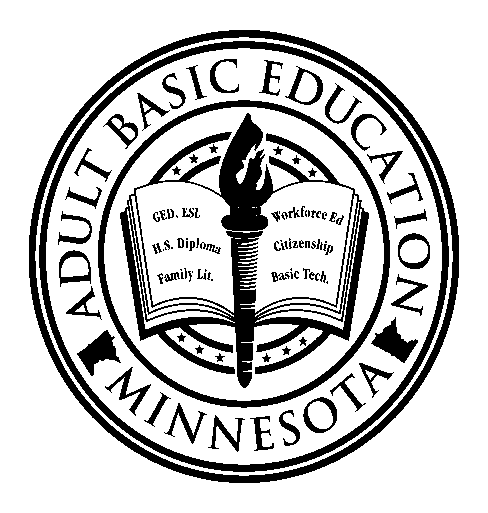
Minnesota Department of Education

Adult Basic Education Office

FY 2010 ABE Consortium

Post-Secondary Transitions Proposal Summary

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| Program Name | Goal/Objective | ***Activity*** |
| **Alexandria** | 1) Collaborate with Alexandria Technical College (ATC) to offer transition “bridge” programming for ABE learners interested in a health-related career pathway.  2) Collaborate with Alexandria Technical College (ATC) to offer ABE transition “bridge” programming for ESL learners. | 1) Continue to offer 3.5 hour ABE Pre-LPN classes at ATC twice weekly from July 1, 2009 through August 12, 2009.  2) Offer a free, non-credit ABE 9-week 63-hour “Academic Success for ESL Learners” course at ATC beginning Sept. 22, 2009. |
| **American Indian pp.** | 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 aspects of programs here so that they can reach their highest potential as postsecondary students.  2) AIOIC School of Business and Office Technology has a series of medical training classes that students may register for so that they may find secure, and meaningful employment in fields of required study (their choice). These are short term classes that include EMT, TMA and NAT taught by our staff at some time during the school year as scheduled. Included this year as part of the AIOIC School of business programs is the Health Occupations six month course. New also this year is Pre-Apprentice Construction Training Program in conjunction with Summit Academy.  3) All students who have successfully completed their GED have gone on to higher education of their choice which includes the two year nursing program at MCTC, Aveda School of Beauty, our own AIOIC’s programs in short term training in the health field, as well as the Pre-Apprentice Construction Training Program. All students are encouraged to build a portfolio of their accomplishments.  4) To increase actual intensive instruction in Math and Language Arts Writing (English).  5) Finally to go outside of our organization and enter a collaborative with Normandale college and MCTC to reach the students goals of successfully transitioning into postsecondary education. | 1) As the student is closer to successfully completing the GED test; an interview is required to start working on goals; such as collaborating with counselors and instructors involved to ensure all measures are taken to encourage students to become successful and self-sufficient postsecondary students. All students that have gone through this process have gone on and have become successful with all these measured and ensured steps.  2) All counselors involved in each of these programs are made aware of potential students who would be successful candidates for any supportive services recommended. The students or clientele who have qualified and were accepted into these preferred programs have gone on to meaningful employment and/or higher education. These programs will continue as part of the American Indian OIC ABE/GED Program’s collaborative efforts for year three.  3) Meet and schedule meeting with various programs so that ABE/GED students can be recruited and provided information that will lead to successful employability and a stronger sense of confidence. Collaborative efforts are ongoing with the Mille Lacs Band of Ojibwe Workforce Center/TANF office, AIOIC’s MFIP, METP, WIP, and WIA youth program counselors. Each counselor from any referred program will help each person involved to help overcome any obstacles that may keep the individual the individual from completing their course of training and instruction. Meet with the financial aid officer or counselors to identify scholarships or other resources to pay for instruction and/or uniforms required for training. Individuals who are referred to the ABE/GED program from the Pre-Apprentice Construction Training Program are given intense instruction in Math by the ABE/GED manager (myself) and then referred back to that program successfully passing the CPAT tests as required.  4) We began a partnership with instructors from our Career Immersion High School to provide Math and English instruction but we need more instructional time. More Math has been included four days a week with instruction as much as 2 ½ hours daily. We also have a MNSCU retired professor instructing Social Studies for an hour three days a week. A Math tutor comes in two days a week and our English instructor is in the classroom four days a week for an hour of instruction. We have a volunteer from Americorps who assist us.  5) Continue meeting with Ms. Janice Denny at MCTC and Mr. Peterson from Normandale College of informal discussions on detailed measures that the ABE/GED Program can do to proper students introduction to college and methods or tools of testing. In the past year I have helped students with the Accuplacer tests as well as the CPAT test used for the Pre-Apprentice Construction Training. |
| **Anoka-Hennepin** | 1) To continue to train volunteers to support Adult Basic Education Teachers in transitioning learners, specifically, to post-secondary education and training.  2) Send two ABE teachers, located at the local community and technical colleges, to the Minnesota Association for Developmental Education 9MNADE) Conference in September.  3) Send one ABE Program Supervisor to the 14th Annual Minnesota Development Conference in October.  4) Send eleven Metro North Adult Basic Education teachers/administrators to the Transitions Conference in October.  5) Coordinated referral of developmental reading students enrolled at Anoka Technical College to the Reading Lab at Anoka Technical College. An Adult Basic Education Teacher serves learners in the reading lab.  6) Offer Adult Basic Education *College Prep* class.  7) Teach computer classes through a collaboration with the Anoka County Workforce Center.  8) Offer an articulated certificate programming class, *Bridges to Health Care Careers.*  9) Offer a *Pre-Certified Nursing Assistant* class.  10) Provide training to the K-23 teachers and administrators in the “Transition Plus” program at Anoka-Hennepin School District 11.  11) Continue to develop English for Academic Purposes class by working on curriculum development/articulation with the English developmental education staff at Anoka Ramsey Community College.  12) An Adult Basic Education Program Supervisor will continue to serve on Metropolitan Manufacturing Sector Initiative.  13) To provide alternative placement measures for individuals working towards a certificate credential.  14) Forest Lake ABE in conjunction with the Washington County workforce center will be offering computer classes for adult learners (offered in the fall and spring)  15) Forest Lake ABE will research the possibility of offering a Pre-Certified Nursing Assistant class to incorporate into the Family Learning program.  16) Forest Lake ABE will pilot the Essential Skills Certificate.  17) Use Mindquest Academy courses for audit diploma students that are high level and/or college bound.  18) Utilize other online activities like: Plato Learning, EPA Watershed Mgmt training and AFSA money skill courses for adult diploma.  19) Keyboarding and advanced computer applications programs for credit in adult diploma.  20) STAR Reading course with focus on Job-specific reading, vocabulary and content. | 1) Volunteer Coordinator will present materials created and compiled by the Literacy Minnesota-Volunteer Issues Committee at the Transitions conference in October.  2) Attend workshop sessions and gain knowledge on various topics relevant to Adult Basic Ed. learners; provide summary notes from the sessions to Metro North Adult Basic Education Teachers;  network with MNSCU Developmental Education Instructors;  bring back resources used by Developmental Education Instructors to better help ABE Teachers align some of their curriculum  $300.00 Conference Fee $340.00 Additional Hours for Teachers to attend  90.00 Hotel Room 136.00 For subs to cover 8.5 hours of teaching  50.00 Mileage $476.00 Salary costs  15.00 Membership  $455.00 Conference  3) Attend the workshop sessions and gain knowledge on topics related to workforce development in Minnesota; provide summary notes from the sessions to Metro North Adult Basic Education Teachers;  network with Workforce Development professionals, city and county officials, and Business Service Specialists to gain a better understanding of the economic crisis and how to educate and train Adult Learners to prepare them for jobs in the new economy.  $199.00 Conference Registration  20.00 Mileage  $219.00  4) Attend workshop sessions and gain knowledge on various topics relevant to Adult Basic Ed. learners;  provide summary notes from the sessions to Metro North Adult Basic Education Teachers; Network with other ABE Teachers promoting transitions programming at their sites.  $275.00 Conference Fee $1,650.00 Sub costs  $500.00 Hotel Rooms $1,075.00  $300.00 Mileage $2,725.00  $1,075.00  5) Assess Anoka Technical College students who are enrolled in the developmental reading class with the TABE; mail letters to learners who fall below the seventh grade equivalent inviting them to attend the Reading Lab; meet with developmental reading instructor to address reading concerns of learners using both resources.  Assessment costs $15.00 x 24 hours = $360.00  6) Using the curriculum that was created last year with Transition Aid funds, Metro North ABE would like to continue to pilot the College Prep class. The class has been offered at different levels at different times of the day, however, the program still needs to develop referral pathways to support learners enrolling in the program and transferring to college; continue to support building “schoolability” and employability skills in College Prep participants by coordinating services provided by the TRIO representative who is co-located at the Blaine Human Services Building.  6 hours a week x 12 weeks = 72 hours  72hrs x $25.00 Average teacher wage = $1,800.00  $1,800.00 x 2 times a year = $3,600.00  7) Anoka Ramsey Community College and the ABE Blaine Learning Lab will host two series of classes each month. This is a total of four series per month; the Anoka County Workforce Center will provide the curriculum and the lab space at the workforce center. They will also coordinate the registration for these classes. Anoka Ramsey Community College will provide lab space; metro North Adult Basic Education will provide the instructors to teach the classes;  metro North Adult Basic Education facilitated focus groups last year on the topic of technology. The results from the focus groups stressed a need to teach keyboarding, windows, excel, e-mail, etc. to Adult Basic Education learners, especially to those enrolling in post-secondary education.  4 classes per session x 2.5 hours each =10 hours  10 hours x 4 sessions=40 hours of instructional time  40 hours x .25 = 10 hours of prep time according to contract  40 hours x.25 = 10 hours of record keeping/meetings/reporting  60 hours per month x $25.00 (average wage) = $1,500.00  $1,500.00 x 12 months = $18,000.00    8) Serve 50 learners (25 per session); develop a curriculum that aligns with the Universal Healthcare Worker program offered through Anoka Technical College and Anoka County Workforce Center;  provide a foundation for learners to explore careers in the healthcare field and then support them as they transition to those classes; time has been built into this program for the ABE Teacher and Universal Healthcare Worker to work together to develop curriculum. Each instructor will be in the other instructor’s class for portions of the time; once learners complete the Bridges to Health Care Careers and the Universal Healthcare Worker program they will Certified Nursing Assistants and Home Health Aides.  9) The class began in June and ended in August of 2008. Serve twenty ESL learners in developing reading and vocabulary skills to successfully complete a Certified Nursing Assistant course. Help learners transfer to courses at Anoka Technical College or other colleges in the area that offer CNA training.  10) **Transition Plus is an Anoka-Hennepin District #11 special education program designed to offer life skills and vocational training.  Students are between the ages of 18 and 21 and are working toward earning a high school diploma. Transition Plus has five main areas of focus. Metro North Adult Basic Education focused on the Post Secondary Education and Training focus;**  **Administrators met to discuss how learners in this program could obtain a GED. The result of the meeting was to provide training to the staff so that they could better prepare learners for the exam;**  **On September 2, 2009 the Data coordinator for Metro North ABE and an ABE instructor trained K-12 learners on assessment and preparing learners to take the GED exam.**  8 hours of staff time x $25.00 (average wage) = $200.00  3 hours for a sub to cover instructor’s class x $17.00 =$51.00  11) This course was created to address a gap identified by Anoka Ramsey Community College Instructors. They noticed English Language Learners struggling with college level writing. Metro North Adult Basic Education is co-located on campus and will provide programming for these learners in the evening. Articulation between developmental staff and ABE instructors will continue through designated meetings.  12) **Represent Metro North Adult Basic Education’s role in this initiative; Provide assessment of new clients into the program;**  **Provide “refresher” classes for learners who need to brush up before enrolling in college training; Promote the program within Adult Basic Education;**  **Continue to support ways in which Anoka Technical College, the Anoka Workforce Center, local Manufacturing businesses and ABE can work together.**  **13)** Meet with Assessment Coordinator and Student Services Director at Anoka Technical College to identify concerns regarding placement into customized training certificate courses such as the Universal Healthcare Worker and Phlebotomy; research possibility of using TABE as an assessment tool; **present findings at the Assessment Committee at Anoka Technical College.**  **14) Learners to be able to use the internet; search online databases; create an email account.**  **15) Look into licensing to teach CNA and pre-CNA; look into possible funding, training and other staffing issues to support the new offering.**  **16) ABE Coordinator trained in implementing Essential Skills. Ordering materials needed to implement program. Attend training meetings.**  **17) Teacher will continue seeking training on Mindquest Academy. Teacher will support others in the consortium that would like to implement Mindquest Academy.**  **18) Helps prepare students for online learning.**  **19) To prepare learners for college level requirements by having basic computer skills in place.**  **20) Forest Lake ABE will offer two sessions (6-8 weeks) in the fall and one in the spring.** |
| **AOIE – Hopkins** | 1) Increase student skill in the use of computers for postsecondary study and for employment.  2) Introduce students to online learning via MQA and other websites.  3) Provide services of career and college counselor.  4)Provide Accuplacer information and preparation.  5) To learn of transition services and programs from across the state. To connect with other AE, DEED and postsecondary institution staff. | 1) Provide class training in computer use: Word for word processing, to use web and online resources for study/research for academic purposes.  2) Provide supervised lab session on regular basis for MQA students and other distant learning programs/websites.  3) Host on-site TRIO counselor and sponsor 2 sessions of College Connections Class for AO GED and Bridge to Higher Learning Students.  4) Update staff on Accuplacer requirements. Hosted Accuplacer practice test sessions for student. Use Accuplacer result as baseline for student Accuplacer preparation classes.  5) Staff will attend Transitions Conference at St. Cloud in October. AO staff will meet to plan AO transition services and review activities. |
| **Arrowhead Economic Opportunity Agency (AEOA)** | 1) FDLTCC:  a) Expand instructor’s involvement in the 0-40 academic probation program.  b) Enroll more GED students  2) ICC: Assist with the FastTRAC START grant  3) MRC – Strengthen Accuplacer Prep program  4) Attend postsecondary conference | 1) Develop/expand/present academic seminar curriculum as requested by FDL staff.  Market GED services with new staff; become part of new student orientation.  2) Recruit and refer appropriate learners to START.  Offer supplemental help in math or computer skills to START enrollees as needed.  3) Streamline referral process for new students so they are aware of Accuplacer prep program early enough that they have time to study before the test is given.  4) Wheee! |
| **Bemidji** |  |  |
| **Bloomington** | 1) Focus on building/supporting “schoolability/college readiness”.  2) Implement career pathway projects into ABE classes that are needed for individual 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 individual to succeed in college or training programs. | 1) Postsecondary transitions counselor.  - Counseling time dedicated to working with students in GED and Adult Diploma who are getting ready to make career and postsecondary training decisions.  2) Continue our Healthcare Careers Course  - Articulation agreement with Normandale; field trips  3) Continue college visits and Accuplacer on site.  - Weekly college visits on site; HTC and Normandale giving Accuplacer on site; college fair; college field trips  4) Continue our Math & Reading for Manufacturing.  - Working with HIRED and HTC; continue curriculum  development. |
| Brainerd | 1) Goal: focus on expanding/enhancing ABE support of academic gains in coordination with higher education.  2) Goal: To develop and share knowledge relating to community and agency partnerships and learners’ transitions.  Objective: Engage in professional development as available. | 1) Attend meetings with Central Lakes College-Brainerd campus to develop plan for supporting adults who need to improve Accuplacer reading skills. Offer ABE classes to “selected students who are placed in development reading class(es) \*Selection to be based upon Accuplacer scores. Purchase Inspiration software.  2) Attend postsecondary trainings and conference. |
| **Burnsville** | 1)Administration  2) Transitions Conference  3) Training  4) Curriculum research and writing  5) Teaching time | 1) Administrative costs associated with Transitions efforts i.e.: meetings w/ABE staff involved for planning, execution and evaluations of work; mtgs. w/Regional team and East Metro Transitions Coordinator, representatives from Dakota County Technical College, Inver Hills C.C., Normandale C.C., St. Mary’s University; mtgs. w/Dakota and Scott WIB and Workforce Centers.  2) Four staff members will attend with the Manager, with specific assignments. Expenses will include: registration, lodging and mileage  3) Staff time specifically for Mindquest training (3 staff x twelve hours each = 48 hrs. X $30.)  4) Staff time for reviewing available college-pre. writing curriculum and revising for our application (24 hrs. @$22. per hr.)  5) Teaching time for eight session pilot session of college prep. writing workshop |
| **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, CASA, and/or Accuplacer assessment trainings.  Attend ABE Transitions to College, training and work conference. Attend Southeast ABE regional workshops. Attend Mindquest Academy Training.  2) Meet with local technical college to align ABE/college curriculum and develop strategies to support ABE students through the transition process. Begin conversation to develop pre-professional programs, i.e. Pre-CAN, pre-welding that can be administered locally through local partnerships.  3) Meet quarterly with Workforce Development staff to assess needs and develop cooperative programming. Develop pre CNA-certificate program with Workforce Development staff. Meet with local businesses/business organizations to identify specific skills needed for future employees and develop programs/classes to meet those needs. |
| **Carver-Scott** | 1) Create transition – Academic Instruction for Advanced ELL Learners.  2) Focus on building employability readiness skills.  3) Academic Readiness classes. | 1) Provide instruction one day per week for the advanced ELL student that is specific to academic instruction.  2) Collaborative effort with both Carver and Scott County Workforce Center providers to teach Basic Computer Literacy. Job Seeking Skills: Resume writing, interviewing and Job Search for Workforce Center participants.  3) Provide curriculum development and instruction for Workforce Center participants to increase basic educational skills to prepare them for Accuplacer testing. |
| **Cass Lake-Bena** | 1) Gain additional knowledge of test practices for transitioning GED/ABE students to postsecondary.  2) Develop reading class to improve ABE students’ COMPASS scores.  3) Increase skills development opportunities for learners who have postsecondary goals.  4) Strengthen relationship with Leech Lake Tribal College.  5) Assist students transitioning into college in order to improve retention.  6) Professionally promote pre-health care classes (FastTrac grant). | 1) Attend Postsecondary Transitions Conference, all staff.  2) Write curriculum for transitions reading class.  3) Offer “Gear up for College” class and independent study to be promoted by Tribal College” class and independent study to be promoted by Tribal College and ABE program. Independent study available throughout year at ABE. Mindquest Academy available for online learners. Areas covered: reading, writing, advanced math topics and computer skills.  4) Attend meetings with Tribal College staff including: Vice President, Dean of Student Services, TRIO Director and Student Recruiter.  5) One-on-one mentoring with identified new postsecondary students to include tutoring, attending class with students and assisting students with appropriate college staff referrals. Students identified by OIC, college and ABE staff.  6) Create commercially printed full-color postcards and posters to promote the 2 classes. |
| **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) Become active participants with the regional Workforce Development Council. Continue and enhance outreach to local businesses to identify and meet adult basic education needs in the community workforce. Maintain and enrich positive existing partnership with Rural Minnesota CEP. Work with veterans administration to identify and meet educational needs of veterans re-entering the workforce and educational settings in our community. Expand membership in the local Literacy Council to include more stakeholders in adult education and transitions. Continue to develop our partnership with Minnesota Community and Technical College, Detroit Lakes campus to better meet the needs of adult learners. Focus on multi-agency relationships to better serve the growing population of displaced workers. Recently unemployed and underemployed students are in need of coordinated services to explore occupational and training opportunities.  2) Staff will attend local meetings with stakeholders in adult transitions. Staff will attend local training opportunities related to postsecondary and career transition. Staff will participate in statewide training opportunities related to postsecondary and career transition. Staff will share and discuss information and resources gained in trainings with other adult education staff in the consortium and will multi-agency staff throughout our growing partnerships.  3) Promote transitions goal setting for all students as part of initial intake process. Encourage all students to participate in career investigation to include interest inventories, skills inventories, career investigation and postsecondary options research. Work with students to review and revise goals in their personal education plans as their education progresses. Help students to identify and access resources to support continued success in the workforce and postsecondary settings.  4) Continue develop implement classes and seminars to promote postsecondary preparation including: Accuplacer Prep, Career Planning, ACT/SAT prep, Skills for College Success, Pre—CNA,, Paraprofessional, Job Seeking, Job Keeping, Pre-Nursing, Pre-CDL and Pre-Welding. We have successfully implemented pre-CNA, pre-nursing and Accuplacer Preparation as managed enrollment courses. We plan to increase access and participation in these opportunities. Pre-CDL has been offered on an individual basis. We plan to continue developing “pre” courses as they are important tools for meeting the needs of employers in the region in seeking a qualified workforce as well as to ABE students seeking a successful transition in postsecondary and career situations.  5) Continue to meet regularly with MNCTC to plan and implement ideas for growth. Focus specifically on pre-certification courses and on building postsecondary level academic and learning skills into the ABE curriculum. Expand access to Accuplacer preparation class offered by adult basics staff on the college campus to best meet the needs of the maximum number of students. Provide opportunities for adult basic education students to meet with college faculty and students to learn more about the opportunities offered at the college setting. Provide opportunities for adult basic education students to “survey” various college courses as they consider postsecondary enrollment. Recruit MNCTC students as volunteers in the adult education program to enhance services to ABE students and provide MNCTC students with an opportunity to apply skills learned in their college classrooms. (Service-learning) |
| **DOC** | 1) Provide offender students who have postsecondary 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 student, study skills, etc  2).Commit staff, staff time and material resources to further develop a DOC-wide Transition to postsecondary program and curriculum. | 1) Contract with St. Cloud State University, Inver Hills Community College and/or Riverland Community College to teach 4-5 sections of “College Success Strategies” courses to ABE eligible students at MCF-St. Cloud, MCF-Faribault and/or MCF-Shakopee.  2) Continue work with our DOC-wide Transition to Postsecondary curriculum committee made up of 2 manager/administrators, the TPS instructor at MCF-SCL and one teacher from 4-5 other correctional facility sites. Allow extra TPS-related staff development for TPS curriculum committee members. |
| **Duluth** | 1) Extend ABE staff’s knowledge of transition resources for ABE, GED, ESL & Adult Diploma students.  2) Integrate a focus on transitions to employment/further education throughout the ABE program.  3) Increase student familiarity with postsecondary options in the region.  4) Strengthen the new formal collaboration with SOAR/Career Solutions: to provide better workforce prep services to those referred by the Workforce Center & to cross-refer learners for basic skills and/or workforce prep skills. Includes referring ABE learners for MJSP training (SOAR with LSC).  5) Implement the new collaborative with WFC & SOAR approved for local supplemental (ARRA) FastTRAC funding.  6) Continue community partnerships with other agencies supporting transitions to postsecondary training and employment.  7) Continue extended hours of class to serve transition learners in ABE/GED/ADP.  8) Continue extended hours of class to serve transition learners in ESL. | 1) Staff members: attend trainings relating to transitions, incl. ABE Regionals & Oct. Transitions conference & local events; continue to visit postsecondary institutions and employment transition/training agencies; training on use of online AccuPlacer Test Prep from MLC and other paper & online resources for transition skills.  2) Include transition information in orientation of GED and ADP students; provide career information in classrooms and within assigned learning materials; introduce learners to DRP Specialist ED Schoenborn who helps ABE & ALC students individually with college transition; refer students for employment prep to SOAR; include info on available transition skills classes in GED test result letters.  3) Invite speakers from various schools; encourage students to visit schools & review visits with staff (give bus tickets &/or accompany); maintain up-to-date postsecondary information boards & handouts.  4) Monthly or bimonthly meetings between ABE and SOAR staff representatives; quarterly to include referring WFC staff; consultation as needed with Lake Superior College staff re MJSP courses; line staff from each agency meet other staff and/or visit their sites; active recruiting for MSJP courses at ABE site. *Additional time assigned for ABE Coordinator to work on 4, 5 & 6.*  5) Meet with assigned WVD staff and SOAR representatives to develop referral and consultative processes in serving the individual clients involved ;continue to implement process through the year.  6) ABE Coordinator attend Transitions Council for those leaving corrections; attend coordinating meetings of local agencies; be part of “Homeless Connect” service offerings; attend other local conferences & events relating to employment (e.g. green jobs initiatives, employment for those with disabilities, etc.)  7) Offer extra ½ hr/wk for college comp prep & 1 ½ hrs/wk for math skills; use Sr. Aids & volunteers to assist individuals.  8) Offer 2 hrs/wk for targeted skills development for advanced ESL learners ready for further academic studies or employment. |
| **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 trainings offered by Minnesota Department of Education and local Workforce Centers. | 1) Provide intensive on-site GED or GED-I 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. Hours and length of programming will be determined by students enrolled in the program.  2) Partner with MN West Jackson to offer Accuplacer Testing, free of charge to all Skills Class participants interested in enrolling in postsecondary courses. Partner with Presentation College to provide Job Shadowing Experiences in Health Care Careers within the college setting for students enrolled in our Skills class. In addition, continue to provide student-student mentoring/tutoring opportunities for those ABE students needing to brush up on Math/Reading Skills to prepare them for college entrance.  3) Staff will be trained by Mankato Workforce Center Staff on how to help students prepare for the National Work Readiness Credential Exam. |
| **Faribault District** | 1) Continue to expand communication with South Central College.  2) Attend trainings pertinent to Transitions and other joint programming opportunities.  3) Conduct joint training with WDI and postsecondary institutions. | 1) Meet with Director of Customized Training.  2) Attend ABE state conferences. Attend joint meeting with Postsecondary and Workforce Center. 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 South Central for ESL/CNA training. Provide intensive ESL and math programming for job readiness in conjunction with postsecondary institutions. Collaborate with Workforce to provide WorkKeys Instruction. |
| **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”.  3) Develop an outreach plan with City of Northfield Cultural Diversity Coordinator for ESL students with the goal of attending college.  4) Implement a transition from ABE classroom to postsecondary class for our GED graduates and Job Club participants who have college goals.  5) Develop a relationship with Dakota Co. Technical College. | 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) 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.  5) Research possibility of co-location transition classes; provide Accuplacer prep for potential students. |
| **Fergus Falls** | 1) To continue learning about transition programs and to network with other providers in ABE as well as other agencies.  2) To continue collaboration with MSCTC, other postsecondary institutions, the Workforce Center, AHEC, West Central Initiative and other partners. To continue collaborating as a member of the regional Labor Force Development and Family Economic Success Group in order to further integrate ABE into the equation of helping workers transition to further training and/or better employment  3) Follow up with the WFC regarding the referral procedure between the workforce center and ABE for learners who need to improve basic computer skills. Work with CEP (WFC) and the Family Economic Success group in implementing Work Keys into the CEP and ABE systems.  4) Continue the Adult Diploma program begun in Yr. 1 and coordinate visits by postsecondary institutions. Consider implementing GED-i as a classroom supplement.  5) Continue ABE tutoring site at M State in Fergus Falls. Offer Pre-Nursing Healthcare course. | 1) Attend state ABE Transition Conference Oct. 22-23.  2) Meet 3-4 times with local Transition Committee.  Meet bi-monthly with Labor Force Development Council and monthly with Family Economic Success Group.  3) Meet with CEP and FES Grant Committee once/month. Two staff attend training in Work Keys. Assist students with Work Keys in ABE Computer Lab.  4) Call postsecondary institutions; schedule on-site visits at ABE/ALC. Work with ALC Director in scheduling Adult Diploma students. Train staff on using GED-i in classroom.  5) ABE Teacher located at M State 2 hours each week to tutor transition students in basic skills and prepare for Accuplacer Offer 2 semesters. |
| **Glacial Lakes (Willmar)** | 1) Extend traditional credential programming.  2) Pre-CNA Academy Ridgewater-Willmar campus.  3) Qualifying for CNA classes Ridgewater Hutchinson campus.  4) Fast-track GED  5) Computer Skills | 1) Expand the hours of classes offered at Ridgewater-Willmar campus.  2) Two week pre academy for qualified CNA students. (235 CASAS).  3) Give pre testing for qualification into the nursing program at Ridgewater-Hutchinson campus.  4) Six week (3 days 2 hours) programming Hutchinson and Willmar. Completion gives a GED rebate of $30 (goal 10 students).  5) Six weeks-three hours of class (Six sessions) Hutchinson-Willmar. |
| **Hastings** | 1) Develop and implement curriculum to promote postsecondary & employment transitions for all learners.  2) Collaborate with Metro State University, DCTC and IHCC to develop a transitions class.  3) Staff Training and Curriculum Development.  4) Mindquest Training & Implementation  5) Improve achievement of level gains\*\*upon approval. | 1) Implement workshops and seminars to promote postsecondary preparation and employability skills including: career awareness, skills for college success; job skills development, Accuplacer preparation, FAFSA and Mindquest. Contact Inver Hills Community College to offer paper/pencil Accuplacer tests to students.  2) Partner with Metro State to offer college prep classes for all learners. Partner with Burnsville ABE under the direction of Bella Hanson to collaborate with DCTC for a college prep class. Work with IHCC admissions personnel to set up workshops for adult learners.  3) Attend trainings and conferences; staff time for planning and curriculum development.  4) ESL instructor will attend Mindquest Training to become certified.  5) Purchase and administer TABE |
| **Hibbing** | 1) Offer college prep and GED prep  2) Smooth transition to college.  3) NWRC—offered at the ABE prep site.  4) Implementation of ABE at Hibbing Community College  5) Computer basics. Co-location | 1) Study Skills. Type of learner. Software for higher math/reading/writing. Improve employment outcomes for adults. Linking services to the low skilled and low wage earners—a greater career path. Attend staff training workshops and conferences.  2) A coordinated effort through meetings with support services—ABE and HCC (local college).  3) Meetings in collaboration with local workforce center and ABE. Focus on value (career path outcome). Working as a team and supporting all services.  4) Site services active as of August, 2009. College prep, GED and focus on careers of the low-skilled and low-wage adults to retain and gain employment.  5) Partnered with the local workforce center. Referrals coordinated through workforce agency. Skills training provided at ABE sites. Meetings with workforce/staff and ABE. Orientation at Workforce Center/Room provided. Provide basic literacy skills—ABE sites. |
| **Lakeville** | 1) Increase learners reading placement level so they will have success when TPS institution.  2) Increase the knowledge of LALC staff and look at other programs throughout the state. Focus is on reading class and knowledge and TPS.  3) Hire qualified teachers that know ABE to cover staff when absent due to another TPS activity.  4) Full implement the ESC and NWRC so LALC has a base for stacking credentials for TPS. In addition, LALC will research and implement National Career Readiness Credential. Based on the results of the learner on standardized steps LALC will be able to place students with appropriate instruction. | 1) Implement a reading program to help learners prepare for TPS.  2) Attend state, regional and other conferences (including online) that focus on TPS. In addition, visit other consortia to see how we might benefit from their learning.  3) Attend and participate in conferences and visit other programs.  4) Purchase standardized tests in all areas of CASAS. Develop entrance criteria for placement of learners. |
| **LeSueur-Henderson** | 1) To obtain suggested materials to help with developing transitions curriculum materials.  2) To create a “Transitions Curriculum” packet to use with individual students who wish to pursue training beyond GED or diploma.  3) To train staff on use of “Transitions Curriculum” packet.  4) To offer regional “Transitions to Postsecondary” classes to GED, diploma and community people. | 1) Order “Transitions: Preparing for College Writing” and “Transitions: Preparing for College Math” books from Steck-Vaughn. Order “The College Transition Toolkit” from Work Education.  2) Develop a scope and sequence for a transitions curriculum. Find or create all materials to accompany the scope and sequence. Make copies of all materials to create a “packet” for each teaching site.  3) Offer a training session to all staff members so that everyone knows what is in the curriculum and suggestions for its use.  4) Write-up a brief description of class along with a “catchy” title for the class. Promote the classes through Community Education brochures, media and other advertising methods. Hold classes which will include study for the Accuplacer, a field trip to a college, a visit to the class from a college representative, etc. |
| **Lincoln Adult Ed. (Institute for New Americans)** | 1) Continue to offer and enhance our GED plus program.  2) Begin our Pre-GED program that is geared toward ESL learners and continue to expand our Accuplacer prep classes.  3) Meet with representatives from Metropolitan State University and Hamline University to evaluate the postsecondary readiness skills imbedded into our curriculum. We will continue to enhance our curriculum throughout our program in order to make sure that vital pre-college skulls are being included at every ESL level.  4) Use meetings with above mentioned postsecondary institutions to establish pre-credentialing training in high demand areas. | 1) This is our second year offering an enhanced GED program. This year we plan to continue our classes and make the commitment to integrating crucial transitions skills into the programming.  2) Class will begin on September 8th and meet Tuesday, Wednesday and Friday (Pre-GED). The Accuplacer classes will meet on Mondays and Thursdays. 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. Activities built into our advanced transitions English as a Second Language classes and GED program have 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, Metro State and the University of Minnesota. We have also added a stronger mathematics focus to our college prep/GED preparation as this is an area where our learners have had difficulties in college entrance exams.  3) Using data from the Atlas Study conducted by Hamline and MNSCU schools to ascertain student postsecondary preparation deficiencies, new ESOL curriculum will be developed by a partnership between Metropolitan State University (First College), Hamline University (ESL department) and IEC. Planning discussions have been initiated with Daniel Abebe, First College Dean at Metropolitan State University and Betsy Parrish, Coordinator of Adult ESL programming at Hamline University. The curriculum will be used in the English language courses, the GED and Pre-GED and the college preparatory programs. In addition we will continue to develop pre-college skill building at all levels.  4) During the 2008/2009 program year we offered an introduction to health care careers class. This year we plan to partner with Minneapolis Public Schools and offer Pre-CNA training. We also plan to meet with our postsecondary partners and determine in what other areas pre-credentialing classes would be helpful for our learners. |
| **Mankato** | 1) Pilot a “Discover Computer Careers” FastTRAC course in collaboration with South Central College.  2) Share the Mankato ABE transitions level programming at local, regional, state and national conferences.  3) Provide ABE learners the opportunity to participate in SCC student workshops or activities held at or in conjunction with South Central College in 09-10.  4) Strengthen collaboration with South Central College Admissions and Academic Advising Departments. | 1) Run three 5-week sessions in 2009-2010 co-located on the SCC Campus. Course taught by SCC and ABE Staff jointly. Track data on the pilot project to share with the region and state. Collaborate with local internet company and PC’s for People to provide a re-furbished computer and 3 months of free internet for students.  2) Submit the following proposals by September 18, 2009 for the State-wide Transitions Conference on October 22 and 23, 2009: Mankato FastTRAC programming including Pre-Manufacturing, Pre-C.N.A., Pre-Welding and Discover Computer Careers; Miindquest Academy College Prep Program; LASSI (Learning and Study Strategies Inventory). Present the Mindquest Academy College Prep Program at the National College Transitions Network in Rhode Island with North Hennepin Community College staff. Present at Regional In-services in collaboration with the Regional Transitions Coordinator. Continue to mentor Mindquest Academy Staff at the local site.  3) Coordinate field trip for ABE learners to access “Major Day”, an Academic fair held in November and February. Coordinate field trip to the “Undecided” sessions at South Central College in Spring 2010. Arrange for financial aid information sessions to be held on ABE Campus throughout 09-10.  4) ABE staff will attend the Admissions and Academic Advising meetings held at South Central College. Meetings are held at South Central College. Meetings are held two times per month. Promote Mindquest Academy College Prep and FastTRAC programs with the Admissions and Academic Advising staff. |
| **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, GED-i, and Lifetime library. Be a statewide innovator in distance education delivery.  4) Implement workforce and MnSCU coordinated classes.  5) FastTrac grant credential stacking. | 1) Attending/hosting meetings with local higher education, training and workforce providers; formalize working with business service specialists from Workforce centers. Granted a FastTrac grant in conjunction with Ramsey workforce and St. Paul ABE businesses and Work Keys. Involved in MPPS initiative; Roseville Career Fair April 2010; FastTrac computer class with Washington County and Stillwater ABE; classes with Pine Tech and Chisago County workforce in conjunction with SCRED ABE.  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. Attempt to obtain a distance education.  4) Implement work keys training assessment. Attempt to co-locate ESL classes at Century College.  5) Assist workforce centers as a partner and investigate whether ABE centers should credential stack at our sites as well as a service to clients. |
| **MIC** | 1) Administrative/Office Assistant Training (36 hours). This is a ‘close the gap’ program that prepares unemployed individuals for entry level office positions and for entry level classes at institutions such as Minneapolis Community and Tech. College (MCTC), AIOIC and Brown College.  2) Medical Terminology—a preparation class for CNA classes and other entry level medical clerical positions at AIOIC and MCTC. | 1) Communications: learning and using proper written and oral grammar—developing these skills through writing assignments and ‘in class’ exercises. Mastering the office machine use-copies, fax, computer, etc. Typing and keyboarding to acceptable business norms.  2) Learning and pronouncing terminology to pass State CNA class. |
| **Minneapolis** | 1) Help students understand what to expect when they move to the postsecondary environment.  2) Heighten student awareness of career and education options.  3) Initiate a “college bound” course for students with a focus on academic readiness.  4) Involve more staff in the transition to education/work effort.  5) Offer a path for students to specific careers.  6) Continue to assist CDA (Child Development Certificate) students to find work but also encourage continuing their learning.  7) Collaborate with MCTC developmental staff to improve service to transitional students. | 1) Pilot College Success class at both of our main sites. The curriculum was written with the input of the developmental education staff at MCTC.  2) Schedule two career awareness days at MCTC during which students will hear about the various training/career programs offered and get some hands-on experience in a couple of areas.  3) We are planning to begin a program modeled on the North Hennepin Community College program using Mindquest on the college campus to work with students in a classroom and remotely to improve their academic skills, familiarize them with college level curriculum, classroom supplies introduce college writing and submitting assignments electronically. (Since Mindquest is no longer being funded, we at the moment regrouping and rethinking this effort.)  4) Send selected staff to Transitions Conference.  5) Continue collaboration with Goodwill Easter Seals to prepare students for their banking careers class, construction careers and customer service career training. This includes offering the Financial Literacy course several times a year. Continue work at the Workforce Center to improve client’s skills as they enter or re-enter the workforce and also prepare to enter a CNA course. Work with Employment Ready U (Minneapolis workforce Center), now located at Lehmann Center with students who do not qualify for their course by virtue of their assessment.  6) Visit MCTC Child Development classes and meet with the staff there. Meet with financial aid counselors while on campus and assist students in that process. MCTC already accepts the CDA coursework for six credits.  7) We will be offering a developmental course co-taught by an MCTC instructor and an ABE instructor. |
| **Monticello** | 1) Create an intensive, managed enrollment GED class.  2) Strengthen relationships between Workforce counselors & ABE programs to better serve individuals seeking postsecondary training.  3) Look at grant opportunities to implement ABE training with postsecondary institutions.  4) Explore Lifetime Library.  5) Attend Transition meetings. | 1) Connect with ABE teachers, local HS counselors to identify students wishing to go into postsecondary but who may struggle academically. Create a short term intensive GED class.  2) Strengthen relationships between the Workforce Center partners & ABE programs to better serve individuals seeking postsecondary training.  3) Strengthen relationships with postsecondary institutions in an effort to create transitional training for students.  4) Seek further information on Lifetime Library, train staff  5) Attend as meetings are provided. |
| **Moorhead** | 1) Provide math instruction to students planning to attend MSCTC to eliminate their need to take the 52 and 90 level courses  2) Professional development  3) Develop and provide a reading course to prepare students who will attend MSCTC.  4) Offer 2 sessions of the FastTRAC Pre-Healthcare course.  5) Attend transition meetings. | 1) 2 sessions/30 hours per session of targeted math instruction. The curriculum was jointly developed by an M State Math instructor and the ABE instructor and was funded by year 2 transitions funds.  2) Attend the Transitions conference Oct. 22 and 23.  3) Collaborate with Joan Brickner, the English instructor at M State, to design the class and provide 1 session/30 hours of instruction.  4) Coordinate with Rural MN CEP, M State Moorhead, and AHEC to provide pre healthcare classes.  5) Attend as meetings are provided. |
| **NW Service Coop.** | 1) Attend trainings and conferences.  2) Attend/host meetings with local higher education, training and workforce providers.  3) Training and implementation of enhanced services. | 1) ABE Program Coordinator and 2 teachers will attend “Building Pathways: ABE Transitions to College, Training and Work” conference on October 22 & 23, 2009. ABE Program Coordinator will co-present a session entitled Northwest-West Central Minnesota: Partners in Prosperity with representatives from DEED and the Fergus Falls Economic Improvement Commission at the MN Development Conf. on Oct. 2, 2009.  2) ABE Program Coordinator will participate in multiple local and regional meetings with throughout the year. These ongoing meetings include representatives from Northland Comm. & Technical College, the Workforce Center system, employers and other stakeholders in the regional and local workforce. This would include attendance at meetings of: NW Regional Economic Alliance, NW Strategic Workforce Action Team, NW MN Workforce Investment Board (WIB), FastTRAC grant Partnership  3) Staff and instructors of the NWSC ABE program will continue to provide instruction or instructional support to continue implementing the following enhanced services: Technical Math Skills curriculum (a.k.a. Pre-Welding Math class) offered through ABE on local MNSCU campuses; GED-i—online GED preparation; MindQuest—online preparation for college transitions. In addition, members of the staff will work with representatives of MNSCU to explore the potential for offering the following classes on campus: Pre-CNA (curriculum has been adopted, but has yet to be successfully offered as a class). Pre-Healthcare (curriculum has been created by a neighboring consortium but needs to be adapted and adopted for use in our area). |
| **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 (NHCC); 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 collaboration with Perkins Director at NHCC to provide weekly computer classes. Continue collaborations with Deans and Director of Open Enrollment at NHCC and Hennepin Technical College (HTC) to develop and expand programming.  2) Continue as collaborative partner in FastTRAC and FastTRAC 2.0 grants. Include specific instruction and further integrate study skills at all levels of ABE Basic Skills/Academics/GED/Advanced ELL programming. Expand career exploration activities. Continue presentations to current ABE students from partner colleges. Continue to connect college prep students to short-term stackable professional development credential courses at NHCC. Develop FAQ sheet for Academics/GED students. Provide on-site Accuplacer testing to GED/Academics and Advanced ELL students 2 times per year. Field trips to NHCC and HTC for current Academics/GED and Advanced ELL students.  3) Strengthen connecting with local workforce center business specialist and non-partner colleges. Continue to attend bi-weekly “Best in West” workforce center meetings with business specialists, workforce staff and partner 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. Host postsecondary college fair. |
| Owatonna | 1) Grow knowledge on best practice models of programming and collaboration related to the transition to postsecondary initiative.  2) Build capacity and refine the referral system between Riverland Community College and ABE for Transition classes.  3) Collaboration planning and curriculum development/articulation for Math and Reading Clinics.  4) Enhanced instructional services to students in need of developmental preparation prior to Accuplacer testing for Owatonna Center students.  5) Continue offering Mindquest curriculum as a resource to Albert Lea Riverland and Albert Lea ABE students.  6) Provide Math Academy sessions at least once each semester to public, monthly to WDI. | 1) Attend the state ABE Transition to Postsecondary conference held in St. Cloud.  2) Meet with August RCC Admissions and The Success Center staff to develop and approve more marketing strategies to promote the Reading and Math Clinics currently being held on campus at Riverland Community College and to expand work to the Owatonna location.  3) Meet with RCC developmental faculty to insure ABE transition reading and math curriculums are on-target for students being able to handle required RCC curriculum.  4) One-hour a week of targeted instruction designed to improve student placement in Riverland Community College classes from improved Accuplacer scores.  5) Instructor will maintain familiarity with curriculum and use as a resource for Postsecondary Transition students, especially in re. Study Skills and College Reading Prep. Riverland and Austin ABE will be informed that this service is available. Referrals can be made from the Riverland’s Student Success Center, WDI, and ABE.  6) Implement this Math 6-wk session review and concentrated overview class at Albert Lea’s Brookside campus, taught by AL ABE teacher. Establish a specific time and data that this will be offered, each semester. Referrals can be made from the RCC Student Success Center, WDI and ABE. |
| **Red Lake** | 1) Improve knowledge of postsecondary and career transitions options, student needs and resources.  2) Continue to develop and enrich partnerships to promote successful postsecondary and career transitions for all adult learners.  3) Prepare students for work and college readiness. | 1) Attend local, regional and statewide meetings and trainings/opportunities related to postsecondary and career transition. Share and discuss information and resources gained in trainings with other staff and/or multi-agency staff throughout our growing partnerships.  2) Increase collaboration between Red Lake ABE, Youth Build, New Beginnings, Red Lake National College and Red Lake tribal organizations, MN CEP as well as other area training and workforce providers and agencies. Meet quarterly with staff from each of these area to encourage enrollment, educational progress and to plan and implement ideas for growth.  3) Continue to provide intensive GED programming along with implementing career and postsecondary training, so that upon completion students will be prepared to complete their GED thus enabling them to enroll in further job training, postsecondary classes, or obtain/retain employment. (Investigate work readiness credentialing programs for possible implementation in the future.) |
| **Red Wing** | 1) Partnership with MN State College Southeast Technical  2) Finalize and implement partnership and educational goals with Allure School of Cosmetology (accredited)  3) Continue partnership with Workforce Development, Inc. (WDI) – Pre-Employment Academies..  4) Finalize plans for establishment of Employment Education Coalition in the Red Wing area.  5) Transitions to postsecondary funds will supplement a new ABE Counselor position. | 1) Combine ABE resources with SE Technical to develop study and test-taking skills curriculum and team teach classes in this skill area. On-site classes at the college with ABE and college instructors.  2) Combine ABE instruction in study and test-taking skills with Allure School 12-wk course. ABE instruction will be onsite at Allure School.  3) Combine ABE resources and instruction with WDI Pre-employment Academies (e.g. pre-CNA, manufacturing) in topic areas of study skills and transition in college certification programs. Some ABE instruction onsite at WDI and some in ABE classroom.  4) Continue to meet with employment and education partners to develop a mission, vision and goals for the Coalition.  5) ABE-counselor will dedicate 1-2 hours per week to assist students with transitions to postsecondary goals. |
| **Robbinsdale** | 1) Prepare GED and advanced ELL students for technical or community college  2) Prepare adult learners for taking the Accuplacer test.  3) Classes to help students improve their computer skills to the level required for college. | 1) College Prep Fridays: **Session 1**: January 15 – March 19 9am-noon  College readiness: financial aid, admissions process, placement testing, general college information—first hour. Second 2 hours each Friday will focus on strategies for attaining college-level reading skills. **Session 2:** April 9 – Mary 28, 9am-noon  College reading and study skills will focus on using textbooks efficiently, note taking, and learning multiple strategies for organizing and remembering academic work. College writing strategies will also be explored. Courses are taught by a licensed school counselor and licensed Language Arts teacher.  2) **Accuplacer Prep classes:** classes to GED/Advanced ELL students to help them prepare for and practice taking the Accuplacer test. 2-8 week sessions will begin in January. Teacher will cover general test content, test-taking strategies and give students multiple chances to practice the test.  3) **Using Computers In College and the Workplace:** classes will help GED/Basic Skills/ESL students to improve their computer skills sot hey can be better prepared for college or the workplace. Two six-week sessions beginning in January. Curriculum will focus on basic word-processing and spreadsheet software as well as email, internet usage and information searches. Also included will be unique computer skills commonly used in college such as computer testing formats and setting up password-accessed accounts. |
| **Rochester** | 1) To continue aligning adult literacy transition programming with postsecondary and workforce development.  2) To support the transitions staff members in their continuing education and their curriculum development.  3) To continue the postsecondary prep and transitions to employments project.  4) To fine tune the process to assist underprepared, postsecondary students. | 1) Continue regular meetings with RCTC and WDI. Work with RCTC liaison to design transition curriculum.  2) Send additional staff members to the Transitions Conference. Train and assign Winona State University counseling students to the transitions project.  3) Continue the pre-nursing assistant classes. Reopen the Boilers License training class. Continue the expanded computer literacy classes. Continue the internship project as funds permit. Expand the soft-skills course.  4) Continue to have the admission counselor on site weekly at Hawthorne Education Center. Have learners the opportunity to use A+dvancer at Hawthorne. Develop individualized learning plans for transition students. |
| **Rosemount-App. Val.-Eagan** | 1) Increase collaboration with the Minnesota Workforce Center Burnsville.  2) Increase collaboration with Dakota County Technical College.  3) Increase class offerings for workplace preparation and postsecondary preparation.  4) Increase opportunity for staff to attend training for the workplace and postsecondary initiative.  5) Expand the online opportunities for learners in our program. | 1 Increase opportunities for staff who teach workforce and postsecondary prep classes to tour the workforce center and meet with WF staff to determine what they offer and what ABE can offer to clients; to address workforce clients about ABE opportunities and offer the same opportunity to Workforce staff to visit ABE students and staff.  2) Increase the number of times DCTC visits ABE sites. Add the opportunity for field trips to DCTC for ABE students. Provide increased opportunities for Accuplacer testing.  3) Add 4 sessions of computer skills for work classes—NEW CLASSES. Monday afternoon and Friday morning. These classes will be offered throughout the year with the opportunity for students to work independently on non-class days.  4) One staff continues on the Transition Committee. Four staff attend the Transition Conference in October.  5) Train all staff in SKILLS TUTOR, and increase use of this program and GED-i by 10% at least. |
| **Sandstone – East Central Coop.** | 1) Transitions Conference  2) Continue work on relationships with the Workforce Center.  3) Form collaborations with other ABE/GED programs.  4) Provide Transitions classes for those who quality.  5) Increase number of students in Adult Diploma Program. | 1) Attend transitions conference in October.  2) Meetings at Workforce Center.  3) Send students to the other program for articulated instruction programs—pre CNA, etc.  4) Provide additional instructor time for these classes, instructors will use Mindquest Academy along with other transitions materials.  5) Develop new flyers introducing all options for adult students so they know what is available. |
| **South Suburban (So. St. Paul)** | 1. Standardized work-related skills across all ABE programming.  2) Standardize Transitions Programming across SSABE  3) Evaluate and track student schoolability & work-related skills attainment.  4) Provide time for licensed teachers to conduct advising with students with a focus on aligning the students educational plan with level appropriate Transitions Goals.  5) Design specific career oriented introductory material for pre-GED/GED prep subject areas. | 1) Provide staff with time to meet, operate and assign levels to work-related skills and activities, contract licensed K-12 business teacher to provide input; align work skills with specific direct instruction courses and sub-areas of pre-GED through GED prep.  2) Provide staff time to collaborate and develop defined “schoolability” skills & associated activities to be standardized in all classes; Establish Accuplacer preparation standards that can be delivered in a lab setting to the individual or within a class setting; formalize information about transitioning to college (including financial and admissions info) for standard delivery in all ABE classes; communicate Transitions related goals and information obtained at intake to teachers by setting up a formalized process and form; Provide funds for staff to attend ABE Transitions conference.  3) Develop templates and process for tracking and reporting work or school related skills achievement and activity completion for each student at specific time points in the interaction between the student and our program.  4) Begin with staff meeting to develop a detailed concept of how the advising session would achieve the Objective. Provide staff time for trials. Assess potential to continue licensed staff advising as a permanent portion of the Standardized Transitions Program.  5) Identify post-sec careers (i.e. electronics, farming, computers, etc.) and develop or find subject specific activities and materials which can be used for introduction to GED subject prep. Transitions goals reported through standardized process of evaluation and tracking will be used to guide this activity. |
| **South Washington Co.** | 1) Support students in attaining the skills (reading and writing) necessary for entering postsecondary training.  2) Support students in attaining the math skills necessary for entering postsecondary training.  3) Support students in attaining GEDs. | 1) Teach three sections of Bridges to Success course to support ESL students with CASAS above 236 and post-GED students build the reading and writing skills necessary for postsecondary programming  2) Teach a once a week math course to help students improve their math skills.  3) Teach Family GED class in conjunction with ECFE to help students with preschool aged children at home so that they can earn their GEDs and continue on to postsecondary programs. |
| **St. Cloud** | 1) Preparing advanced ELL learners for success at the local technical college.  2) Offer classes that help adults build skills necessary to secure employment in a key sector area within the community.  3) Have better connection to our local Workforce Councils, which has postsecondary success as one of its major goals.  4) Help incumbent workers build skills that increase their productivity, connectedness and earning power.  5) Collaborate with Central MN Jobs and Training Services to offer the National Retail Federation’s customer service training and certification.  6) Offer a “Fast Track to the GED” course at the Cambridge Workforce Center with direct linkages to postsecondary education.  7) Provide a pathway for ABE learners to enter a career in health care.  8) Continue to further develop and implement basic computer offerings for students especially those enrolled in Workforce Center programming who are transitioning to work or students with the goal of attending the Cambridge Campus of Anoka Ramsey Community College.  9) Work with Cambridge Campus of ARCC developmental math staff to provide seamless math refresher study sessions to students transitioning to college.  10) Continue to provide learning opportunities for best practices in Transitions education for all ABE staff. | 1) Offer a course for advanced ESL (CASAS scores of approximately 221 and up) that teaches about available programs at the tech college, builds college-survival skills and prepares for the GED test. The goal is for students to have their GEDs by the end of the course.  2) Offer three separate academies (Production, Health Careers, and Business Services) that meet for four hours per day, Mondays through Thursdays, from July 1, 2009 through June 30, 2010.  3) The program supervisor is serving on the Stearns-Benton Workforce Council during the 2009-10 school year (and into the future as well).  4) Offer an onsite ELL class at Gold’n Plump Poultry, in Cold Spring, MN. Class will meet for our hours per week, Oct. 2009 through April 2010.  5) Trained ABE staff will offer a three week customer service training curriculum to prepare ABE students and/or Workforce Center clients to offer quality customer service in their occupational areas. This will be the 2nd time our program will be offering Customer Service Training. Upon recommendations from staff and students, we have modified the program to better meet the students’ needs and focuses on customer service in areas including but not limited to retail sales.  6) A four week GED preparation course will be offered at the Cambridge Workforce Center for students scoring in the low/high adult secondary levels. During the course, adult learners will be introduced to options for continuing their education through ABE’s Transition courses or the Cambridge Campus of Anoka Ramsey Community College’s On Course, Strategies for Creating Success in College and In Life.  7) In collaboration with Pine Technical College, ABE will offer articulated certificate programming in Pre-CNA and CNA Training for adult learners interested in pursuing a career in health care.  8) Offer more comprehensive computer offerings with specific course content (Word, Power Point, Desire2Learn) that will enhance a student’s success in college or improve his/her employability skills using the computer lab in the college’s Academic Support Center.  9) Development math faculty, the Academic Support Director coordinator at the Cambridge Campus of ARCC and ABE staff will continue to work together to develop and implement skill levels of math preparation study sessions for Accuplacer prep and college math readiness.  10) 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; • Become familiar with LifeTime Learning and Skills Tutor programs; • 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. Paul Comm. Literacy** | 1) Facilitate achievement of the Boiler’s License certification for 25 adult learners.  2) Transition 30 adult learners to the American Red Cross CNAA course.  3) Facilitate achievement of the Commercial Driver’s License class B permit and multiple endorsements including air brake, passenger, safety check, etc.  4) Begin a bridge program in coordination with Globe College to offer adults a career track in Legal Office Administration.  5) Begin a bridge program in coordination with St. Paul College to Facilitate achievement of the American Association of Professional Coders certification.  6) Transition young adults successfully into college level programming at St. Paul College.  7) Provide academic and work readiness instruction for workforce center customers.  8) Prepare adults for child development careers with Head Start or local childcare facilities; or prepare adults to enroll in St. Paul College’s child development diploma program.  9) Facilitate achievement of the ServSafe professional food manager certification.  10) Increase access to Accuplacer testing for adults. | 1) Offer 3 60-hour boiler’s license classes. Enhance course with online instructional opportunities.  2) Offer 6 160-hour Nursing Assistant Prep courses in coordination with the American Red Cross. Enhance course with online instructional opportunities.  3) Offer 3 60-hour CDL Preparation courses.  4) Offer 2 60-hour Pre-Legal Administrative Assistant courses.  5) Develop and implement a collaborative Medical Billing and Coding credential program including technology skills and professional communication skills.  6) Partner with St. Paul College to provide Accuplacer Remediation to Power of You participants.  7) Expand offerings at 540 Fairview Workforce Center and begin to offer service at the 160 Kellogg Workforce Solutions site.  8) Provide Child Development Survey course in collaboration with Ramsey Action Programs and St. Paul College – 225 hours.  9) Provide ServSafe preparation courses and offer test proctoring on-site through Hubbs Center instructors.  10) Provide onsite Accuplacer testing at Hubbs Center in collaboration with Century College. Expand to offer Saturday morning testing. |
| **Staples – Freshwater Coop.** | 1) Increase partnership and communication with Central Lakes College Brainerd and Staples Campus.  2) Increase communication and partnership with local agencies involved in helping people succeed in work and school.  3) Expand ABE/GED/ESL services in Little Falls, Long Prairie and Staples.  4) Increase teacher’s knowledge of, and ability to assist, transitions students.  5) Increase community awareness of ABE’s ability to assist individuals in their school and work pursuits. | 1) Meet with Rebecca Best, Dean of Educational Services, Central Lakes College and Jean Marshon, Central Lakes College and Craig Nathan, RMCEP concerning Pre-Health Care curriculum and classes for Staples Campus. Update flyer and mass email to CLC Staples Campus advertising free help with reading, math, writing, Accuplacer prep and study skills.  2) Attend local meetings involving postsecondary institutions, Regional Managers, Work Force Centers, DEED, etc.  Attend Transitions Conference October 22 & 23 in St. Cloud.  3) Continue to offer 5 additional hours per week of remedial instruction to students in Little Falls area. Continue to offer 3 additional hours per week of remedial instruction to students in Staples area. Continue to offer 3 additional hours per week of remedial instruction to students in Long Prairie area. Expand English-as-a-Second Language classes in Long Prairie to include remedial reading and math instruction.  4) Plan staff meetings and trainings. Purchase “Inspiration” software for 6 ABE/GED/ESL sites.  5) Place newspaper ads in local community newspapers advertising free help for adults who need skills enhancement and Accuplacer preparation. |
| **SW ABE – Granite Falls** |  |  |
| **SW ABE – Jackson** |  |  |
| **SW ABE – Marshall** | 1) Provide an online college prep course using the Mindquest Academy Program.  2) Establish partnerships with ABE programs and technical and university programs.  3) Develop a marketing plan and accompanying materials focusing on college preparation.  4) Familiarize ABE instructors with the college prep program.  5) Ensure that college prep students will acquire the skills necessary to transition to a 2 or 4 year college or university. | 1) Hire an instructor who had had the Mindquest Training to teach online college pre. Acquire access to the college D2L system in offering online college prep courses. Provide instruction to clients.  2) Develop a process to share information between colleges and AE programs. Ensure students have access to all college services.  3) Create and distribute flyers and disseminate information about college prep throughout the entire SW region including all local ABE programs, Workforce Centers, colleges, and various agencies and organizations. Update websites with college prep information  4) Instructors will assist in recruiting and enrolling students. Instructors will assess students as needed.  5) Create a list of student goals and objectives. Monitor that list on a regular basis. Incorporate student goals and objectives into the curriculum. |
| SW ABE – Worthington |  |  |
| **Tri-County Corrections** | 1) To enable students’ post-secondary eligibility  2) To assist students in selecting postsecondary courses of study.  3) To extend ABE content of instruction (Upgrade teachers’ expertise)  4) To provide tutorship for eligible ‘Transitional students.  5) To find viable finances for students | 1) GED Preparation & Testing  2) COPS Career Evaluations  3) Attend state & local trainings  4) Purchase ABE teacher hours for conducting ‘Transitions’ classes.  5) Assist students with FAFSA forms. Tribal, minority, offenders’ stipends. |
| **Wadena – Lakes and Prairies ABE** | 1) Meet with MSCTC-Fergus Falls to continue with the College Prep Writing course. Also address the needs from the previous year  2) Continue with the previous students who have further needs. Recruit new students.  3) The goal of the College Prep Writing course is to increase and refine writing skills to meet college level writing.  4) Register students with MSCTC-Fergus Falls. | 1) Develop a writing curriculum that will address weakness from the previous year and enhance the skills that were developing.  2) Students will be in keyboarding class or have a high-skill level on the computer and have tested high on the ABLE test. They should also have a high interest in postsecondary education.  3) Students will be asked to analyze material presented. Students will present both Pro and Con arguments on topics given them. Students will be asked to read material and write subjective reports.  4) Meet with staff at MSTC – Fergus Falls and students who are ready to enter college level classes. |
| **Walker – North Country ABE** | 1) Increase percentage of students who attain GEDs as step toward moving into postsecondary training.  2) Curriculum development (including TABE materials).  3) Professional development | 1) Implement two FastTract GED courses. Request additional slots for GED-i if available for additional sites in consortium.  2) Upgrade online learning services with Atomic Learning. Update materials for each program site/training for new teachers.  3) Attend state conf/trainings by teachers and manager. |
| **Waseca ABE** | 1) Continue local post-secondary training pathway and preparation curriculum.  2) Continue staff straining and development in the areas of postsecondary transition.  3) Continue working on developing a coordinated relationship with local postsecondary institutions to discuss co-location of services. (Riverland and South Central Community 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 and participate in regional and state offered training opportunities.  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 Reservation** | 1 Development of Pre-CNA Certificate Program.  2) Development of programming efforts that foster success in both higher education and employment. | 1) Appropriate curriculum will be developed for a pre-CNA certification program. Collaboration with both existing CNA program and the Nursing program at White Earth Tribal and Community College will ensure proper coverage.  2) Weekly classes will be required of all participants. A variety of topics will be covered to include learning and substance abuse. This issue is critical in view of the prevalence of alcohol and drug use. The presenter will provide a concise, easy to understand demonstration of learning barriers due to drug and alcohol use as a student or employee. There will be a section focusing on a neurological perspective.  3) Student accountability will further emphasize this effort via the recently developed attendance contract which will be included in the participants intake. Employability efforts will involve speakers from local agencies who will focus on issues such as anger management, substance abuse and other topics. Participants will be provided with all the necessary tools to succeed in college, training and employment. This will include resume’ writing, dress codes, interviewing etiquette and computer usage. Existing community agencies will be utilized when available, to fulfill this goal, otherwise ABE will provide this service. Former GED graduates that are available, will be invited to come in and share their experiences and to provide encouragement. |
| **Winona ABE** | 1) Continue the partnership between ABE and the Winona Workforce Center by participating in the National Work Readiness Credential project.  2) Continue the collaborative effort with higher educational providers in Winona.  3) Increase knowledge and gain insight into the ABE Postsecondary Transitions Initiative.  4) Develop procedures to promote career goal setting for ABE students. | 1) ABE Manager, Workforce Center Manager, and Workforce Center NWRC Coordinator maintain communication through email, phone contact and meetings for coordination of the NWRC 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.  2) 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.  3) ABE Manager will attend the statewide fall transitions conference.  4) ABE instructors promote transitions goal setting for all students during the intake process. ABE instructors work with students to review and revise goals in their personal education plan as their education progresses. |