

## **Ohio ABE Transitions Framework**

The Ohio ABE Transitions Framework is organized by two primary categories: instructional and support services. The framework is constructed broadly to encompass requirements of both postsecondary and career/workplace transitions.

### **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 ABE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges).
  
- ***Implement Contextualized Curricula***
  - Teach basic education in context with the College Readiness Expectations and workplace education, and prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
  - Align curricula to include academic and/or student success skills needed for entry into postsecondary education and workplace, using state ABE benchmarks and/or post secondary and/or workplace education (for example, Ohio College Readiness Expectations, ACHIEVE Benchmarks).
  
- ***Model Selected Postsecondary Facets Combined with ABE Instructional Delivery***
  - Model postsecondary education and training or the workplace by monitoring time in class, monitoring attendance, enforcing punctuality, etc.
  - Provide other features of postsecondary education and training where possible (for example, registration, reporting, assessment).

## 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***
  - Help students to understand the need to prepare beyond ABE 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.
  - 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 Comprehensive Goal Setting Activities***
  - Set realistic goals that take into consideration the student's academic achievements and assessment scores and using 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 from Ohio Career Information System or other valid systems.
  - Offer career, personal and academic advising.
  - Provide academic support and monitoring (for example, coaching, tutoring).
  - Increase feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).
  
- ***Provide Comprehensive Support Services***
  - Examine and access resources from partners, including public workforce development programs and private employers.
  - Provide links to financial literacy and support for education/training, career exploration, etc.
  - Maintain partnerships to address needs of ABE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
  - Continue support with students enrolled in postsecondary for one year (this assumes a common database between ABE and postsecondary).