherwise formally approved the plan.
- (8) The plan is the basis for State operation and administration of the program.

1.2 ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998

(Public Law 105-220)

(Section 224 (b) (5), (6), and (8))

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

SEC. 241. ADMINISTRATIVE PROVISIONS.

- (a) Supplement Not Supplant.—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort.—
 - (1) In general.—
 - (A) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction.—Subject to paragraphs (2), (3), and (4) for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

- (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs,
- (3) Decrease in federal support .—If the amount made available for adult education and literacy activities under this subtitle for fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver.—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

The Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215-4183

By: _____
(Signature)
Dr. Susan T. Zelma
Superintendent of Public Instruction

Date: _____

1.3

RESOLUTION IN SUPPORT OF THE OHIO PROGRAM PLAN FOR ADULT BASIC AND LITERACY EDUCATION, JULY 1, 2000 THROUGH JUNE 30, 2004

GOVERNOR'S WORKFORCE POLICY BOARD

WHEREAS the Ohio Program Plan for Adult Basic and Literacy Education, hereafter referred to as The Plan, addresses all requirements of the Adult Education and Family Literacy Act;

WHEREAS the State Board of Education is the eligible agency for submission of The Plan to the Secretary of Education, United States Department of Education;

WHEREAS the Plan was developed with consultation and input from persons and organizations with expertise in adult education and literacy;

WHEREAS the Plan reflects the principles and priorities in Ohio's strategic plan for career-technical and adult education and the Ohio Department of Education's commitment to educational improvement in the state;

WHEREAS funds distributed through the plan will be used to assist local eligible agencies to meet or exceed the state estimated levels of performance for Adult Basic and Literacy Education in the state;

WHEREAS the Plan provides assurance that the Ohio Department of Education will partner with all relevant state and local programs and services supported by the Workforce Investment Act; Therefore Be It

RESOLVED that the Education and Training Committee of the Governor's Workforce Policy Board supports the provisions of the Ohio Program Plan for Adult Basic and Literacy Education.

Note: Resolution passed by unanimous voice vote, February 16, 2000.

1.4

THIS RESOLUTION IS PRESENTED BY THE PERFORMANCE ACCOUNTABILITY COMMITTEE

The Adult Education and Family Literacy Act, Title II, The Workforce Investment Act of 1998, PL 105-220, requires the Ohio Department of Education to submit a new four year state plan to continue receipt of federal support for the federal adult education state-grant program. The funds appropriated and awarded under authority of this legislation assist schools and communities with program and performance improvements. The following resolution meets the federally required State Board of Education approval requirement of this plan as the eligible state agency for purposes of this grant program.

A resolution follows:

RESOLUTION TO ADOPT THE OHIO PLAN FOR THE ADULT EDUCATION BASIC GRANT PROGRAM UNDER THE ADULT EDUCATION AND FAMILY LITERACY ACT

The Performance Accountability Committee **RECOMMENDS** that the State Board of Education **ADOPT** the Following Resolution:

WHEREAS the Federal Adult Education and Family Literacy Act, Title II of Public Law 105-220, requires that each state submit a four year plan to be eligible for the state-administered Basic Grant Program; and

WHEREAS the federal guidelines require that the state agency submitting a plan will formally adopt the plan, and

WHEREAS Section 3301.07 (A) of the Revised Code assigns the responsibility for adult education to the State Board of Education:
Therefore, Be It

RESOLVED, that the State Board of Education adopts the Ohio Plan for the Adult Education State-Administered Basic Grant Program under the authority of The Adult Education and Family Literacy Act for the grant period July 1, 2000, to June 30, 2004; and, Be It

FURTHER RESOLVED, that the State Superintendent of Public Instruction be, and she hereby is, authorized to submit the state plan in accordance with the provisions of Public Law 105-220.

Note: Resolution passed by unanimous roll call vote, March 7, 2000.

2.0 State Needs Assessment

2.1 Individuals Most in Need

The sources of information for this section on individuals in the State in need of adult education and literacy programs and services include estimates reported in 1990 census data for Ohio and findings of the Ohio Adult Literacy Survey conducted in 1992.

(1) U.S. Census Estimates

Estimates indicate the number of adults in the State aged 25 years and older to be 6,924,764. Of these, over 91,000 (.013) have completed less than a 5th grade level of education, over 546,000 (.079) have completed less than nine (9) years of education and over 1.1 million (.243) have not completed twelve (12) years.

(2) Ohio Adult Literacy Survey Findings

The Ohio Adult Literacy Survey (OALS) was designed to assess Ohio adults' literacy skills according to their performance on tasks that reflect the type of materials and demands adults encounter in their daily lives. A total of 1,568 adults, 16 years of age and older, were randomly selected and surveyed. This sample was representative of over 8.3 million adults statewide. Survey participants were asked to spend approximately one hour responding to a series of literacy tasks as well as answer questions about their demographic characteristics, educational background, employment, income, and reading practices.

Adults received proficiency scores (0-500) in three categories, or scales, each representing a distinct aspect of literacy: prose, document, and quantitative. For each of those scales, five levels of proficiency were defined: Level 1 (0-225), Level 2 (226-275), Level 3 (276-325), Level 4 (326-375), and Level 5 (376-500). Level 1 represents the lowest and Level 5 the highest level.

Percent distributions of Ohio's survey sample by levels and scale categories:

<u>Literacy Level</u>	<u>Score Range</u>	<u>Percent of Sample</u>		
		<u>Prose</u>	<u>Document</u>	<u>Quantitative</u>
1	0-225	16	18	17
2	226-275	29	31	27
3	276-325	34	32	33
4	326-375	18	17	19
5	376-500	3	2	4

2.1 Individuals Most in Need (*continued*)

(3) Analysis of Level 1

Of those scoring in Level 1 on the quantitative scale, only 36% had completed high school or high school equivalence as compared with 74% of adults statewide. Of those scoring on Level 1 for all three scales: 40% were aged 65 or older compared with 17% of the state population, and 26%-28% had physical or mental conditions that prevented full participation in school, other activities compared with 11% of the state population.

(4) Profiles of Adults in Ohio

- a. Older respondents were more likely than younger respondents to demonstrate poor literacy skills: 50%-63% of respondents age 55-64 ranked in the two lowest levels and 73%-84% of respondents age 65 and older ranked in the two lowest levels.
- b. The average scores of 19-24 year olds were comparable to those of adults age 35-44.
- c. African-American adults were more likely than white adults to perform in the two lowest levels and less likely to attain the two highest levels. 27%-37% of African-American adults ranked in Level 1, compared to 14%-16% of white adults.
- d. Average years of schooling for African-American adults were 12.3 years; for whites it was 12.6 years.

(5) Levels of Education and Literacy Scores

<u>Level of Education</u>	<u>Average Prose Score</u>
0-8 years	210
9-12 years	235
High School Diploma	276
Some postsecondary education	302
Two-year postsecondary	320
Four-year postsecondary	317

The average scores of school dropouts in Ohio who had studied for a GED or high school equivalence diploma were 41-43 points higher on each literacy scale than the scores of dropouts who had not participated in such a program. 41% of the Ohio respondents who had studied for the GED indicated that they received it.

2.1 Individuals Most in Need (*continued*)

(6) Employment, Economic Status, and Civic Responsibility

- a. Of employed respondents, 31%-38% performed in Levels 1 and 2, while 59%-64% of unemployed respondents performed in the same levels.
- b. Voters had significantly higher scores than non-voters.
- c. Of adults designated as poor or near poor, 62%-70% performed in Levels 1 and 2.
- d. Median weekly earnings by literacy level:

Level 1	\$197 - \$205
Level 3	\$314 - \$332
Level 5	\$560 - \$594

(7) Additional Findings

- a. The average prose, document, and quantitative proficiencies of Ohio respondents were almost identical to those living in the Midwest and higher than those of adults nationwide.
- b. Most adults who demonstrated limited skills described themselves as able to read and write English well.

See Appendix B. Adult Literacy in Ohio: Results of the State Literacy Survey.

2.2 Populations and Further Information

(1) Ohio Works First and TANF Population

Improving the basic literacy skills of adults on public assistance to help transition them into self-sufficiency is one of the goals of the Ohio Department of Human Service's Ohio Works First Initiative. This is facilitated at the state and local levels through collaboration between the Ohio Departments of Human Services and Education.

Title II of WIA also has a goal of serving persons most in need of adult education services. Oftentimes, persons most in need of adult education and literacy services are persons on public assistance.

Ohio's continuing TANF welfare population characteristics largely mirror those at the national level:

- a. Welfare recipients generally have low education skills (NIFL Fac Sheet: Welfare and Literacy-1999).
- b. Nationally, almost 50% of adults on welfare lack a high school diploma or a secondary educational equivalence.

2.2 Populations and Further Information *(continued)*

- c. In Ohio, in December 1999, the population of TANF adults, ages 18-51+, was 69,303 persons. Of these, 36,365, or 52%, were without a HSD or GED equivalent. Ohio TANF participants fit this national profile.

Many of these TANF adults without their HS diplomas or GED will continue to be assigned to local ABLÉ programs for remediation to help meet their Work Requirements as well as achieve their HS diploma or GED to facilitate their successful transition from welfare to self-sufficiency.

(2) Ohio's Adult Prison Population

Adult prisoners generally have significantly lower literacy skills than the general population. Those who improve their skills return to prison less often. (NIFL Fact Sheet: Correctional Education - 1999)

Nationally, only 51% of prisoners have completed high school or its equivalent, compared with 76% of the general population.

In Ohio's Department of Rehabilitation and Correction (DR&C) prison system, a 1996 Intake study documented that more than half (55.4%) of the new prisoners admitted to the system did not have a high school diploma or GED.

Ohio ABLÉ will continue to collaborate with DR&C as well as local community corrections entities to meet the existing educational needs of the eligible population. The need is clearly there.

(3) Need for English Language and Citizenship Programs

Ohio continues to show a steady growth in immigrant populations and ranks 15th nationally in the number of aliens admitted each year. One percent of all aliens admitted annually to the United States come directly to Ohio, or approximately 10,000-11,000 persons. Presently, it is estimated that 113,000 legal permanent residents live in the state with 65,000 eligible for naturalization.

Of the immigrants entering Ohio, it is estimated that only half of these are work-skilled or trained in a profession. The U.S. Census estimates the following for Ohio:

<u>Ohio Estimate</u>	<u>1995</u>	<u>2025 Projection</u>
Asian, Pacific Islander	115,000	250,000
Hispanics	162,000	319,000

3.0 Description of Adult Education and Literacy Activities

3.1 Description of Allowable Activities

Local activities supported with funds provided by this Title shall include programs that provide services or instruction in all of the following categories:

(1) Adult Education and Literacy Services

May include workplace literacy services as defined in Sec. 203(18) of the Act as "literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills".

The range and scope of local literacy activities will extend from the beginning level through the secondary equivalency level. Activities beyond the secondary academic equivalence level and those that are offered for the purposes of teaching specific occupational, vocational, and technical job skills are beyond the scope of this Title and are not authorized.

The content of adult education and literacy services shall include basic academic literacy skills that include the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

To the extent possible, instruction will be offered in the context of practical life situations encountered by participants including those areas identified in the Equipped for the Future model of work, family, and community participation.

(2) Family Literacy Services

Local family literacy services and related activities which provide sufficient intensity and duration of time to allow for sustainable changes in a family will be planned and offered. The following considerations will be integrated into the design of the services and activities:

- a. Interactive literacy activities between parents and their children;
- b. Training for parents regarding how to be the primary teacher for their children and full partners in their children's education;
- c. Parent literacy training that leads to economic self-sufficiency; and;
- d. An age-appropriate education to prepare children for success in school and life experiences.

3.1 Description of Allowable Activities (*continued*)

Family literacy services will be planned and conducted by agencies receiving funds from this Title as well as their partner agencies and organizations. Partners involved in co-sponsoring family literacy services will operate from a written plan designed to connect related activities and to provide learning experiences of sufficient intensity to change intergenerational patterns associated with low levels of literacy. Co-location of services may facilitate service integration but other service delivery models may be acceptable.

(3) English Literacy Program

Local programs of instruction will be designed to help individuals of limited English proficiency achieve competence in the use of the English language from beginning through advanced levels of English for Speakers of Other Languages performance levels. Applications from local service providers shall be expected to document a demonstrated need for English literacy programs in the proposed service communities.

3.2 Relationship to State Strategic Planning and Family Literacy Initiative

The development of this plan has taken into account multiple planning and development processes already under way in the state including those dealing with the establishment of State strategic planning goals, objectives, activities, and intended outcomes. Evaluation of these against topical areas required by the Act for State Plan for Adult Education and Family Literacy revealed a high level of relationship and compatibility.

Appendix C is included to help illustrate the correlation of these elements and to provide more detail of the state planning process.

In addition, the State Program office for Adult Basic and Literacy Education is serving as a full and contributing partner in the implementation of Phase III of Ohio's Family Literacy Initiative Grant. The Phase III grant was recently awarded to the Ohio Department of Education by the U.S. Department of Education for the January 2000 - December 2001 period. See Appendix D, Application Abstract, Ohio Statewide Family Literacy Initiative.

3.3 Special Rule (governing use of funds for Family Literacy)

In awarding a grant or contract under authority of Section 231 of this Title, the state shall not use any funds made available under this Title for the purpose of supporting programs, services, or activities for individuals not eligible to be

3.3 Special Rule (governing use of funds for Family Literacy) (continued)

served with such funds except when such programs, services, and activities are related to family literacy services. When providing family literacy services under this Title, the state shall attempt to coordinate with programs and services that are not assisted under this Title prior to using funds for adult education and literacy activities under this Title for activities other than adult education activities.

Other programs and services not directly financially assisted under this Title with which coordination is planned for purposes of planning and conducting family literacy services includes, but is not limited to, Even Start, Head Start, Ohio Family and Children First, the Ohio Literacy Initiative, Community Action Agencies, Ohio Works First, Title I ESEA, Public School Preschool, Child Care, Departments of Health and Human Services, public Libraries, and institution of higher education.

3.4 New Organizational Arrangements

(1) State Workforce Policy Board and Interagency Staff Tea

The State Director of Adult Education and others have been appointed by the State Superintendent of Public Instruction to help represent the Ohio Department of Education's Division of Career-Technical and Adult Education on an Interagency Implementation Team for the Workforce Investment Act.

This Team meets monthly to help planning and staff needs of the Governor's Workforce Policy Board and Board committees. See Appendix E for a roster of the staff team, Board members, and other WI State Board related information.

(2) Local Area Workforce Policy Boards

The Ohio Workforce Strategic Option was established by the enactment of Ohio Amended Substitute House Bill No. 470 on December 14, 1999. Section 6301.06 established authority for chief elected officials of a local area to create a workforce policy board.

This board must include, at a minimum, five (5) private sector business members, two (2) members representing organized labor, and two (2) representatives of local educational entities. For purposes of this board, local educational entities include local educational agencies, school district boards of education, entities providing educational and literacy activities, and post-secondary educational institutions.

3.4 New Organizational Arrangements (*continued*)

(3) Interagency State Leadership Tea

In order to support the development of leadership skills needed for effective planning and administration of more integrated program services and activities authorized by Workforce Investment Act programs, cross program training activities, using such models as "For the Common Good," will continue to be made available to state and local program personnel. It is anticipated that the cost of planning, conducting, and evaluating such training will be a shared responsibility among programs benefitting from such training.

4.0 Evaluation of Adult Education and Literacy Activities

4.1 Interim and Annual Evaluations

The State Program Office within the Ohio Department of Education will conduct no less than mid-year and annual evaluations of the effectiveness of adult education and literacy activities that are based primarily on the State's estimated levels of performance required by Section 212 of the Act. Local providers will be required to maintain student and program data, in a format established by the State, and such performance, progress, and final reports that enable the State Program Office to determine the extent to which estimated levels of performance were achieved.

Areas to be included in these evaluations will include, but may not be limited to:

- (1) demonstrated improvements in literacy skill levels of students in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- (2) placement and retention in unsubsidized employment;
- (3) placement in postsecondary education or training;
- (4) receipt of the Ohio High School Equivalence Diploma;
- (5) increased involvement of parents in their children's education and literacy related activities;
- (6) progress in meeting target standards of Ohio's adopted Indicators of Program Quality.

In addition, the State will continue to schedule and conduct a selected number of on-site performance, quality, and improvement reviews for the purposes of identifying performance progress, quality strengths, outstanding needs, and recommending strategies for program improvement.

To the extent that sampling techniques and procedures would be employed in State and local evaluations, such techniques will conform with specifications identified in the Annual Performance Report for Adult Education that is issued by the U.S. Department of Education with approval of the Office of Management and Budget.

Additional evaluation activities proposed as a part of the State Plan for the period July 1, 2000 – June 30, 2004, are expected to include guided self-evaluation for Title II and other Workforce Investment Act partners, selected follow-up studies of participants served with support from one or more WIA

4.1 Interim and Annual Evaluations (*continued*)

Titles at selected time intervals, effectiveness of teacher training activities, and the extent to which selected populations were served.

5.0 State Performance and Quality Measures

5.1 State Core Performance Measures

The State's required performance measures include the three Core Indicators of Performance identified in Section 212 (b) (2) (A) of Title II, Adult Education and Literacy, of the Workforce Investment Act of 1998 and include:

- (1) demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- (2) placement in postsecondary education or training, unsubsidized employment, or job retention;
- (3) receipt of a secondary school diploma or its recognized equivalent, the Ohio High School Equivalence Diploma.

5.2 Additional Optional Measures

(1) Optional Secondary Performance Measures: Family Literacy

The State elects to establish two additional optional secondary performance measures for the area of Family Literacy. These include:

- a. increased involvement of parents, custodians, and primary care givers in their child's formal education and school (such as providing assistance with homework, interaction with teachers and other school personnel);
- b. increased involvement of parents, custodians, and primary care givers in general Literacy related activities with their children (such as reading to children, using libraries, and purchasing reading materials).

(2) Optional Quality Measures: Indicators of Program Quality

The State's Indicators of Program Quality for Adult Basic and Literacy Education will be used as a set of quality measures and indicators by the State. Levels of performance against target standards shall be considered as State estimated levels of quality for purposes of this plan. The primary purposes of retaining these additional indicators are to provide an established and field desired structure to help guide program planning, evaluation, and to help address areas of low or declining performance in selected identified areas. They will help guide the local application process and program performance evaluations for the life of this plan. This set of Indicators of Program Quality, outlined in Appendix F, includes the following areas:

5.2 Additional Optional Measures (*continued*)

- a. demonstrated learner progress toward attainment of basic literacy skills including reading, writing, and speaking in English, computing, and solving problems at levels of proficiency necessary to function on the job, in the family of the individual and in society;
- b. completion of basic educational requirements that allow them to be placed in, retained in, or complete post secondary education, training, unsubsidized employment or career advancement;
- c. offering of services in safe physical environments with adequate space and access to facilities and equipment which contribute to creating an adult- appropriate learning environment;
- d. conduct of program planning and administration process that is based on a written plan, is implemented, and guided by evaluation;
- e. use of a written curriculum and instructional practices that match individual student needs and learning styles;
- f. use of a professional development process that is linked to a professional development plan which supports program and organizational goals;
- g. use of a system for support services that promotes student achievement of goals;
- h. recruitment of students from the populations in the community identified in the Adult Education and Family Literacy Act as needing literacy services, especially those at the lowest levels of literacy and in greatest need.

5.3 Estimated Levels of Performance

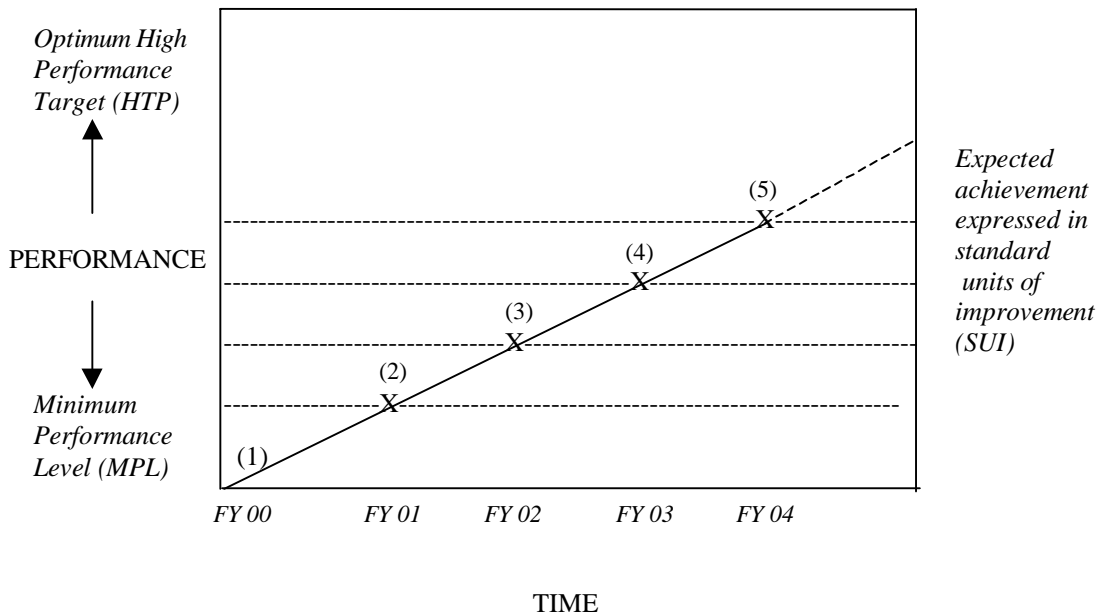
The estimated state levels of performance for the four Indicators of Performance for program years July 1, 2000 - June 30, 2004, are intended to be shown in objective, quantifiable, and measurable form. They are intended to lead to the demonstration of progress of the State into subsequent years of authorization under authority of this Title and represent the first three years of the five-year authorization period, July 1, 1999 - June 30, 2002.

These estimates use an approach recognized by industry and the Governor's Workforce Development Policy Board as described in Section 5.5 and Appendix G of this document

5.3 Estimated Levels of Performance (*continued*)

For each state Fiscal Year (2000 - 2002), the state's estimated levels of performance appear in the Minimum Performance Level (MPL) column. Estimates of percentage and raw numbers are based on estimated cumulative enrollments of 80,000 (FY 2000), 82,000 (FY 2001), and 84,000 (FY 2002). Once documented, actual performance levels in all performance indicator areas will be entered and appropriate calculations made. The HPT, or Hi Performance Target, is intended to express the most ideal performance levels for the state.

Minimum or estimated levels of performance for each year's established goals become a basis for evaluating continuous improvement, performance benchmarks, and negotiated standard units of improvement (SUI). These SUIs then are intended to become the currency to assess progress of local programs and the state in reducing the gap between current levels of performance and the ideal HPTs for each performance indicator. This approach is illustrated in the following graphic:



Using this approach will require the negotiation of units of performance gain versus minimum performance achievement over time at the state to national and local to state levels.

FY 2000 Ohio ABE Estimated Levels of Performance

Core Indicators of Performance	FY 2000 MPL Min. Performance Level		FY 2000 APR Actual		MPL % Difference		FY 2000 HPT High Performance Target		HPT% Difference	
	Completed	Progressing	Completed	Progressing	C	P	Completed	Progressing	C	P
1. Learner Gain/Progress	80,000/75% of CE= 60,000				80,000/95% of CE= 76,000					
12 Educational Functioning Levels										
Beginning Literacy	30	40					40	55		
Beginning Basic Education	40	30					45	50		
Low Intermediate Basic										
High Intermediate Basic	50	20					50	45		
Low Advanced Secondary	60	10					60	35		
High Advanced Secondary										
Beginning ESOL Literacy	20	30					40	55		
Beginning ESOL	20	30					45	50		
Low Intermediate ESOL	30	20					45	50		
High Intermediate ESOL										
Low Advanced ESOL	40	20					60	35		
High Advanced ESOL										
TOTAL										
2. Placement in post-secondary education, or training; unsubsidized employment, job retention										
a. placement in post-secondary education or training, including adult career-technical education	7% of CE						14% of CE			
	5,600 Students						11,200 Students			
b. placement in unsubsidized employment	20% of Unemployed Students						40% of Unemployed Students			
c. retained employment	20% of Employed						75% of Employed			
	7,000 Students						15,000 Students			
3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED	12% of CE						20% of CE			
	9,600 Students						16,000 Students			
4. Increased involvement of parents, custodians, and primary care givers in children's education and literacy related activities.										
a. increased involvement in child's school and education (homework assistance, interaction with teachers)										
b. increased involvement in child's literacy related activities (read to child, library usage, reading material purchase)										

FY 2001 Ohio ABE Estimated Levels of Performance

Core Indicators of Performance	FY 2001 MPL Min. Performance Level		FY 2001 APR Actual		MPL % Difference		FY 2001 HPT High Performance Target		HPT% Difference	
	Completed	Progressing	Completed	Progressing	C	P	Completed	Progressing	C	P
1. Learner Gain/Progress	82,000/75% of CE= 61,500						82,000/95% of CE= 77,900			
12 Educational Functioning Levels	Completed	Progressing	Completed	Progressing	C	P	Completed	Progressing	C	P
Beginning Literacy	30	45					40	55		
Beginning Basic Education	40	35					45	50		
Low Intermediate Basic	40	35					45	50		
High Intermediate Basic	50	25					50	45		
Low Adult Secondary	60	15					60	35		
High Adult Secondary	65	10					60	35		
Beginning ESOL Literacy	30	45					40	55		
Beginning ESOL	30	45					45	50		
Low Intermediate ESOL	35	40					45	50		
High Intermediate ESOL	40	35					50	45		
Low Advanced ESOL	45	30					60	35		
High Advanced ESOL	50	25					65	30		
TOTAL										
2. Placement in post-secondary education, or training; unsubsidized employment, job retention										
a. placement in post-secondary education or training, including adult career-technical education	20% of those students with this as a primary or secondary goal						50% of those students with this as a primary or secondary goal			
	# of students TBD						# of students TBD			
b. placement in unsubsidized employment	20% of unemployed students with this as a primary or secondary goal						50% of unemployed students with this as a primary or secondary goal			
c. retained employment	50% of employed students with this as a primary or secondary goal						90% of employed students with this as a primary or secondary goal			
	# of students TBD						# of students TBD			
3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED	20% of those with this as primary or secondary goal						40% of those with this as primary or secondary goal			
	# of students TBD						# of students TBD			
4. Increased involvement of parents, custodians, and primary care givers in children's education and literacy related activities.										
a. increased involvement in child's school and education (homework assistance, interaction with teachers)	75% of family literacy parent participants with this as a secondary goal will increase activities by 10%						100% of family literacy parent participants with this as a secondary goal will increase activities by 25%			
b. increased involvement in child's literacy related activities (read to child, library usage, reading material purchase)	75% of family literacy parent participants with this as a secondary goal will increase activities by 10%						100% of family literacy parent participants with this as a secondary goal will increase activities by 25%			

FY 2002 Ohio ABLE Estimated Levels of Performance

Core Indicators of Performance	FY 2002 MPL Min. Performance Level		FY 2002 APR Actual		MPL % Difference		FY 2002 HPT High Performance Target		HPT% Difference	
	Completed	Progressing	Completed	Progressing	C	P	Completed	Progressing	C	P
1. Learner Gain/Progress	84,000/75% of CE= 63,000						84,000/95% of CE= 79,800			
12 Educational Functioning Levels	Completed	Progressing	Completed	Progressing	C	P	Completed	Progressing	C	P
Beginning Literacy	30	45					40	55		
Beginning Basic Education	40	35					45	50		
Low Intermediate Basic	40	35					45	50		
High Intermediate Basic	50	25					50	45		
Low Adult Secondary	60	15					60	35		
High Adult Secondary	65	10					60	35		
Beginning ESOL Literacy	30	45					40	55		
Beginning ESOL	30	45					45	50		
Low Intermediate ESOL	35	40					45	50		
High Intermediate ESOL	40	35					50	45		
Low Advanced ESOL	45	30					60	35		
High Advanced ESOL	50	25					65	30		
TOTAL										
2. Placement in post-secondary education, or training; unsubsidized employment, job retention										
a. placement in post-secondary education or training, including adult career-technical education	20% of those students with this as a primary or secondary goal						50% of those students with this as a primary or secondary goal			
	# of students TBD						# of students TBD			
b. placement in unsubsidized employment	20% of unemployed students with this as a primary or secondary goal						50% of unemployed students with this as a primary or secondary goal			
c. retained employment	50% of employed students with this as a primary or secondary goal						90% of employed students with this as a primary or secondary goal			
	# of students TBD						# of students TBD			
3. Receipt of secondary school diploma or the Ohio High School Equivalence Diploma/GED	20% of those with this as primary or secondary goal						40% of those with this as primary or secondary goal			
	# of students TBD						# of students TBD			
4. Increased involvement of parents, custodians, and primary care givers in children's education and literacy related activities.										
a. increased involvement in child's school and education (homework assistance, interaction with teachers)	75% of family literacy parent participants with this as a secondary goal will increase activities by 10%						100% of family literacy parent participants with this as a secondary goal will increase activities by 25%			
b. increased involvement in child's literacy related activities (read to child, library usage, reading material purchase)	75% of family literacy parent participants with this as a secondary goal will increase activities by 10%						100% of family literacy parent participants with this as a secondary goal will increase activities by 25%			

5.4 Factors Related to Proposed Levels of Performance

In preparing state proposed levels of performance on the Core Indicators of Performance, reported levels of completion for selected literacy levels of all other states and the Midwest area were considered. In addition, state and local performance data on the Core Indicators of Performance for the past nine years were reviewed.

Among those entering the program with the lowest levels of literacy, a proposed lower rate of completions was used that was comparable to the estimated rate of participants progressing in those same levels. As participants are placed in higher literacy instructional levels, the estimated level of completions increases as the estimated rate of progression declines. The establishment of the estimated levels of performance in this plan will establish a base-line of performance data for the state to use in promoting continuous improvement of performance and to help ensure optimal return on the investment of public funds.

5.5 Workforce Development Performance Management

One completed activity of the Interagency WIA State Staff Implementation Team has been to prepare a set of recommendations for the Governor's Workforce Policy Board on performance management. This paper includes recommendations for proposed uses of a joint performance management system, recommended performance measures, and data collection systems.

This work addresses all legally required performance measures in all Titles of the Workforce Investment Act, including Title II as well as those in the Carl D. Perkins Vocational and Technical Education Act of 1998.

At its meeting on January 12, 2000, the Board accepted the recommendations contained in this report including the action to establish an integrated long-term performance accountability strategy that considers:

- (1) establishing performance resources as defined in the Workforce Investment Act of 1998; the Carl D. Perkins Vocational and Technical Education Act of 1998, and TANF requirements as the basis for the performance management system;
- (2) establishing performance targets on the basis of continuous improvement principles that establish high performance benchmarks and the negotiation of standard units of improvement (as opposed to establishing minimum levels of performance);

5.5 Workforce Development Performance Management (*continued*)

- (3) establishing the Malcolm Baldrige Criteria and/or ISO9000 registration as the framework for enabling local service providers to advance toward high performance;
- (4) establishing the state fiscal year (July - June) as the basis for reporting all performance data; and
- (5) recognizing the importance of the major information databases already in operation; establishing a clear process and assign functional responsibility for data aggregation across the current major information databases related to performance accountability.

See Appendix G for full text of recommendations and documentation of Board action.

6.0 Procedures for Funding Eligible Local Service Providers

6.1 Local Applications

The State will employ a multiyear competitive grant application process to award funds for local activities that are in accordance with the considerations for funding described in Section 231(e) of the Adult Education and Literacy Act, Title II, of the Workforce Investment Act of 1998. Each eligible provider desiring to be considered for a grant or contract under authority of the Act shall submit an application to the Ohio Department of Education containing information and assurances required by the Department including:

- (1) a description of how funds awarded under this Title will be spent; and
- (2) a description of any cooperative arrangements the applicant has with other agencies, institutions, or organizations, for the planning, delivery, and evaluation of adult education and literacy programs and services.

6.2 Eligible Local Service Providers

For purposes of this Title, eligible local service providers include the following entities with demonstrated effectiveness in improving literacy skills of adults and families:

- (1) a local educational agency;
- (2) a community-based organization;
- (3) a volunteer literacy organization;
- (4) an institution of higher education;
- (5) a public or private nonprofit agency;
- (6) a public library;
- (7) a public housing authority;
- (8) a nonprofit institution not identified above that has the ability to provide literacy services to adults and families;
- (9) a consortium of the agencies, organizations, institutions, libraries, or authorities identified in items 1-8 above.

6.2 Eligible Local Service Providers (*continued*)

In order to be considered for a grant or contract under authority of this Title, private nonprofit agencies, organizations, and institutions, including volunteer and community-based organizations, must have secured formal tax exempt status as authorized by Section 501(c)(3) of the Internal Revenue Code and be so certified by the Internal Revenue Service.

No grant or contract may be made under authority of this plan for any educational program, activity, or service that is related to sectarian instruction, religious worship, or is provided by a school or department of divinity.

For purposes of this Title, for-profit agencies, organizations, and institutions are not eligible to apply for an award or contract at either the direct grant or sub-grant level. sub-grant level may mean the inclusion of a for-profit entity as a member of a consortium application submitted by an eligible provider entity on behalf of a consortium

6.3 Notice of Availability

Announcements of the availability of funds under this Title will be made by the following means:

- (1) direct written notice to local educational agencies, institutions of higher education, Private Industry Councils, public libraries, public housing authorities, identified volunteer literacy and community based organizations, Community Action Agencies, appropriate state professional organizations and associations, identified state program partner offices, and other eligible providers requesting direct notice;
- (2) written announcement in publications and newsletters of The Ohio Department of Education, The Ohio Literacy Network, The Ohio Association for Adult and Continuing Education, The Ohio Literacy Resource Center, selected Ohio newspapers, and other identified publications and newsletters.

6.4 Local Application Process

Eligible local service providers will be provided direct and equitable access to funds under this Title by (1) allowance to apply directly to the Ohio Department of Education for consideration for a direct grant or contract and, (2) the use of the same announcement and application process that provides all applicants with a reasonable and fair opportunity for selection.

6.4 Local Application Process (*continued*)

Applications will be solicited, reviewed, and selected for funding on a multi-year basis according to the following tentative schedule and process:

Februar	Notice of fund availability made throughout the state
March-April	Preparation and submission of local applications
May-June	Review of applications, selection, and tentative notice o funding allocations
July	Beginning of authorization and service period

6.5 Evaluation of Applications

The Ohio Department of Education will employ a competitive application review process for multi-year grants and contracts that considers:

- (1) the degree of establishment of measurable goals for expected participant outcomes and achievements;
- (2) the past effectiveness in providing literacy skills for adults and families, and, following adoption of State performance measures under Section 212 of the Act, success in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment to serve individuals in the proposed service community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the proposed program:
 - a. is of sufficient intensity and duration for participants to achieve substantial learning gains; and
 - b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals how to read;
- (5) whether proposed activities are built on a strong foundation of research and effective educational practice;
- (6) whether proposed activities effectively employ advances in technology, as appropriate, including the use of computers;

6.5 Evaluation of Applications (*continued*)

- (7) whether proposed activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether proposed activities are staffed by well-trained instructors, counselors, and administrators
- (9) whether proposed activities coordinate with other available resources in the community, such as by establishing strong linkages with elementary and secondary schools, postsecondary educational institutions, One-Stop Employment and Training Centers, Adult Vocational Education Programs, Ohio Works First, other job training programs, and appropriate social service agencies;
- (10) whether proposed activities offer flexible schedules and support services, such as child care and transportation, that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (11) whether proposed activities maintain a high quality information management system that has the capacity to report participant outcomes and to monitor program performance against State agency performance measures;
- (12) whether local applicants have a demonstrated need for additional English literacy programs.
- (13) whether local applicants describe the steps they propose to take to ensure equitable access and equitable participation by addressing special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation including barriers based on gender, race, color, national origin, disability, or age.

As indicated in Section 5.2, Additional Performance Indicators, the state has elected to use the revised Indicators of Program Quality as an additional set of performance indicators. The following table illustrates the relationship of these quality indicators to establish considerations for awarding grants and contracts to local service providers. It is the intention of the process for completion and evaluation of local applications to integrate these two sets of elements.

6.5 Evaluation of Applications (*continued*)

Relationship between the 12 considerations for awarding grants and Ohio's Indicators of Program Quality	
<i>Considerations</i>	<u>IPQ</u>
1. Measurable Goals	1.0 Students demonstrate progress and attainment of skills 1.1 Students complete education requirements
2. Past effectiveness in improving literac skills	1.0 Students demonstrate progress and attainment of skills 1.1 Students complete education requirements
3. Serve most in need	3.0 Program planning responsive to community need 7.0 Recruits from population in need of service
4. Intensity and Duration	3.0 Program planning responsive to community need 4.0 Curriculum and instruction based on individual participant need
5. Activities based on research	2.0 Environment conducive to adult learning 3.0 Program planning responsive to community need 4.0 Curriculum and instruction based on individual participant need
6. Uses technology	3.0 Program planning responsive to community need 4.0 Curriculum and instruction based on individual participant need
7. Real-life context	1.0 Students demonstrate progress and attainment of skills 3.0 Program planning responsive to community need 4.0 Curriculum and instruction based on individual participant need
8. Well-trained personnel	5.0 Ongoing professional development
9. Coordination/linkage (<i>Internal</i>)	3.0 Program planning responsive to community need 6.0 Identify learners' needs and provide support directly or through referral
10. Flexible scheduling and support (<i>External</i>)	6.0 Identify students' needs and provide support directly or through referral
11. Information management System	3.0 Program planning includes use of ABLELink
12. Demonstrated need for literac programs	3.0 Program planning responsive to community need 7.0 Recruits from population in need of services
13. Equitable access and participation	6.0 Identify students' needs and provide support directly or through referral 7.0 Recruits from population in need of services

6.6 Special Rule (administrative rules and policy)

Whenever the State implements any rule or policy relating to the administration or operation of a program authorized under this Title that has the effect of imposing a requirement not imposed under Federal law, the State shall identify, to eligible local service providers, the rule or policy as being State imposed. This identification shall also apply to any rule or policy that is based on a State interpretation of a Federal statute, regulation, or guideline. If such rules or policies are created, the agency will send a copy of such to the U.S. Department of Education when it is implemented.

7.0 Public Participation and Comment

7.1 Description of Activities

(1) Consultation with Literacy Experts and Practitioners

For purposes of state planning, one state and eight regional input and discussion meetings were conducted with adult education and literacy providers in the state, including leading state associations and literacy organizations, relative to identified key areas of planning and implementation.

These groups included directors of state-funded programs for Adult Basic and Literacy Education, staff of local programs, an advisory group for English literacy programs, staff of local adult literacy joint planning and coordination coalitions, a workforce education task force, and state leadership responsible for professional development for adult education and literacy.

Discussion and input areas included targeting populations and services, the local grant application process, performance and accountability issues, state leadership, joint planning and coordination, serving limited English speaking populations, planning for professional development, and other related areas. The results of these discussions helped to guide the development of this plan and a significant revision of the local application document.

In March 1999 and February 2000, drafts of the Ohio Program Plan for Adult Basic Education and Literacy were presented to local program personnel during a series of in-state regional program directors meetings and discussion groups. Comments received regarding the State Plan draft were used in subsequent revisions of the plan.

See Appendix H for a summary of the State Planning Discussion Groups content and recommendations.

(2) Consultation with Workforce Investment Act Partner Staff

The Ohio Department of Education is directly involved with its identified partners, under authority of the Workforce Development Act, in conducting activities to assist the Governor and staff relative to Workforce Investment Act implementation issues, including Title II, Adult Education and Literacy. Representatives of partner programs and services identified by the Act were also requested to review and comment on the plan. Comments received led to further changes and improvements in the plan document.

7.1 Description of Activities (*continued*)

(3) Conduct of Public Hearings

Three public hearings on the plan were scheduled, announced, and held on February 8, 2000, (Medina), February 9, 2000, (Carroll), and February 10, 2000 (Sharonville). See Appendix I.

7.2 Governor's Comments

(1) Structure and Process Used

The plan was submitted to the Education and Training Committee of the Governor's Workforce Policy Board on January 12, 2000. This Board, established under authority of The Workforce Investment Act and Executive Order 99-33T, acts on behalf of the Governor for purposes of review and comment of this plan.

(2) Transmittal of Comments

Appendix J contains the transmittal letters and any comments received from the Governor's Workforce Policy Board relative to this plan document.

8.0 Strategies for Serving Target Populations

8.1 Description of Strategies

For the purposes of Adult Education and Family Literacy, the following describes how the State will develop service strategies for selected populations for the July 2000 - June 2004 period.

(1) Low-Income Students

- a. continue to include Community Action Agencies (CAA) and designated local workforce investment areas on fund availability announcements and encourage the expansion of existing service collaboratives with established adult education and literacy providers in their respective service communities;
- b. secure data from state CAA program and related employment and economic development services that better identify the extent and distribution of povert populations in the state and respective counties;
- c. consider including a poverty index factor into regional allocations and individual funding determinations along with performance outcomes of individual programs that effectively reach and serve low-income individuals and families.

(2) Individuals with Disabilities

- a. continue additional training for programs and personnel on methods for serving adults with identified learning disabilities;
- b. establish more formal joint planning and coordination relationships with other organizations with knowledge and expertise in serving adults with disabilities, including the Ohio Rehabilitation Services Commission, a required service partner under authority of the Workforce Investment Act of 1998;

(3) Single Parents and Displaced Homemakers

- a. continuation of existing, and expansion of additional, communities with access to GED on TV programs in the state with additional support for participants from established adult education and literacy programs operating in the vicinity of the broadcasts and viewers;
- b. investigate the feasibility of the use of the Internet for home instructional purposes with support from community programs;

8.1 Description of Strategies (*continued*)

- c. establish a more direct joint planning and coordination relationship with adult vocational and higher education programs servicing single parents and displaced homemakers.

(4) Other Individuals with Barriers to Participati

- a. use of co-location of adult education and literacy services with other services offered that have related goals and purposes including, but not limited to local vocational rehabilitation services, and institutions serving the disabled.

With respect to improving identification of all service populations, the Ohio Department of Education will engage in joint research and planning activities with other partner programs that also serve these same groups. Such programs include, but may not be limited to, WIA Title 1 – the State Workforce Investment System, Employment Services, Temporary Assistance for Needy Families, Ohio Works First, and Postsecondary Adult Vocational Education.

9.0 Integration with Other Adult Education and Training Activities

9.1 Planned Integrated Activities

It is the intent of the State to engage in intensive joint planning and coordination activities with all required partners specified in the Workforce Investment Act of 1998. This will establish more systematic methods for coordinating and integrating adult education and literacy services with programs and services offered by these partners.

In addition, Title II programs will maintain and expand their current level of involvement in Ohio's existing One-Stop Employment and Training Centers as they transition to the new local area Workforce Policy Boards. Ohio currently has established twenty-five (25) One-Stop Centers which all presently include participation by Title II entities. In many cases, these centers were established with the leadership and direct assistance of Adult Education Act funded training, development, and support activities, especially the Common Good Training Project.

9.2 Separate Plans

Lead responsibility for respective Titles will be as follows:

- (1) Title I, Workforce Investment Systems: Ohio Bureau of Employment Services, Office of Workforce Development;
- (2) Title II, Adult Education and Family Literacy: Ohio Department of Education, Office of Career-Technical and Adult Education;
- (3) Title III: Workforce Investment-Related Activities (Wagner-Peyser Act), Ohio Bureau of Employment Services, Office of Workforce Development; and
- (4) Title IV: Rehabilitation Act Amendments of 1998, Ohio Rehabilitation Services Commission.

The Title II portion of the plan will adhere to the requirements governing The Adult Education and Family Literacy Act and will not require the submission of any other plan or application in order to receive funds to carry out the Title II program services and activities.

The plan includes descriptions of the methods to be used for joint planning and coordination with programs and activities authorized by the Workforce Investment Act and an assurance of an opportunity for the entities responsible for such programs to review and comment on all portions of the plan.

9.2 Separate Plan (*continued*)

In the future, if a State Unified Plan option is selected for Ohio, it will cover two or more of the following activities and programs:

- (1) secondary vocational education programs;
- (2) postsecondary vocational educational programs;
- (3) activities authorized under Title I of WIA;
- (4) activities authorized under Title II of WIA;
- (5) Food Stamp Act of 1977, Section 6(d);
- (6) Food Stamp Act of 1977, Section 6(o), work programs;
- (7) Trade Act of 1974, Chapter 2, Title II;
- (8) Wagner-Peyser Act,;
- (9) Rehabilitation Act of 1973, Title I;
- (10) United States Code, Chapter 41, Title 38;
- (11) State Unemployment Compensation law authorized;
- (12) Social Security Act, Part A, Title IV;
- (13) Older Americans Act of 1965, Title V;
- (14) Department of Housing and Urban Development activities;
- (15) Community Services Block Grant Program.

10.0 Direct and Equitable Access

10.1 Notice of Availability and Application Review

The State will use the following notice and procedures in order to ensure direct and equitable access to funds as required in Section 231(c) of the Adult Education and Family Literacy Act:

(1) Notice of Availability

The state shall maintain and use a comprehensive mailing list for direct mailing of announcements of the availability of funds. Included in this direct mailing of over 1,200 are:

- a. current instructional program grantees, including Gateway Projects;
 - b. staff development and special demonstration projects;
 - c. two and four-year colleges and universities, including chairs of teacher education departments;
 - d. local Workforce Policy Boards established under authority of the Workforce Investment Act of 1998;
 - e. adult career-technical education programs;
 - f. public libraries;
 - g. community action agencies;
 - h. Laubach Literacy Action affiliates;
 - i. Literacy Volunteers of America affiliates;
 - j. The Ohio Literacy Network;
 - k. The Ohio Association for Adult and Continuing Education;
- Note: (See also Part 6.3, Notice of Availability)

The initial mailing is a general announcement describing the purposes of the program, funding cycle, application timeline, and identification of eligible local service providers who may apply directly to the Ohio Department of Education for consideration for funding. Appendix J is a copy of the announcement used for the current funding cycle.

10.1 Notice of Availability and Application Review (*continued*)

Interested parties are asked to return a Request for Application Materials form to the state program office which then provides a full application packet, including instructions and a resource guide. For the 1999-2000 program year, those who wish to request the application on disk are encouraged to do so and are provided the application disk on Microsoft Word 97 format.

(2) Application Review Process

The same application review process will be used for all eligible applicants seeking consideration for direct funding. All applications are evaluated by a review panel using the same process established by the state program office. An established point rating system is used that includes:

- a. Program Overview (7.5%);
- b. Statement of Need (7.5%);
- c. Past Effectiveness in Improving Literacy Skills (20%);
- d. Estimated Performance on Core Performance Indicators (7.5%);
- e. Enrollment Projections (2.5%);
- f. Approach and Description of Proposed Activities (40%);
- g. Feasibility, including Budget, Personnel, Instructional Sites (15%).

Representatives of all types of local provider groups are included in the review panel process, including representatives from volunteer and community-based programs, public schools, higher education, employment services, human services, libraries, vocational education, and correctional education agencies. State staff from education and related partner agencies are also included in the process. All applications receive the same treatment and are evaluated and against the established criteria by no less than three readers.

11.0 Programs for Corrections Education and Other Institutionalized Adults

11.1 Types of Programs

Funds made available under Section 222(a)(1) of this Title shall be used to provide programs and services to incarcerated and other institutionalized adults under the custody or supervision of three state agencies serving this population: The Ohio Departments of Rehabilitation and Correction, Mental Health, and Mental Retardation and Developmental Disabilities.

Programs and services supported with these funds shall be used to pay for the cost of corrections education and education for other institutionalized individuals, including academic programs for:

- (1) basic education;
- (2) special education programs as determined by the state;
- (3) English literacy programs; and
- (4) secondary school credit programs.

11.2 Priority of Services

Funds used under this section to carry out an instructional program for criminal offenders in a correctional institution will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. This requirement is consistent with the policy of the Ohio Department of Rehabilitation and Corrections for the placement of individuals under its supervision into education programs, including those served with funds provided under this section.

11.3 Types of Corrections Institutional Settings

For purposes of authorizing the use of funds available under this section, a correctional institution means any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

11.4 Spending Limitation

For activities authorized under Section 225 of this Title, the State will not expend more than ten (10) percent of the 82.5 percent of the total federal grant awarded to the State.

12.0 State Leadership Activities

12.1 Description of Activities

The State shall use funds under Section 223 for the following adult education and literacy activities:

- (1) the establishment and operation of professional development programs in order to improve the quality of instruction of local services and activities required under Section 231 including instruction incorporating phonics, fluency, reading comprehension, and instruction provided by volunteers and other personnel; these shall continue to be conducted primarily through the use of a network of resource centers and professional development consortia;
- (2) the provision of technical assistance, including staff training, to local providers of adult education and literacy activities to enable such providers to improve the quality of such activities, including activities related to linkages and relationships to local Workforce Investment Boards and One-Stop Employment and Training Systems;
- (3) the continued support of the Ohio Literacy Resource Center and the State's network of four Regional Resource Centers and other support networks and service centers;
- (4) the monitoring and evaluation of the quality of, and improvements in, adult education and literacy activities; including continued support and use of the state's Evaluation Design Project
- (5) developing and disseminating curricula appropriate for adult education and literacy programs through traditional and electronic means;
- (6) coordination with existing support services, such as child care and transportation, and other assistance designed to increase the rates of enrollment in, and successful completion of, adult education and literacy activities;
- (7) integration of literacy instruction and occupational skill training, including integration with training offered by Ohio's postsecondary adult vocational education system, and promoting linkages with employers;
- (8) linkages with postsecondary educational institutions; and

12.1 Description of Activities (*continued*)

- (9) other activities of statewide significance that promote the purposes of this Title, including those that advance the use of technology for instruction, evaluation, and program management purposes.

12.2 Collaboration with Other Related Agencies and Programs

In carrying out activities authorized under Section 223(a), the State shall collaborate where possible, and avoid duplicating efforts in order to maximize the impact of State Leadership activities. Collaborating partners for the purposes of planning and conducting state leadership activities will include, but may not be limited to: postsecondary adult vocational education, higher education, employment and training programs authorized by the Workforce Investment Act, human services, the Statewide Family Literacy Initiative Project, public libraries, early childhood education services, and established literacy coalitions operating in the state.

Multiple federal and state funding sources will continue to be used for the planning, delivery, and evaluation of state leadership activities, including those activities conducted by the Ohio Literacy Resource Center, the Common Good Training Project, Ohio's Technology Assistance Network, the Statewide Family Literacy Initiative Project, further piloting of the Equipped for the Future curriculum model, and strengthening services for learning disabled and limited English proficient students.

