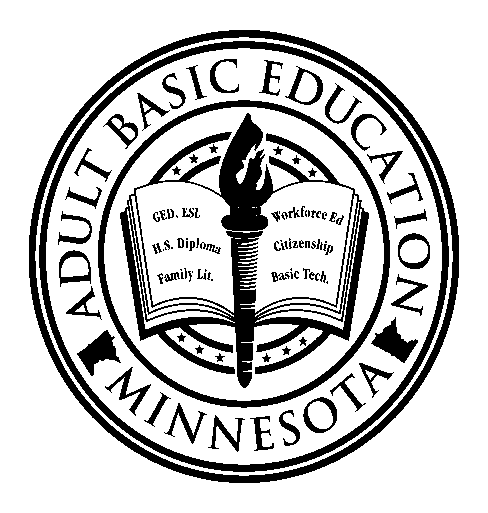
Minnesota Department of Education

Adult Basic Education Office

FY 2009 ABE Consortium

Post-Secondary Transitions Proposal Summary

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| ***Program Name*** | Goal/Objective | ***Activity*** |
| Alexandria | 1) To extend traditional GED programming in the consortium by implementing the use of A+dvancer as an online college readiness program related to Accuplacer assessments at AAABE Consortium’s remote ABE/GED class sites.  2) To extend traditional GED programming for AAABE learners by providing access to career counseling and advising services related to their postsecondary training/college goals.  3) To become familiar with more models of collaboration and programming related to the Transition to Postsecondary initiative.  4) To continue to dialogue with personnel at the Alexandria Technical College (ATC) about additional collaborative efforts. | 1) Collaborate with ABE/GED instructors who have already begun using A+dvancer at the Alexandria ABE/GED class site to develop protocols and forms which will be used by instructors in the consortium’s remote sites. Train the instructors at AAABE remote ABE/GED sites on A+dvancer and the protocols for using this program at their sites. Purchase additional online A+dvancer tests and modules.  2) Refer AAABE Consortium learners who would like career counseling and/or postsecondary advising services to one of the consortium’s instructors who has a Masters Degree in counseling and who is also a member of the local Tech Prep Committee.  3) Attend trainings and/or conferences related to this initiative.  4) Have additional discussions/meetings with ATC personnel about the development and possible offering at ATC of Pre-LPN classes by the AAABE Consortium sometime after the regional training of AE instructors on the ETC grant-related Pre-LPN Curriculum has taken place. |
| American Indian Opp. | 1) AIOIC ABE/GED Program is designed to transition GED graduates into the NCA accredited AIOIC School of Business and Office Technology. Our goal is to familiarize students with all aspects of programs so that they can reach their goal postsecondary goals.  2) AIOIC School of Business has a series of medical training classes we fit our students into so that they may find secure, meaningful employment in fields of required study. These are short term classes that include EMT, TMA and NAT taught by the Red Cross.  3) To increase actual instruction in math and language arts writing.  4) To go outside of this organization and enter a collaborative relationship with Normandale Community College and MCTC to reach the students goals of successfully transitioning into postsecondary education.  5) Make myself available for further training in transitioning ABE/GED students into college. | 1) Collaborate with counselors and instructors involved to ensure all measures are taken to encourage students to become successful and self-sufficient postsecondary students.  2) Meet and collaborate with MFIP, METP and the WIA youth program employment counselors so that ABE students can be recruited and provided information that leads to successful employability and a stronger sense of individual confidence. To help overcome any obstacles that may keep the individual from completing their course of training and instruction. To meet with the financial aid officer to counselors to identify scholarships or other resources to help pay for instruction and/or uniforms required for training.  3) We began a partnership with instructors from our School of Business and Career Immersion High School to provide math and language arts instruction but we need to purchase more instructional time.  4) Meet with Mr. Peterson, Normandale College and Janice Denny at MCTC for informal discussions on what further measures that ABE can do to insure proper student introduction to college and methods or tools of testing.  5) Attend MDE-ABE state conferences as required. |
| Anoka-Hennepin | 1) To further development of year one transitions to postsecondary objectives**:** To design, implement and evaluate a new and improved “Get Ready for College math” course.  2) To further development of year one transitions to postsecondary objectives; To refine the 2007 reading and study skills course in conjunction with the developmental education staff at partner colleges.  3) To further development of year one transitions to postsecondary objectives: To gain additional knowledge of best practices in Transitions programs.  4) To provide a pathway for ABE learners to enter a career in machine manufacturing.  5) Strengthen referral pathways. | 1) Provide instructors with training opportunities to further develop their teaching skills in the math areas of algebra, geometry and calculus. Host math meetings with Anoka Ramsey Comm. College & Anoka Tech. College faculty and teachers at the STEP (high school program) to help identify how ABE can help better prepare ABE learners for college level math. Invite math faculty to speak to ABE staff about math levels needed for college coursework.  2) Provide TABE assessments for students enrolled in the reading Class offered at Anoka Technical College. Refer appropriate learners to the reading lab. Host monthly meetings with college faculty and ABE teachers to discuss curriculum and how to better prepare learners for college level reading. Explore integrating study skills into the classroom.  3) To implement the 1-best model into a developmental writing course. The class is focused on ESL students. To implement the GED FastTrack at one site within the consortium in January 2009. ABE staff from the consortium will attend the Transitions conference. ABE staff from the consortium will attend the state Development conference. ABE program supervisor will serve on the Transition Advisory Committee. Staff will continue training on integrating career exploration activities into their teaching. (MCIS tools, career exploration pathways, etc.)  4) Articulate instruction with existing higher education and training pathways. Specifically, this would be the MMSI program and Skill Building for Manufacturing Fundamentals at Anoka Technical College. Research skill levels need to succeed within each area. Create a visual that explains and clarifies the relationships between steps and certificates. Disseminate material to the ABE consortium, workforce center, MNSCU campuses.  5) Build and strengthen referral pathways with TRIO at the colleges, Anoka County Senior Employment Counselor and high school counselors. |
| AEOA | 1) Discuss expansion of ABE to 4 campuses in consortium—ICC (Grand Rapids), MRCTC (Virginia and Eveleth) FDLTCC (Cloquet).  2) Set up classrooms and hire staff. Determine hours and schedules.  3) Develop curriculum as per college wishes and as part of the ETC grant.  4) Attend Transition to Postsecondary training in October, 2008 – 4 staff.  5) Retain 1 staff person to be a member of the Transition committee. | 1) Meet with campus staff to determine focus: General ABE open to all eligible learners? Just those enrolled in college?  Just those who score low on Accuplacer? CNA students? Other?  2) Begin classes in August, 2008:  Eveleth – 4 hrs/wk  Virginia – 4 hrs/wk  ICC – 20 hrs/wk  FDLTCC – 20 hrs/wk  3) MRCTC – construction math  FDLTCC – Pre-RNA (formerly CNA)  Reading Strategies  Study Skills/College Knowledge  4) Attend training. Report to staff at local cluster meetings. Use new knowledge in campus classrooms.  5) Attend meetings as required. |
| Bemidji |  |  |
| Bloomington | 1) Focus on building/supporting “school ability/college readiness”  2) Implement career pathway projects into ABE classes that are needed for individuals to succeed in college or training programs.  3) Establish and increase collaborations with our local postsecondary institutions in order to establish more continuity regarding student testing, curricula and referral.  4) Implement career pathway projects into ABE classes that are needed for individuals to succeed in college or training programs.  5) Focus on building/supporting “schoolability/college readiness”. | 1) College prep lab  \*Counselor, teacher, curriculum  Planning: July 2008-Dec. 2008  Implementation: January 2009  Goal: to move to a college campus in 2009-2010  2) Healthcare Careers Course  -includes an introduction to CNA  -**Articulation agreement** with Normandale for 2 college credits  -Class from Oct. 2008-Dec. 2008 and Jan. 2009-March 2009.  3) College visits & Accuplacer on site  -College visits on site  -College field trips  -College Fair  -Accuplacer on site  -Counseling time dedicated  4) Pre-Manufacturing Class  Trying to work with HIRED, HTC and Workforce Center to create a bridge to the workplace.  Working on curriculum with help from Robbinsdale.  (In place of the job market)  5) Reading Instruction Training:  Prepare students for College Level reading. |
| Brainerd | 1) Goal: Co-location of services. Present session during Central Lakes College (Brainerd Campus) “Success Day”.  Objective: To support enrolled CLC students as they transition to college level classes  2) Goal: Co-location of services. Provide ongoing support for Central Lakes College students (Brainerd Campus) and ABE/GED participants as they prepare for Accuplacer test and transition to college level classes.  Objective: To support growth in reading, math, language skills, study skills, and etc. to promote confidence and transition to postsecondary education. | 1) Success Day: Plan and implement presentation to support retention of students in CLC classes. “Success Day” events are scheduled at Central Lakes College during each semester.  2) College Readiness Session I  (Oct. 14 – Nov. 19) Subsequent session dates to be determined. |
| Burnsville | 1) Support Transition classes in partnership with Inver Hills Community College, Dakota Prairie ABE, South Suburban ABE, Red Wing ABE  2) Continue to receive training and share with staff.  3) Develop Transitions programming in conjunction with Concordia College.  4) Develop Transitions Programming in conjunction with Dakota County Technical College.  5) Implementation of Inver Hills Transitions curricula (#1, above) on-site in our program. | 1) Support winter & spring Transition course including staffing and materials.  2) Attend all Transitions—postsecondary training, follow-up offered by MN Department of Education – ABE, MNSCU, etc.  3) Concordia College will begin offering programming at the same Community Center where we house Adult Basic Education. Discussions already planned to discuss transitions programming.  4) Discussions are beginning to have DCTC offering programming at this site. We will work to develop transitions programming.  5) Hold classes on site to engage students without transportation in Transitions programming we helped develop with I.H.C.C. |
| Caledonia | 1) Orient new staff and review with veteran staff the use of assessments in transitioning students to higher education from ABE classes and familiarize teachers/CE Directors with assessment alternatives.  2) Continue to work collaboratively with local MNSCU/Technical colleges to assure smooth transition of ABE student to higher education by aligning curriculum and developing “Pre-professional” programs.  3) Develop stronger relationship with local Workforce Development Center to support program participants, develop joint programming, meet local business training needs. | 1) Attend TABE, CASAS and/or Accuplacer assessment trainings—2-3 staff. Attend From Dream to Reality: ABE Transitions to College, Training and Work Conference. 3-4 staff.  Attend Mindquest Academy workshop.  2) Meet with local technical college to align ABE/college curriculum and develop strategies to support ABE students through the transition process—4-6 meetings. Begin conversation to develop pre-professional programs, i.e. Pre-CNA, pre-Welding, that can be administered locally through local partnerships.  3) Meet quarterly with Workforce Development staff to assess needs and develop cooperative programming. Meet with local businesses/business organizations to identify specific skills needed by future employees. |
| Cambridge-Isanti | **Merged with St. Cloud (Central MN)** |  |
| Carver-Scott | 1) Extend GED programming  2) Articulate instruction with Dunwoody College of Technology.  3) Focus on building employability readiness skills. | 1) Provide additional GED preparation class-three morning per week (currently providing one daytime class offering).  2) Collaborative effort with Dunwoody to provide Supplemental HVAC Basic Boiler and Refrigeration Operation Certification Courses.  3) Continue Collaborative effort with the Carver County Workforce Center to provide a 30 hour per month academic and communication skill building workshop to prepare students for employment. Existing ABE programming will serve as a linkage to an MJSP grant (grantee CSEC) to prepare/train for a career as a precision grinder specialist. |
| Cass Lake-Bena | 1) Gain additional knowledge of best practices for transitioning GED/ABE students to postsecondary.  2) Develop class to improve ABE students’ COMPASS scores.  3) Offer “Gear up for College” class at Tribal College.  4) Increase skills development opportunities for learners who have postsecondary goals.  5) Strengthen relationship with Tribal College. | 1) Attend Postsecondary Transitions Conference, all staff.  2) Write curriculum for transitions math and writing class, “Gear up for College”.  3) Course will be promoted by Tribal College and ABE program. 12-hour course will be offered in July and again in late spring.  4) Train a Mindquest Academy instructor and begin offering Mindquest Academy college prep courses by Nov. 1.  5) Attend meetings with Vice President, Dean of Student Services, TRIO Director and Student Recruiter. |
| CSD |  |  |
| DOC | 1) Provide offender students who have post-secondary aspirations with a formal introduction to the concepts and processes in higher education, including but not limited to creating educational goals, time management, what to expect as a college students, study skills, etc.  2) Use focused resources to create and implement a DOC TPS program class and curriculum.  3) Begin work on a standardized DOC-wide TPS curriculum including objectives, assessments and common benchmarks for completion/success. | 1) Contract with Riverland Community College to teach two sections of their CARE 1100 “College Success Strategies” course to ABE-eligible students at MCF-Faribault.  2) Create a focused pilot Transition to Postsecondary curriculum at MCF-St. Cloud. Pay a portion of one teacher’s salary. Allow extra TPS-related staff development for this teacher.  3) Create a committee with one teacher or manager representative from each adult facility. Meet every other month to work on TPS curriculum development. |
| Detroit Lakes | 1) Develop and enrich partnerships to promote successful postsecondary and career transitions for all adult learners.  2) Improve staff knowledge of postsecondary and career transition options, student needs and resources.  3) Develop and implement procedures to promote positive postsecondary and career goal setting for adult basic education students.  4) Develop and implement curriculum to promote successful postsecondary and career transitions for all adult learners.  5) Focus specifically on developing articulated programming with Minnesota Community and Technical College, Detroit Lakes campus to offer seamless transition between adult basic education and postsecondary educational opportunities. | 1) Maintain and further develop collaborative relationships with multi-agency and industry partners through regular communication, participation in meetings, evaluating and improving services and programs, developing new services and programs to meet community needs. Work to smooth communication and referral processes with MSCTC, CEP, Vocational Rehabilitation, ALC, Veteran’s Administration, Human Services and DOC. Strive to identify and meet specific basic education needs for local business and industry. Continue offering services at the community college to aid in successful entry into the postsecondary education service. Collaborate with faculty and staff at the college. ABE students and college students to expand this opportunity to include more students, more services and improved services. Continue offering pre-NAR course. Develop and implement pre-nursing and pre-CDL courses. Offer on-site courses to meet specific business and industry needs. Continue positive growth in the increasingly diverse organizations represented on the local MN Literacy Council. Utilize this unique gathering of resources to enhance opportunities for growth among all stakeholders.  2) Staff will attend local meetings with stakeholders in adult transitions. Staff will participate in local, regional and statewide training opportunities related to postsecondary and career transitions. Staff will share and discuss information and resources gained through training with other adult education staff within the consortium and with multi-agency staff throughout our network. Staff will begin to act as presenters/panelist selected training opportunities in the region to facilitate wider dissemination of knowledge and resources.  3) Continue to promote transitions goal setting for all ABE students as part of the initial intake process and as an ongoing process of growth and development for every learner. Encourage and assist all students to participate in career exploration utilizing interest inventories, aptitude surveys, ability testing, vocational data, postsecondary options research, job shadows and other resources. Help students identify and access available community resources to support successful participation in the workforce, community and postsecondary education.  4) Promote existing opportunities such as pre-NAR, career research, job seeking curriculum, career planning, postsecondary preparation and Accuplacer tutoring to increase learner participation in these opportunities. Develop and implement pre-nursing and pre-CDL curriculum.  5) Continue growth and development of co-located services focused on Accuplacer; successful college entrance and basic academic skills for postsecondary success. Incorporate college visits and course surveys into ABE curriculum. Develop a service-learning model with MSCTC students and ABE students. Increase college readiness skill development as integral component of ABE curriculum. This should include: expectations of the college environment, college level academics, time management, study skills, note taking, test taking strategies and academic ethics. |
| Duluth | 1) Extend ABE staff’s knowledge of transition resources for ABE, GED, ESL & Adult Diploma students.  2) Increase publicity re: postsecondary transition study option to involve more learners.  3) Increase current student familiarity with postsecondary options in region.  4) Strengthen partnerships and connections with community agencies which support adults in seeking postsecondary education and/or job training.  5) Expand and strengthen transition to college classes (primarily native speakers of English).  6) Expand academic ESL class for those interested in further education. | 1) Attendance at Oct. transition conference; introduction of articles, websites, contact lists, etc. at staff meetings; staff visits to local colleges & training programs besides Lake Superior College (staff visited fall 2007).  2) Provide information at GED and ABE registration sessions and in the classrooms; provide information to GED examinees through the Testing Center; publicize through local media.  3) Fall & spring field trips on DTA bus to Lake Superior College; invite other college reps to visit the program; increase posters and notices of college opportunities and events.  4) ABE Coordinator develop active community partnerships including (1) SOAR & LSC staff re: their MN Job Skills Partnership customized industry training program; (2) new “Duluth at Work” community partnership to move people out of poverty; (3) United Way initiatives to create financial security for families; (4) Workforce Center job transition opportunities; (5) others to be determined. (*additional time assigned)*  5) Add extra ½ hr./week to class time for college composition prep class and 1 ½ hours/week for math skills class for transitioning students; employ college work-study students and volunteers to assist as tutors during this class time (*additional time assigned).*  6) Add 2 hrs/week of ESL class time for learners who are ready for further academic studies; this time is targeted to their specific needs. (ESL students needing math will join math class described in (5) (*additional time assigned).* |
| East Central | 1) Increase knowledge about transitions between ABE and college/work for adults.  2) Develop curriculum for transitions classes.  3) Develop curriculum to include “schoolability” and employment skills.  4) Apply curriculum to provide enhanced services to adult students.  5) Use Mindquest Academy for some transitions. | 1) Transitions Conference  Mindquest  2) Attend fall regional training—curriculum development session.  3) Develop curriculum  4) Use curriculum that was developed as part of transition classes for adults.  5) Begin use of Mindquest Academy for those who quality. |
| Faribault Co. (Blue Earth) | 1) Extend traditional credential programming for GED candidates.  2) Focus on encouraging, building and supporting “schoolability” and employability in all ABE learners.  3) Attend Transitions to Postsecondary meetings in conjunction with Faribault/Martin County Human Services and Fairmont the Workforce Center.  4) Develop a curriculum packet for teachers to use to prepare learners for College Readiness Skills. | 1) Provide intensive on-site GED programming for all students enrolled in our bi-county MFIP Job Skills Class so that upon completion of the Skills program, students will be prepared to complete their GED thus enabling them to enroll in postsecondary classes or obtain employment.  2) Take students interested in postsecondary on a tour of SCTD Mankato and Jackson/Fairmont Campuses. The students selected for these tours would be GED Grads, MFIP Skills students, students currently pursuing their GED and our High ESL learners.  3) Contact WFC and Human Services to determine which trainings to attend. Continue to attend monthly bi-county meetings to update on transitions work happening in both counties for MFIP clients enrolled in ABE. In addition, collaborate to provide Accuplacer Testing for these students.  4) Develop and collect materials from various resources for teaching packets. The packets will include curriculum to prepare for the Accuplacer Test, Remedial math and reading skills, College Readiness Skills and College Application information. Packets will be developed so that they can be used by teachers with a single student or with classes at each site. |
| Faribault District | 1) Expand communication with South Central College.  2) Attend trainings pertinent to transitions and other joint programming opportunities.  3) Conduct joint programming.  4) Investigate developing a pre-college reading and math program. | 1) Meet with director of customized training. Meet with reading and math instructors to identify transition skills needed and resources used.  2) Attend ABE state conferences. Attend joint meetings with postsecondary and workforce centers. Participate in community joint panels to improve general understanding of ABE services and its role in preparing students for postsecondary success.  3) Offer joint programming with the college in the areas of CNA and welding.  4) Meet with college reading and math instructors to identify skills needed and resources used by college. Develop a pilot project that will create a seamless transition from ABE to college. |
| Farmington (Dakota Prairie) | 1) Continue the Transition to College class at Inver Hills Community College (IHCC).  2) Strengthen partnership with Carlton College program called “Acting in the Community Together”.  2) Expand the ESL Conversation class at Carleton College to include a transition to college focus for Adv. ESL students participating in the partnership program.  4) Become a Mindquest Academy Learning site.  5) Create a transition from ABE classroom too postsecondary class for our GED graduates who have college goals. | 1) Ongoing course promotion and evaluation. Continue to collaborate with 3 other ABE consortiums and IHCC staff to ensure course is meeting student needs.  2) Expand the ESL Conversation class at Carleton College to include a transition to college focus for Adv. ESL students participating in the partnership program.  3) Become a member of the Familias en Accion organization to conduct outreach activities to ESL students who have a goal to attend college.  4) Send 2 teachers to training and establish learning labs at our ABE sites for the Mindquest Academy.  5) Coordinate a transition to postsecondary class with the Job Club classes held by local Workforce Development personnel. Programs will align transition curriculum with career development curriculum. |
| Fergus Falls | 1) To develop a transition class for ABE learners and others who need help “transitioning” into further training or employment.  2) To continue learning about transition programs and to network with other providers in ABE as well as other organizations. To begin building a healthcare career pathway model for this region.  3) To continue collaboration with MSCTC, the Workforce Center and other postsecondary institutions. Add Vocational Rehab Services as a collaborating partner. To continue collaborating as a member of the regional Labor Force Development and Family Economic Success/Building a Healthcare Workforce Groups in order to integrate ABE into the equation of helping workers transition to further training and/or better employment.  4) To offer a pre-nursing class to CNA’s pursuing other healthcare training in order to help them improve the skills needed to succeed in those jobs.  5) To extend traditional credentialing programming to continue the Adult Diploma program begun in Yr. 1, initiate visits by postsecondary institutions and to develop a referral procedure between the workforce center and ABE for learners who need to improve basic computer skills. | 1) In the spring of 2008, the Transition Committee worked together to develop a second transition class called College Success Seminar—3 hours a day, 3 days a week, for 3 weeks, or 27 hours of instruction to take place in July 2008 at MSCTC/Fergus Falls. This class expands on the first class FFABE offered, and all transition collaborating partners were prepared to present portions of the seminar which would take place on the college campus. One college credit for those completing all sessions was offered by MSCTC. There was intensive marketing through media, posters, letters and brochures. However, not enough students registered in July 2008 in order for the class to be given. The committee met on September 15 and began looking at alternative schedules and options to present the material. We will explore the possibility of providing ABE tutoring to transitional learners on campus.  2) Attend state ABE Transition to Postsecondary Conference on Oct. 30-31. Visit SE Arkansas with Family Economic Success (FES) Regional Team to learn more about their successful career pathways project involving ABE, colleges, employers and Social Services.  3) Meet bimonthly with Transition Committee. Invite DVS to participate. Meet bimonthly with Labor Force Development Council and monthly with Family Economic Success/Building a Healthcare Workforce Group.  4) With the help of the collaborating partners, market and teach a pre-nursing course to learners who plan to attend LPN or other healthcare courses. This class will be 60-75 hours of instruction. Develop and print flyers to promote the class. Advertise on radio and in papers.  5) Meet with the Area Learning Center Director regarding the Adult Diploma Program. Call postsecondary institutions; schedule on-site visits at ABE/ALC. Meet with WFC staff to find out computer basics needs and develop referral system. Evaluate and possibly purchase, if funding allows, basic computer skills software. |
| Freshwater Ed. - Staples | 1) Increase communication and  Partnership with Central Lakes College Brainerd and Staples Campus.  2) Expand ABE/GED services in Staples and Little Falls  3) Increase communication and partnership with local agencies involved in helping people succeed in work and school.  4) Increase teacher’s knowledge of, and ability to assist, transitions students. | 1) Meet with Judy Richer, Dean of Staples Campus and Orla Kenton, Brainerd ABE Coordinator, to discuss collaborations of services for Post Secondary students  Participate in Student Success Day October 8, 2008, Staples Campus.  Develop a flyer for distribution and a monthly mass emailing to CLC Staples Campus students that advertises free help with reading, math, writing and study skills.  2) Increase weekly ABE/GED class time at Staples Central Lakes College site and Little Falls Community Education site to include 5 hours of specific remedial instruction in the areas of study skills, math, reading and writing.  Assist students preparing to take the Accuplacer  3) Attend “ABE transitions to College Training and Work”, in St. Cloud, October 30 & 31. Attend miscellaneous local joint meetings involving post secondary institutions, Regional Managers, Work Force Centers, DEED, etc.  4) Plan staff meetings and trainings and purchase materials for ABE/GED/ESL teachers. |
| Glacial Lakes (Willmar) | 1) Implementation of Willmar ABE@Ridgewater College.  2) Continued staff development to assist student success from high school or GED to the next educational level.  3) Create “schoolability and employability materials for higher level ABE learners.  4) Incorporate on-line component into ABE. | !) Development of a new site at the Willmar campus. Advertising, materials and staff to benefit pre-GED and transition students. Continue conversations with college and area high school counselors.  2) To assist ABE staff to better serve the community of learners from diploma/BED to college level learning. Attend Fall Transitions conference October 30-31.  3) Develop and implement appropriate curricula to better prepare learners. Develop clinics for reading, math or writing for Transition students. Certifications National Retail Federation. Pre-Academy for CNA.  4) GED-i Training and on-going Mindquest opportunities for students. Brochures and advertisements of on-lie opportunities for ABE learners. |
| Hastings | 1) Provide learners with postsecondary goals with a visual document outlining pathways to specific careers  2) Develop and implement a series of Pathways to College workshops for all pre-GED and GED students. These workshops will be part of each student’s educational plan.  3) Continue developing relationships with area colleges and training centers.  4) Mindquest training and implementation.  5) Provide a mini-college fair for ABE students. | 1) To create documents (posters, brochures, handouts) outlining pathways of training options for a dozen pre-identified careers. Display posters in all Hasting ABE classrooms. Distribute brochures and handouts to existing ABE/GED students.  2) Workshop topics: Accuplacer prep, career planning, college success skills, job seeking, time management, textbook reading, note taking, FAFSA, college applications, etc.  3) Meet with area postsecondary colleges, trade/tech schools, training programs and workforce providers.  4) Attend Mindquest training. Promote Mindquest Academy for ABE/GED students.  5) Contact postsecondary colleges and training programs to participate in College Fair, Connect college fair with Pathways to College workshops. |
| Hibbing |  |  |
| Hopkins | 1) Increase student math skills for postsecondary training and employment.  2) Increase student skill in the use of computer for postsecondary study and for employment.  3) Expand use of Mindquest to SLP and Minnetonka sites.  4) Inform Adv. ESL and GED graduates of need for specific academic/study skills for postsecondary success and link student needs with resources.  5) To learn of transition services and programs from across the state. To connect with other ABE, DEED and postsecondary institution staff.  6) Plan & coordinate transition offerings in AO. | 1) Conduct additional college prep math courses: Friday morning in Hopkins and early morning & late afternoon math classes in SLP.  2) Provide training in computer use: to use Word-Processing, to use web and online resources for study/research for academic purposes, using Power Point for class presentations and reports.  3) Train 2 additional AO staff in Mindquest. Offer additional sections of Mindquest including online for academic sampler and writing skills.  4) Create internal communication modes (e-mails, flyers, presentations) to inform students of transition services and transit students to these services. Host Tech/college reps to present at AO forum for students/staff. AO staff and students to attend college/tech school open houses & tours.  5) Staff will attend Transitions Conference at St. Cloud in Oct. AO will host Tech/College staff for tour & discussion of AO programs.  6) Adv. ESL, ABE/GED lab teachers will create a new workgroup to meet regularly and review student/staff surveys, plan transition services. |
| Institute for New Amer. | 1) Increase targeted access to college readiness programming. Learners who have postsecondary goals will be able to receive training that will help them prepare for entry into the MNSCU or u of MN system.  2) LAEC will evaluate curriculum and create and strengthen the necessary ties to both the “GED plus” program and postsecondary readiness strategies. This will begin with a thorough re-evaluation of our current curriculum structure to guarantee that links are in place and functioning as they should.  3) Begin and strengthen a “GED plus” program for eligible and interested English as a Second Language learners.  4) LAEC staff will meet with staff from the MNSCU system and facilitate relationships between our learners and MNSCU programs.  5) Our Pre-CNA/Introduction to medical careers course will continue after our partnership with the MN Workforce Center has ended. | 1) This activity was focused on during year one of the transitions initiative and will continue during year two. Activities built into our advanced transitions English as a Second Language classes included pre-college mini-units, a focus on research based project learning, student presentations, involved group projects, note-taking/academic organization skills, and visits to MCTC and the University of Minnesota. We also recently added a TOEFL preparation course to our schedule. While this fee-based class and will not use grant funds, it is important to our overall course offerings. It is a very advanced test prep and academic readiness course.  2) While our current curriculum overview does stress integrating job and postsecondary skills into our English as a Second language classes, it does need to be articulated in a specific format. Starting in September meetings were held with instructors and a template was created that will allow our program to form a clearly articulated them as of yet. This curriculum will be available for our final transitions report.  3) This program was started in August and while focusing on the skills and competencies necessary to pass the GED, also focuses a great deal on the “schoolability” skills stressed by the transitions focus. These skills include note-taking , research projects, group presentations and general academic readiness. The integration of this program with our English as a Second Language program will be a big focus for the upcoming year. Our transitions English as a Second Language classes have included a focus on the above skills but these need to be reinforced in our GED plus program.  4) This activity also took place during year one and initial contacts were established. During year two we hope to strengthen these contacts and set up a regular Accuplacer testing schedule for learners that were prepared through the English as a Second Language classes and the GED plus program.  5) We received funding through the DEED partnership grant to set up a pre-CNA/Introduction to Medical Careers class. It has been very successful so far and has also resulted in several scholarship opportunities for our learners through a partnership with the Minneapolis Workforce Center. Learners are given a general introduction to medical careers as well as a more detailed introduction to CNA programs. The class includes guest speakers, trips to local community colleges, and a thorough introduction to some of the tools that are needed both on the job (computer programs, medical equipment, etc.) and in a CNA program. |
| Lakeville | 1) Continue to train staff for Mindquest  2) Establish stronger relationships with counselors from MFIP.  3) Implement a reading program that will help our learners become more prepared for college.  4) To gain additional knowledge of best practices in transitions model. | 1) Have selected ABE staff attend the MN academy-Mindquest training.  2) Meet with Dakota County officials and representatives of MFIP. Develop possible programs for learners that are services by MFIP.  3) Provide writing time for teachers to collaborate and plan the reading classes. In addition, detail and market the proposed reading program. Also, purchase support materials for the program.  4) Attend transition workshops and conferences. Use staff meetings to discuss findings and collaborate about transitions. Look at the GED plus models. |
| LeSueur-Henderson | 1) Focus on encouraging/building/supporting “schoolability” and employability in all ABE learners.  2) Research and develop curriculum to teach skills for the Accuplacer test.  3) Develop a curriculum packet for teachers to use to prepare learners for college readiness skills.  4) Implement the curriculum into the classrooms.  5) Inform our county partners, schools and other agencies about our new curriculum promoting further education beyond the GED or diploma. | 1) Create an informational FAQ sheet—“After GED/Diploma, then what?” (Working title) to hand out to all GED, diploma and advanced ESL learners. This sheet will contain questions that will help the learner start to think about postsecondary and training options. This will be professionally printed.  2) A team of staff members will collaborate to research what has already been created and create curriculum to teach skills for the Accuplacer test. This will include attending Transition to postsecondary trainings as they are available.  3) Develop and collect materials for teaching packet. This packet will include curriculum for teaching for the Accuplacer test, remedial math and reading, college readiness skills (such as keyboarding, email and Internet usage, reading comprehension, timelines, etc.) and college application information. Due to the size of our consortium and distance between sites and towns, packets will be developed that can be used by teachers with a single student or with a class at each site.  4) Teachers will be trained how to use these packets in their classrooms. At that time, it will be determined if any additional class times/hours will need to be added to implement this.  5) Informational letters and face-to-face meetings will be used to inform our partners of the new transition to postsecondary initiative. |
| Mankato | 1) Expand College Prep Math program to include A+dvancer online math program.  2) Expand staff development to include more transition to postsecondary training.  3) Provide a brochure that describes the seamless programming for ESL learners in Mankato.  4) Expose ABE transitioning level students to the computer platform Desire2Learn, used by MnSCU institutions.  5) Expand the number of staff available to give Accuplacer test to ABE learners.  6) Provide ABE learners the opportunity to participate in SCC student workshops held at South Central College in 08-09.  7) Bilingual Healthcare courses will be offered both semesters at SCC  8) Pre Manufacturing courses offered in conjunction with Local Workforce Center. | 1) Purchase A+dvancer; Train math instructor on A+dvancer program; develop surveys to evaluate student satisfaction with A+dvancer; collect Accuplacer data to show effectiveness of A+dvancer product.  2) Send at minimum 6 staff to the Transitioning to postsecondary statewide conference Oct. 30-31, 2008. Provide sharing time upon return. Provide the opportunity for other transitioning workshops such as regional workshops, etc.  3) Collaboration meeting to determine what should be on the brochure, articulate program offerings at each site. Meet with SCC and MSU staff to design the brochure. Print the brochure.  4) Host a series of meetings and/or trainings on the use of D2L in ABE classroom setting. Collaborate with MSU staff and reflect on the effectiveness of using D2L in the ABE classroom.  5) Three staff will participate in Accuplacer training at SCC on October 8, 2009. Staff will begin administering Accuplacer after this training.  6) Coordinate field trip for ABE learners to access “Major Night” or “Student Success Day” workshops.  7) (Barry, these are on separate grants, but I want you to be aware that this is happening).  8) See #7 |
| Marshall | 1) Strengthen relationships between local post secondary institutions and ABE programs  2) Strengthen relationships between Workforce counselors and ABE programs to better serve individuals seeking post secondary training  3) Seek to provide pre-vocational training.  4) Attend Transition Conferences | 1) Connect with Admissions Office  Connect with TRIO coordinators  2) Connect with WIB  Connect with Workforce counselors  3) Provide one – possibly two CNA training sessions in SW ABE  4) Attend as meetings are provided. |
| Metro East | 1) Strengthen working relationships with local colleges and workforce.  2) Attend trainings provided by MDE and apply information to programming.  3) Set up an Accuplacer testing program (GED+) with assessment and preparation.  4) Implement workforce and MNSCU coordinated classes. | 1) Attending/hosting meetings with local higher education, training and workforce providers; formalize working with business service specialists from Workforce centers. Continue service in Workforce center including testing for the new initiative involving businesses and Work Keys involved in MPPS initiative.  2) Attending trainings or conferences that will enhance understanding and/or provide innovative information about transition that can be applied to programming.  3) Providing staff time for collaboration planning and curriculum; and providing support for advising students through financial pieces of college and Mindquest support for programs interested in enhancing their Mindquest program. GED-I efforts will also be used to reach potential college students who have a difficult time utilizing traditional ABE class resources.  4) Implement work keys training assessment attempt to co-locate ESL classes at Century College. |
| Minneapolis | 1) Expand opportunity for communication between MCTC developmental staff and ABE staff members so a greater understanding of student needs can be developed.  2) Make available to our students the means to a Work Readiness Credential along with job search assistance  3) Offer students greater opportunities to acquire the skills they need to succeed in the workplace.  4) Develop bridging curriculum for financial training.  5) Continue to assist CDA (Child Development Certificate) students to find work but also encourage continuing their learning.  6) Offer college readiness class forged and Adult Diploma graduates. | 1) We will schedule a teacher “swap” so our teachers can observe what happens in the classes most of our students enter at MCTC. The instructors at MCTC would do the same in our ABE classes. We will then schedule a lunch meeting to share and solidify observations.  2) An ABE teacher is located at the South Minneapolis Workforce Center where she is working with students to prepare them for the National Work Readiness Credential test. Students served there will also have available to them all the services of the Workforce Center including “Employment Ready U”.  3) We are working with Resource MN to offer a job readin4ess class to students who qualify. The class will be co-taught by a Resource MN teacher and an ABE teacher to higher-level ESL students. A strong focus will be put on computer knowledge and one of the ABE computer labs will be used on a regular basis.  4) We are partnering with Good Will Easter Seals and MCTC to provide bridging curriculum from our ABE classes to GWES’s financial/banking training for our learners who qualify. ABE/ESL teachers will help our students attain the vocabulary and literacy level necessary for them to succeed in this course. Good Will Easter Seals will place students in a job once they complete the training. Additional bridging curriculum is being developed to assist employee graduates to enroll in the community college. Our ultimate goal is to establish an articulation agreement with MCTC to recognize the financial training as “credit bearing” for students who will continue their education at MCTC.  5) Visit MCTC Child Development classes and meet with the staff there. Meet with financial and counselors while on campus and assist students in that process. MCTC already accepts the CDA coursework for six credits. Our teacher will betaking the students over to MCTC and engaging with them in the registration/financial aid process as part of a professional development project.  6) We will use the MCTC college readiness curriculum to offer to those people who pass their GED tests (since we are the GED testing center we will be able to let graduates know of this opportunity). Our plan is to offer this course second semester. |
| Monticello | 1) Strengthen relationships with High School counselors.  2) Strengthen relationships between Workforce counselors & ABE programs to better serve individuals seeking postsecondary training.  3) Strengthen relationships between local postsecondary institutions and ABE programs.  4) Explore Mindquest  5) Attend Transition meetings.  6) Explore and implement GED-i. | 1) Connect with High School counselors to identify students wishing to go into postsecondary but who may struggle academically. Identify those students who have already dropped from the rosters and create a fast track GED class.  2) Strengthen relationships between Workforce counselors & ABE programs to better serve individuals seeking postsecondary training.  3) Strengthen relationships between local postsecondary institutions and ABE programs.  4) Seek further information on Mindquest & grant opportunities.  5) Attend as meetings are provided.  6) Assign lead teacher to oversee process, share experiences and outcomes. |
| Moorhead | 1) Provide learners with skills they need to be successful in the post secondary environment.  2) Provide learners with the opportunity to experience the college environment.  3) Network with ABE providers and State professionals.  4) Provide learners with opportunity to prepare for the Accuplacer test | 1) TRIO presentations:  Interest Inventories  Career Exploration  Study Skills  Notetaking  2) TRIO  Tour MSUM and meet with counselors  Tours MSCTC and meet with counselors  3) Attend State Transitions workshop  4) Offer 2 sessions of Accuplacer prep class at MSCTC  30 hours per session |
| NW Service Coop. | 1) Attend trainings and conferences.  2) Training and implementation of enhanced services.  3) Attending/hosting meetings with local higher education, training and workforce providers. | 1) Program Coordinator and 2 teachers will attend “*From Dream to Reality: ABE Transitions to College, Training and Work”* conference on October 30 & 31, 2008. NW Fall Regional Inservice, Moorhead, MN October 24, 2008 roundtable discussion on transitioning ABE students into postsecondary and the workplace.  2) Two ABE teachers be trained to use Mindquest. They will participate in 80 hours of classrooms and distance instruction, including trainings to be held in Northwestern Minnesota on October 2 & 3, January 23 and May 5. Teachers will implement Mindquest into their classroom sites. Staff of the NWSC ABE programs will be trained to teach a newly developed *Technical Math Skills* curriculum geared toward teaching basic math skills to potential welding students. This is a cooperative effort between Northland Community Technical College, NWSC ABE and the local Workforce Centers.  3) ABE Coordinator will serve on the board of directors of the local Workforce Investment Board. Miscellaneous invitations to attend joint meetings between ABE, NCTC campuses in East Groud Forks and Thief River Falls and high school administrators and guidance counselors. |
| Osseo | 1) Articulate instruction with existing higher education and training pathways (including for students who may not have completed a diploma or passed the GED).  2) Focus on building/supporting “schoolability” and employability skills in all ABE participants.  3) Conduct the above activities in coordination with local higher education and training providers including MnSCU institutions and Workforce Centers. | 1) Continue implementation of day and evening “College Prep” classes co-located at North Hennepin Community College; refine reading and study skills courses in conjunction with developmental education staff at partner colleges. Work to expand program capacity to serve additional students. Continue collaborations with Deans and Director of Open Enrollment at NHCC to develop and expand programming; increase delivery of presentations to college departments and partners.  2) Further integrate study skills at all levels of ABE/Academics/GED programming. Expand availability of career coaching. Continue presentations to current ABE students from partner colleges. Provide two more sessions of basic math and reading skills to transition adults enrolling in manufacturing classes at Hennepin Tech. College. Develop FAQ sheet for Academics/GED students.  3) Strengthen connections with local workforce center Business Specialist and non-partner colleges. Continue to increase awareness of transition to postsecondary issues through staff attendance at state and local conferences focusing on postsecondary and transition issues. |
| Owatonna | 1) Co-locate transitional services/classes with Riverland Comm. College on Austin and Albert Lea campuses.  2) Provide Austin ABE instructor work time for development and alignment of reading curriculum and assessment.  3) Establish Mindquest curriculum as a resource to Albert Lea-based Riverland and ABE students.  4) Curriculum articulation with Riverland Community College-Owatonna Center for developmental writing and reading classes to strengthen GED+curriculum in the Owatonna ABE program. | 1) Develop & implement a pilot reading and math Clinic on the Austin & Albert Lea campus of Riverland Comm. College taught by ABE staff. Classes are designed for adults functioning at a 4-9 grade level with referrals coming from the RCC Student Success Center, WDI and ABE GED Prep program.  2) Instructor and coordinator to attend the “Star Reading” professional development being offered by ATLAS and State of MN ABE.  3) Develop and implement the use of Mindquest as a Transitional tool for Riverland Community College and Albert Lea ABE students. Staff development for transitional instructor on Mindquest curriculum content and delivery.  4) Establish a relationship with the new Riverland Comm. College-Owatonna Center Director. Fund a faculty networking process resulting in articulation of the Developmental and GED+writing and reading curriculums. Formalize a communication pathway between college and ABE instructors in responding to student learning needs. |
| Red Wing | 1) Continue transitional class for detainees at Goodhue Co. Adult Detention Center (GCADC).  2) Continue to establish partnership with SE MN Technical College to develop transitional classes.  3) Develop transitional class for Allure School of Cosmetology.  4) Establish new partnership with Inver Hills Comm. College and 3 other ABE consortia for implementing a transitions class at IHCC.  5) Continue partnership with Workforce Development, Inc. and ABE advisor for FIRST grant.  6) Continue developing transitions to postsecondary options for current ABE learners in our program. | 1) Teach classes in study skills, career exploration at GCADC class site. Purchase materials for classes.  2) Implement pilot math “bridge class” (transitional) to be held at SE MN Tech. College taught by ABE teacher. Evaluate pilot class and continue new session after adjustments based on evaluation of pilot.  3) Meetings with owner of Allure School of Cosmetology to develop a basic skills/transitional class for students enrolling without a GED and/or high enough test scores to be successful in their cosmetology course program. Establish classes in conjunction with Allure’s course schedule.  4) Continue evaluation of pilot class; share costs of providing one ABE teacher and class materials for the “Transitions to College” class at IHCC for 2 912 wk) sessions. Curriculum already developed for pilot class will be used in our ABE classroom and study labs.  5) Attend FIRST grant meetings, participate on SECTOR committees which provide educational grants for low income/low level graduates desiring to attend college for “hot” career fields.  6) Establish “study labs” for advanced learners preparing for college and classroom curriculum for career exploration. |
| Robbinsdale | 1) Prepare GED and Advanced ELL for technical or community college.  2) Improve vocabulary and ability of ELL adults to use computers.  3) Prepare adult learners for Accuplacer Test.  4) Close the gap between ABE and postsecondary institutions by incorporating skills in all levels and classes of Adult Academic programming.  5) Develop a handout for ABE students on how to succeed in college. | 1) **College Prep Fridays**  **Session I:** January 16-March 20, 2009, 9 am – noon  College readiness: financial aid, admissions, process, placement testing—first hour. Second 2 hours per Friday will focus on strategies for college reading.  **Session II:** April 3-May 29, 2009, 9 am – noon  College Reading and Study Skills will focus on using textbooks efficiently and learn multiple strategies for organizing and remembering academic work. Writing for college will explore the writing process needed for college. Courses are taught by licensed vocational counselor and licensed reading and writing teacher.  2) **Wednesday evening and Saturday computer** classes will focus on basics including: vocabulary, keyboarding, internet, introduction to Word. Sessions will be offered: October - November 2008 and February– March, 2009.  3) **Accuplacer Prep classes:** Offer classes to GED/Advance ELL to help prepare for Accuplacer test in reading and math. Focus on math for Accuplacer—time and day to be determined. Class will begin in February, 2009.  4) Based on **“Closing the Gap”** article in Atlas flyer we will address the following gap recommendations by embedding methods and skills in all levels of ABE: Academic Reading/Writing-November, 2008; Academic Listening-Jan, 2009; Group/Collaborative Work-March, 2009. To prepare for this model, the AAP will provide staff with training on each of the above topics. Each topic will be introduced separately at monthly staff meetings. Staff will pair to work together as colleagues to discuss how to strengthen or add topic to instruction. AAP will work closely with ATLAS trainers in any needed training areas.  5) Analyze necessary skills for postsecondary success. Prepare a handout/checklist of skills needed. “Get Ready for College” flyer and information will be shared with ABE students so they can understand what it takes to be successful in college. |
| Rochester | 1) To continue aligning adult literacy transition programming with postsecondary providers and workforce development.  2) To train additional staff members and volunteers so they may assist learners in transitions to postsecondary education and employment.  3) Continue the postsecondary prep offerings and transitions to employment project.  4) To fine tune the process to assist under prepared, postsecondary students. | 1) Continue regular meetings with RCTC and WDI. Link with the K-12 transition process, when appropriate.  2) Expand the credits earned through the use of Mindquest. Send additional staff members to the Transitions Conference. Train, and then, assign Winona State University counseling students to the transitions project.  3) Continue the pre-nursing assistant classes. Continue the expanded computer literacy classes. Continue the math resource center and develop higher level math courses. Develop and implement an intensive College prep class. Expand the learner internship project with Workforce Development Inc.  4) Have admissions counselors on site at Hawthorne Education Center regularly. Give learners the opportunity to use A+dvancer at Hawthorne. Continue to encourage RCTC to refer lowest level readers to Hawthorne for remediation. |
| Rosemount-App. Val.-Eagan | 1) Extend collaboration with Dakota Co. Technical College, Inver Hills Comm. College and the Dakota Co. Workforce Center.  2) Focus on “schoolability” and “employability” skills in all ABE students.  3) Implement enhanced transition services.  4) Explore providing a pilot class to prepare ESL learners for careers in Healthcare.  5) Meet with DCTC officials to consider co-location of ABE at the site. | 1) Host 2 college fairs; fall and spring. Provide field trips to DCTC and IHCC quarterly. Set up Accuplacer testing at ABE site with DCTC. Set up meetings at the Workforce Centers monthly.  2) Host meetings with postsecondary staff and ABE staff to determine skills to focus on at ABE. Staff attend fall transition conference to cover all applicable topics. Continue to have a staff person on state committee to participate in state presentations.  3) Expand the transition class to the available throughout the year, as an independent study class and offers as an elective for Diploma Build the above “schoolability” and “employability” skills into existing diploma and GED curriculum.  4) Survey DCTC of what healthcare Programs are offered.  Connect with teachers in the health care field to determine what students need to know to enter coursework.  5) Sept.-meet with officials.  October—determine program ability to address the request and implement in November. |
| Rush City |  |  |
| Sabathani |  |  |
| St. Cloud | 1) Continue helping ELL learners prepare for postsecondary coursework at the local technical college.  2) Meet quarterly with MnSCU staff and other stakeholders.  3) Provide graduates with tools and resources to help them transition into postsecondary education.  4) Participate in the National College Transition Network’s “Mapping Your Financial Journey” Project.  5) Collaborate with Central MN Jobs and Training Services staff to pilot the National Retail Federation’s retail customer service training and certification.  6) Track college course progress of adult learners who have taken ABE transition courses.  7) To develop and implement two additional transition courses as a result of discussions from last year with college and Workforce Center staff.  8) To gain additional knowledge of best practices in Transitions programs.  . | 1) Continue to off a GED/Diploma preparatory program for ELL adults, primarily those functioning of CASAS levels of 221 or better. We began this class in 2007-08 and have had some nice successes in getting ELL adults a high school credential. Class meets in Waite Park Mondays and Wednesdays from 12:30-2:30 pm.  2) Representatives from St. Cloud State University, the St. Cloud Technical College, the Stearns  3) Update and improve upon the “Transitions” CD which is given to each graduate leaving the Waite Park/St. Cloud ABE program. Put the CD put on the District742 website soothers may access.  4) This project will assess specific strategies targeted at reducing financial barriers to college for adults through a learning activity using the booklet “Mapping Your Financial Journey: Helping Adults Plan for College.” An ABE instructor will work with 10 transition students to integrate the “Mapping Your Financial Journey” into program services and then, evaluate the effectiveness of the publication for future use and distribution throughout the US.  5) ABE and CMJTS staff will participate in the training for the National Retail Federation program curriculum. Trained staff will offer a four week customer service training curriculum to prepare ABE and/or Workforce Center clients for work in the retail sales occupational area. Participants in the training will take the National Professional Certification Test in Customer Service at the conclusion of the training.  6) Jan Budde, ABE transition instructor, is working with the Cambridge Campus of Anoka Ramsey Comm. College’s Academic Support Center director, to create a system to collect and evaluate the data related to students’ college course progress after they have participated in ABE transition courses to determine effectiveness of this programming.  7) Hire and train an ABE instructor for Mindquest online programming. Develop and distribute promotional materials for the Mindquest program. Offer a “Basic Computer Class” for ABE students who are transitioning to college or work.  8) ABE staff representation will attend Transition workshops and conferences. ABE staff member will serve on the State ABE Transition Advisory Committee. Discuss current and future Transition programming at monthly ABE staff meetings. Arrange with college testing coordinator for all ABE staff to take the Accuplacer. ABE staff will attend training on use of ISEEK by Workforce Center staff. ABE staff member will serve on the WIB Youth Council Board. |
| St. Croix River Ed. Dist. | St. Croix merged with Metro East |  |
| St. Paul Comm. Literacy | 1) Transition adults successfully into college level programming at St. Paul College.  2) Support adults through the Minnesota Manufacturing Sector Initiative, Phase I. Prepare adults for successful entry into Phases II and III.  3) Prepare adults for child development careers with Head Start or local childcare facilities.  4) Prepare adults for career in food service or nutrition services.  5) Provide asynchronous work readiness training and certification.  6) Transition adults into MnSCU system at college ready levels.  7) Increase access to Accuplacer testing for adults.  8) Prepare adults for health careers.  9) Prepare adults for transportation careers.  10) Prepare adults for facilities careers.  11) Build awareness of college choices for adults.  12) Build awareness of college choices for adults.  13) Build awareness of career choices for adults.  14) Provide transition plans for GED students.  15) Provide incentive for pre-GED students to continue learning. | 1) Provide Accuplacer remediation courses onsite at St. Paul College to support the Power of You program.  2) Provide ABE instructor into skills course at St. Paul College. – 192 hours.  3) Provide Child Development Survey course in collaboration with Ramsey Action Program and St. Paul College. – 225 hours.  4) Provide Serv Safe preparation courses in collaboration with Vocational Rehabilitation Services and St. Paul College.  5) Develop and implement a Learner Web Work Readiness course in collaboration with MN Work Force Center – St. Paul.  6) Provide Accuplacer Prep/College Readiness courses.  7) Provide onsite Accuplacer testing at Hubbs Center in collaboration with Century College.  8) Provide preCertified Nursing Assistant course in collaboration with the American Red Cross.  9) Provide Commercial Drivers License prep course.  10) Provide Boilers License course.  11) Provide field trips to MnSCU campuses.  12) Provide college fairs.  13) Provide job fairs.  14) GED to go  15) Promote MN ESC to GED path. |
| So. St. Paul | 1) Continue and expand ESL Transitions Class in partnership with Inver Hills Community College, Dakota Prairie ABE and Burnsville ABE based on Year 1 Pilot model.  2) Provide National Work Readiness Credential Class in partnership with DEED at the Dakota Co. Workforce Center.  3) Develop Accuplacer Preparation curriculum. | 1) Meet with ESL Transitions partners to plan class for the coming year.  Run two 11-13 week ESL Transitions classes designed to assist English language learners in attaining academic English writing, vocabulary and grammar skills necessary to enter postsecondary training.  Enhance supplemental curriculum dealing with planning and budgeting for college, applying to colleges and applying for financial aid.  These classes take place at Inver Hills Comm. College, providing students with an authentic college experience. Students take the actual Accuplacer Test, visit the bookstore, and use the college computer lab.  2) Offer computer assisted work readiness preparation class to adult students on Wednesday and Thursday from 1:00 pm to 3:00 pm at the Dakota Co. Workforce Center. This class is open to both current Workforce Center clients and current ABE and ESL students seeking to transition into new work. This class will be divided into six week sessions throughout the program year.  3) Provide ABE teacher with time to conduct assessments of Accuplacer math and language tests.  Outline teaching outcomes and begin developing course outline.  Collaborate with our Inver Hills Community College partner. |
| So. Washington | 1) Continue Bridges to Success programming.  2) Add Bridges to Success course in Speaking/Listening/Pronunciation.  3) Continue Math Skills course.  4) Build relationships with postsecondary institutions. | 1) Teach students necessary skills in reading, writing and grammar to succeed in postsecondary instruction. Increased instruction from 6 hours per week to 7.5 hours per week in 2008-09.  2) Implementing a new course to focus specifically on our students with excellent reading, writing and grammar skills, but who still have deficits in communicating with native speakers of English in a setting outside the ESL classroom. 2 hours per week.  3) Continuing the successful multi-level math class which is helping both those who wish to attend postsecondary institutions as well as those who need more basic math skills. Increased instruction from 2 hours to 2.5 hours per week in 2008-09.  4) Continue to network with contacts from the college and workforce settings to discover new areas for collaboration. |
| Tri County Comm. | 1) To enable students’ postsecondary eligibility.  2) To assist students in selecting courses of study.  3) To extend ABE instructional expertise.  4) To provide transitions instruction to qualified learners.  5) To provide students with supplemental instruction & information. | 1) GED preparation and testing Enrollment in New Paths Alternative School.  2) COPS-R Career assessing.  3) Attend pertinent trainings.  4) Purchase ABE teacher hours for researching, obtaining and coordinating ‘Transitions’ curricula to learners.  5) Enrollment in New Paths alternative school. Enrollment in Adult Substance Abuse Program. Enrollment in Thinking for a Change program providing transitions students with postsecondary information packets. |
| Wadena-Deer Creek | 1) Meet with MSCTC – Fergus Falls to coordinate and develop a College Prep Writing course.  2) Recruit for and begin the College Prep Writing class.  3) The goal of the College Prep Writing course is to increase the writing skill of the students so that they are able to enter the regular College Writing class and know the remedial class.  4) Register students with MSCTC—Fergus Falls. | 1) Develop a writing curriculum for ESL students that prepares the students to enter a regular not remedial writing class.  2) Students who have successfully completed the keyboarding class (pre-requisite) will be eligible to enter the College Prep Writing class.  3) The course will emphasize: sentence structure and grammar.  4) Meet with staff at MXCTC-Fergus Falls and students who are ready to enter the college. |
| Walker-Hackensack-Akeley |  |  |
| Waseca | 1) Continue local post-secondary training pathway and preparation curriculum.  2) Continue working in partnerships with service providers to create coordinated referral system.  3) Continue working on Developing a coordinated relationship with local postsecondary institutions to discuss co-location of services. (Riverland and South Central Comm. Colleges). | 1) Consortium staff were trained in Mindquest Academy curriculum. They will continue to participate in ongoing staff development, regional collaboration and training opportunities in our area. Curriculum has been added to the weekly consortium schedule and available through two instructors.  2) Consortium will host regular cooperative meetings with local workforce center staff persons, high school guidance departments and other service providers.  3) Consortium will communicate project goals and activities with postsecondary institutions in the region with the intent of creating a bridge for students to transition to these institutions. |
| White Earth | 1) Transitional Activity: Implementation in the Classroom.  2) Development and Dissemination of Information.  3) Curriculum Development | 1) In the second year our program’s focus will be on the provision of classes for our participants. Our purpose is twofold in that some classes will be course-preparatory, particularly math, writing and, science. These are the areas we emphasize due to the consistently low scores. Additionally, some classes will provide specific awareness necessary for college entry such as college application completion and deadlines, financial aid form completion and deadlines and tribal education application and deadlines. Internet classes will also be offered for participants to learn the online financial aid process. They will have the opportunity to visit colleges online. Although many participants are computer literate to a moderate degree, most are economically disadvantaged therefore, do not have access to computers outside of the Adult Basic Education classroom. Most of the math, writing and science classes will be held at the regular classroom however, it will be necessary to also make them available at different sites due to the lack of transportation and scattered locations where our students live. Regardless of the location, we see the value in providing a “school” environment as conducive to learning both now and in the future.  2) Data collection from various institutions of higher education in the surrounding area will conclude in the second year. This data will be arranged in a manner appropriate to our participants. Deadlines, for example, involve federal financial aid, college specific and tribal education. The latter pertains to the federal regulations that Native Americans first apply, and be awarded, the maximum allowable prior to receiving federal school aid. This information is not commonly known. The fact remains, there are more steps for our participants to take in this process. As a majority of students have children, information will be provided regarding subsidized child care as well as college specific daycare facilities. Housing information is equally critical due to waiting lists and deposits which are due well in advance. Because of the deposit amount, it may be possible for members of the Tribe to get this covered in part or full. Again, the sooner the better. Native American Studies Departments exist on most campuses and if not, they may offer Advisors or Counselors to assist on campus. This is important information for future reference such as tutorial help. SAT and Accuplacer information will be provided and arranged if necessary. All the above information will be provided in the form of a Student Handbook with the hope that surprises will be minimal once the student enters college.  3) Utilizing the recently ordered updated materials, our course offerings in math, writing and science will be more cohesive with mainstream secondary and higher education offerings. The new material we use to build curriculum is not only up-to-date with visuals and content, it is also more innovative. Methodologies appear to be much improved, less complex, written in such a way for one to conceptualize more easily. We have found it necessary to place more emphasis on science recently. A combination of new materials, classes emphasizing a school environment and utilizing college tutors as necessary, we intent to put an end to the downward trend in both science and statistics. This is also our focus in writing and math deliver. |
| Winona | 1) Continue the partnership between ABE and the Winona Workforce Center by participating in the National Work Readiness Credential project.  2) Continue discussions with the Winona Area Public Schools Area Learning Center to establish an Adult Diploma program.  3) Increase ABE student’s computer skills.  4) Continue collaborative effort and discussions with higher educational providers in Winona. | 1) ABE Manager, Workforce Center Manager and Workforce Center NWRC Coordinator maintain communication through e-mail, phone contact and meetings for coordination of the NWRC pilot project. ABE Manager will work with the Workforce Center NWRC Coordinator to promote the NWRC project. Provide an ABE instructor to facilitate the curriculum, instruction and preparation to students seeking the NWRC. ABE Manager and ABE instructor attend all NWRC local and state meetings.  2) ABE Manager and the ALC Coordinator will develop the logistics to establish this collaborative venture.  3) Purchase Mavis Beacon Typing Tutorial software for ABE classroom computers.  4) ABE Manager will continue to maintain contact with the Jo Poncelet, Dean of General Education at Southeast Technical College. Provide ABE instructor for cooperative ABE/Southeast Technical Fundamental Class, providing math and/or writing skills for lower level Accuplacer students. Provide staff time for collaboration planning and curriculum development for the ABE/Southeast Technical Fundamental Class. |