Ohio ABLE Transitions Framework

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.

For 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 instructional 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 (for example, 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, connected to students’ long-term goals (for example, reading/writing or mathematics in the context of a career field) and based on appropriate assessments.
- Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities.
- Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges).
- Define and develop an organized curriculum, provided as a separate class or incorporated into the program, to address transitions issues (for example, course sequences, scheduling).
- Provide academic content support and monitoring (for example, coaching, individualized instruction).
- Build feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).

Implement Contextualized Curricula

- Teach basic education to prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Use curricula aligned with academic and student success skills needed for entry into postsecondary education and the workplace.

Model Expectations for Postsecondary and Workplace Success

- Provide structure such as monitoring time, tracking attendance, enforcing punctuality, etc.
- Provide other features of postsecondary education and training where possible (for example, managed enrollment, class terms\(^1\), classes organized by subject or level).
- Maintain a classroom that supports student aspirations for transitioning to postsecondary and workforce education.

\(^1\) Class terms – as defined to be classes of certain lengths such as 10-week classes or 15-week classes
SUPPORT SERVICES FOR TRANSITIONS

The following set of supports is viewed as important and generally applicable across ABLE, 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

- Help students to understand the need to prepare beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9) and to understand options beyond the GED as an end goal.
- Provide students with access to information, resources and services (for example, Ohio Board of Regents student portal, Ohio Learning Network), giving an opportunity to become familiar with postsecondary programs (for example, admissions processes, programs of study, credentials).
- Explore different career profiles and entrance requirements for college majors and career fields.

Provide Comprehensive Goal Setting Activities

- Set realistic goals that take into consideration the student’s academic achievements and assessment scores and use appropriate tools for checking goals (for example, SMART criteria).
- Set both long- and short-term transition goals, and review on a regular basis.

Incorporate Individual and Group Advising

- Tailor advising to individual student’s needs based on career assessment information (for example, Ohio Career Information System (OCIS), Economic Modeling Specialists Inc. (EMSI), or other valid systems).
- Offer career, personal and academic advising.
- Utilize evidence-based methods to increase student persistence and retention.
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.

Integrate University System of Ohio (USO) programs to facilitate student success

- Develop agreements between ABLE and community colleges and/or branch campuses to better align remedial services for students.
- Develop agreements between ABLE and Adult Workforce Education centers to better align remedial services for students.
- Establish and maintain an ABLE presence on USO campuses.

Develop partnerships with other agencies to access comprehensive support services

- Examine and access resources from partners, including public workforce development programs and private employers.
- Link to partners that provide support for education and training, such as financial literacy, career exploration, etc.
- Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
- Continue support² with students enrolled in postsecondary for one year.

² Support – as defined to be academic intervention per the concurrent enrollment policy