



Updated: July 26, 2010

To: Local Directors of Adult Basic and Literacy Education (ABLE)

From: Jeffrey C. Gove, State ABLE Director

Subject: Workplace Education Model Adoption and Guidance

ABLE will continue to allow the Ohio Performance Accountability System (OPAS) Workplace Education Model to be used for those ABLE programs offering the Workplace Literacy Component.

This model was developed through input from a focus group of ABLE workplace literacy practitioners and Workplace Education Indicators Project Committee. A schematic of the model and descriptors of its elements can be found in the OPAS manual.

The model's major differences from the regular OPAS Student Experience Model are in the areas of assessment, goal setting, and use of a portfolio.

In this model,

- A standardized pre- and posttest are required for all students and used to document students' educational functioning levels for placement and completion accountability in ABLELink.
- Student performance goals may be the class goals set through negotiations between the ABLE program provider and the employer. These class goals must be consistent with Ohio ABLE's Core Indicators of Performance.
- The Course Learning Plan replaces the student's Individual Learning Plan.

Based upon a student's participation in an ABLE program over the course of a project period, he/she may be placed in both a Workplace Literacy and a non-Workplace Literacy component. If so, the non-Workplace Literacy component is required to maintain an individual student portfolio. See FY 2011 Assessment Policy 800: WORKPLACE EDUCATION.

C: Workplace Education programs may follow the Workplace Education Model (see OPAS Manual, *Purpose* section). ABLE programs that choose to follow the approved Workplace Education Model may use a class portfolio instead of individual student portfolios.

Note: This updated policy supercedes the previous policy about using the Workplace Education Model in Workplace Programs but reflects continuity from previous iterations.