



Ohio Transitions Framework

The Ohio Adult Basic and Literacy Education programs are part of the University System of Ohio (USO). Aligning with the Adult Learner Strategy and being an integral part of the USO gives ABLE programs the ability to facilitate student success through partnerships among ABLE, community colleges, regional campuses, Adult Workforce Education centers, and throughout community-based organizations.

The Ohio ABLE Transitions Framework is organized by three primary categories: Instruction, Support Services, and Collaborations. The framework is constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. It has been edited by state ABLE staff to align with the new national adult career pathway model promoted by the U.S. Departments of Education, Labor and Health and Human Services.

All Ohio ABLE programs should operate within this framework. It is expected that all ABLE programs provide bridge programs and maintain formal partnership agreements among the USO and local community partners. Programs should: define the desired adult career pathway system and program outcomes; determine how to measure system and program outcomes; establish how data will be collected, stored, tracked and shared as well as analyze data, revisit desired outcomes, and assess progress.

ABLE transitions services are defined as those services that facilitate students successfully transitioning to postsecondary education, training, and/or employment as a result of receiving ABLE services.

INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (e.g., algebra, reading, critical thinking).

Develop and Deliver Instructional Program that Facilitates Student Transitions:

Provide an instructional program that is more immediately relevant to students' educational/career interests.

- Establish a structure that supports: monitoring time, tracking attendance, enforcing punctuality, managed enrollment, flexible scheduling, Saturday classes, class terms¹, and/or classes organized by subject or level.
- Identify and implement modularized, accelerated, contextualized curricula needed for entry into postsecondary education and the workplace.
- Provide academic content support and monitoring, such as coaching or individualized instruction.
- Build a culture of community with students in the program through group methods (e.g., learning communities, peer to peer mentoring, cohorts).

Facilitate student access to career pathways or other features of postsecondary education and training.

- Embed industry recognized certificates/credentials throughout transition process.
- Utilize evidence-based methods² to increase student persistence and retention.

Determine desired outcomes for the classroom

- Define how data will be collected, stored, tracked, and reported.
- Ascertain how data should be analyzed to revise classroom outcomes to better address the overall program needs.

¹ Class terms – as defined to be classes of certain lengths such as 10-week classes or 15-week classes.

² Evidence-based methods refers to the use of research and scientific studies as a base for determining the best practices in the field. The methods chosen for the classroom should be those that have been identified through research (methodological sound, quantitative and/or qualitative studies) as having positive impact on learners and the learning environment.

SUPPORT SERVICES FOR TRANSITIONS

The following set of supports is viewed as important and generally applicable across ABE, but specific supports can also be developed and implemented for transitions work in the areas of career assessment and counseling, as well as advising when the student has enrolled in a postsecondary option.

Build Awareness of Postsecondary and Work Options

Identify and establish relationships with key student support services within the organization/community/region.

- Facilitate cross-training of resource partners while identifying key partners and clarifying their roles.
- Sustain and work to expand partnerships such as college access programs, local One-Stops, employers, and chambers of commerce.

Conduct labor market analysis for employment trends/career pathways needed.

- Target high employment demand and growth sectors
- Share results with partners

Provide students with access to postsecondary information, resources and services.

- Utilize access points such as the www.ohioable.org and www.ohiomeansjobs.com.
- Explore different career profiles and entrance requirements, programs of study, and credentials for college majors and career fields.

Incorporate career, individual, and/or group advising throughout instruction.

- Tailor advising to individual student's needs based on career assessment information using databases such as Ohio Career Information System (OCIS), Economic Modeling Specialists Inc. (EMSI), or other valid systems.

Provide Comprehensive Goal-Setting Activities

Set realistic long- and short-term transition goals that take into consideration the student's academic achievements and assessment scores.

- Use appropriate tools for examining goals, such as SMART criteria.
- Help students understand the need to prepare beyond ASE/ESOL NRS Level 6 (i.e., TABE 12.9) and recognize options beyond the GED as an end goal.
- Review goals on a regular basis.

COLLABORATIONS FOR TRANSITIONS

Participate in collaborative activities to connect with agencies that can support ABLE students in meeting their goal of completing postsecondary education or workforce training.

Develop partnerships with other agencies to access comprehensive support services

Engage a team of cross-agency partners at the regional/local levels.

- Identify an ABLE point person to coordinate day-to-day collaboration.
- Examine and access resources from partners, such as public workforce development programs and/or private employers.
- Identify costs associated with the adult career pathway system and program development and operations.
- Establish a shared vision, mission, set of goals and an implementation plan.
- Address any administrative barriers to cross-agency collaboration at state/local levels; seek solutions.
- Link to partners that provide support for education and training (e.g., financial literacy, career exploration).

Create a formal agreement/Memorandum of Understanding including assessment, referral and placement processes, responsibilities, etc.

- Define partners' roles/responsibilities and working relationships.
- Determine and secure funding (cash and in-kind) as needed from public agencies, private foundations, and/or partner organizations.
- Continuously review system procedures and revise as needed.
- Continue support³ with students enrolled in postsecondary for one year.
- Include at least one Bridge Program⁴ with formal partnership.

Maintain partnerships to address needs of ABLE students (e.g., Rehabilitation Services Commission, child care facilities, one-stop centers, mental health facilities).

³ Support – as defined to be academic intervention per the concurrent enrollment policy

⁴ ABLÉ formally defines a "Bridge Program" in the OPAS Manual as "a class or series of classes specifically intended to prepare students to enter and succeed in a postsecondary degree or certificate program. The core elements of such a course would include: contextualized instruction, career development and transition services."