**Transitions Class Visit FY 2014**

**Site:**

**Class:**

**Teacher:**

**Date:**

**Transition Visit: 1**

Transitions Framework Incorporated: *(*<http://uso.edu/network/workforce/able/reference/transition/Transitions-Framework.pdf>)

1. **Develop and Deliver Instructional Program that Facilitates Students Transitions**

\_\_A.1 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.

\_\_A.2Offer or connect to certificates/credentials that are aligned to a career pathway or

other sequence of learning activities.

\_\_A.3Integrate 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).

\_\_ A.4Define and develop an organized curriculum, provided as a separate class or

incorporated into the program, to address transitions issues (for example, course

sequences, scheduling).

\_\_A.5Provide academic content support and monitoring (for example, coaching,

individualized instruction).

\_\_A.6 Build feeling of community within students in the program through group methods

(for example, learning communities, peer to peer mentoring, cohorts).

1. **Implement Contextualized Curricula**

\_\_B.1 Teach basic education to prepare students for academic rigors beyond

ABE/ESOL NRS Level 6 (for example, TABE 12.9).

\_\_B.2 Use curricula aligned with academic and student success skills needed for entry

into postsecondary education and the workplace.

1. **Model Expectations for Postsecondary and Workplace Success**

\_\_C.1 Provide structure such as monitoring time, tracking attendance, enforcing

punctuality, etc.

\_\_C.2 Provide other features of postsecondary education and training where possible

(for example, managed enrollment, class terms, classes organized by subject or

level).

\_\_C.3 Maintain a classroom that supports student aspirations for transitioning to

postsecondary and workforce education.

1. **Build Awareness of Postsecondary and Work Options**

\_\_ D.1 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.

\_\_D.2 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).

\_\_D.3 Explore different career profiles and entrance requirements for college majors

and career fields.

1. **Provide Comprehensive Goal Setting Activities**

\_\_E.1 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).

\_\_E.2 Set both long- and short-term transition goals, and review on a regular basis.

1. **Incorporate Individual and Group Advising**

\_\_ F.1 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).

\_\_F.2 Offer career, personal and academic advising.

\_\_F.3 Utilize evidence-based methods to increase student persistence and retention

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

\_\_G.1 Develop agreements between ABLE and community colleges and/or branch

campuses to better align remedial services for students.

\_\_G.2 Develop agreements between ABLE and Adult Workforce Education centers to

better align remedial services for students.

\_\_G.3 Establish and maintain an ABLE presence on USO campuses.

1. **Develop partnerships with other agencies to access comprehensive support**

**Services**

\_\_H.1 Examine and access resources from partners, including public workforce

development programs and private employers.

\_\_H.2 Link to partners that provide support for education and training, such as financial

literacy, career exploration, etc.

\_\_H.3 Maintain partnerships to address needs of ABLE students (for example,

Rehabilitation Services Commission, child care facilities, mental health facilities).

\_\_H.4 Continue support with students enrolled in postsecondary for one year.

**Conferencing Suggestions/Feedback, Next Steps:**