

1) ABE Transitions Region	East Metro Transition Region	
2) ABE Consortia within the Transitions Region	List ABE consortia within the Transitions Region	Did the ABE manager provide feedback and input regarding this plan? (Yes/No)
	Burnsville-Eagan-Savage	Yes
	Dakota Prairie (Farmington, Northfield, Randolph)	Yes
	Great Rivers (South Washington County, Hastings)	Yes
	Lakeville	Yes
	Metro East Consortium (North St. Paul-Maplewood-Oakdale, SCRED, Roseville, Mounds View, Ramsey County Corrections, Forest Lake, Stillwater, Lyndale)	Yes
	Rosemount-Apple Valley-Eagan	Yes
	South Suburban	Yes

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3) Local Workforce Development Area(s) within the Transitions Region	Central Minnesota (area 5), Dakota Scott (area 14), Ramsey (area 15), Washington (area 16)				
4) American Job Centers (AJC), within the Transitions Region	Burnsville, Central MN Jobs and Training Services (CMJTS) in Pine City, Ramsey County Community Career Labs at Maplewood Library, Roseville Library, and Sun Ray Library, Washington County (Woodbury and Forest Lake), Library CareerForce Corner in South St. Paul as well as virtual services.				
5) Key industries in regional economy	<u>South Central (Pine County area)</u>: agriculture, business/professional services, construction, health care/social assistance, manufacturing, and transportation/warehousing <u>Metro Area</u>: Construction, Health Care, Information Technology, Professional Services, Government Services, Manufacturing				
6) Minnesota State campuses within the Transitions Region	Century College, Dakota County Technical College, Inver Hills Community College, Pine Technical and Community College				
7) Perkins Consortia within the Transitions Region	Dakota County, Northeast Metro, Pine Technical, South Metro				
8) Individual completing this form	Carly Voshell	E-mail	cvoshell@isd622.org	Phone	(651) 428-7740
9) Designated Single Point of Contact	Carly Voshell	E-mail	cvoshell@isd622.org	Phone	(651) 428-7740

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10) ABE Representative/s on the Local Workforce Development Board/s (LWDBs)	Susie Evans (Washington)	E-mail	Sevans1@sowashco.org	Phone	651.425.6634
	Eric Lind (Dakota-Scott)		Eric.lind@district196.org		952.431.8322
	Sally Welsh (Pine)		swelsh@scred.k12.mn.us		320.358.3616
	Karen Gerdin (Ramsey)		karen.gerdin@spps.org		651.744.7522
12) Please address how this region is supporting adult learners transitioning to employment, training and postsecondary. The answer should address integrated education and training (IET), training with employers or training partners, employer partnerships, developmental education and ABE partnerships.					
The East Metro 2022-2023 transition plan builds upon the regional work that has been done in the past, while continuing growth focused on adult learners transitioning to employment, training and post-secondary. Funding is requested to support career pathways bridge programming (Goal 1), develop employer partnerships (Goal 2), pilot an ABE and Developmental Education partnership with Inver Hills Community College (Goal 3), provide services to Ability to Benefit students (Goal 4), as well as coordinate regional meetings and communication regarding transition activities (Goal 5) and fiscal coordination of transition activities (Goal 6).					
13) Goal 1:	Support career pathway bridge programming.				
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire region?		Date for completion	Proposed/Actual Outcomes and Budget	

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Objective 1: Provide a synchronous online option for our Pre-CNA Class. The Pre-CNA Teacher will teach two 12 week class sessions (Fall 2022 and Spring 2023), each class will be 2 hours- taught over Google Meet. Cover the cost of the \$275 CNA Skills course for students who do not qualify to have that course paid through other methods.	Lead: Burnsville ABE Coordinator, Susan Edmonson Burnsville ABE piloted a Pre-CNA Course in 2021-2022. The teacher taught two 10 week sessions. The class met once a week, in person, on Fridays for 3 hours each class session. Our first fall session had 10 students and our second spring session had 20 students. Six students out of 20 received a “Likely to Pass” score of 70% or higher on the official written CNA Practice test proctored by DCTC. Our coursework was developed using the PCA/CFSS training materials from the Minnesota Department of Health. The teacher also used two textbooks for the class (<u>Test Prep Books CNA Study Guide</u> and DCTC CNA Curriculum (MN Department of Health CNA Curriculum, Health Force Minnesota). He adapted and scaffolded the material for our ABE students, most of whom are also ESL students. In 2022-2023, we want to add two weeks to each session, so that there are two 12 week sessions. We also want to add a synchronous online option for students who want extra instruction or who can’t attend the Pre-CNA Class in-person. The in-person class will still be held on Friday mornings and the online class will be held on Tuesday afternoons- this allows for students to attend just one or both sessions. Adding an online class option will be beneficial for students who want extra instruction time because they can attend both the in-person class on Fridays and the online class on Tuesdays afternoons. It will also allow students who can’t	June 2023	Proposed outcomes: Approximately 20 students per session will prepare for the written MN CNA Certification Exam by participating in the online Pre- CNA Class. Students will be more prepared to take the written MN CNA Certification Exam because they will have studied the medical terminology used on the test. They will learn skills and terminology related to: 1. Federal and state regulations related to nursing assistants 2. Personal qualifications for being a nursing assistant 3. Residents Bill of Rights 4. Vulnerable Adult Law 5. Patient Self-Determination Act 6. Basic Human Needs 7. Communication terminology and methods 8. Safe and Clean Environment 9. Vital signs and measures
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	attend the in-person class an online option that they can attend from home. All students will complete a CASAS Goals Reading and Math test at the beginning of the course and be post-tested at the end of the course. They will also take the Written CNA Practice Test, proctored by Meriam Aman (DCTC CNA Coordinator) at the end of the course to determine if their written test score is “likely to pass” and then we would know if they would most likely pass the MN State CNA Certification Written Test. If students receive a “likely to pass score” on their written practice test at the end of the class session, they can continue on to DCTC to take the CNA Skills Class so that they can prepare for the hand on CNA Skills Test. The cost of the DCTD CNA Skills Class is \$275. We will work with CareerForce manager, Jill Pittelkow, to identify a counselor from Burnsville Career Force to come to our ABE site to talk with our Pre-CNA students within the first two weeks of our session starting (October 2022 and February 2023). The CareerForce Counselor will talk with students about Youth and Adult Dislocated Worker Funding and work with any students who may qualify. Burnsville ABE will coordinate with workforce partners to provide WIOA funding to cover this cost when possible, or utilize Transitions funding when other options are not available.		10. Personal Care skills Number of students who take \$275 CNA Skills class at DCTC will be recorded. Burnsville ABE will track how many of these courses are paid through transition funding versus other methods like Dislocated Worker funding or other WIOA programs. Actual Outcomes: We have 20 students who are currently attending the Pre-CNA Class with Robert Young, the instructor. He is currently teaching online every Tuesday, via Google Meet for 2 hours and it's going great! He is able to teach to the students who attend synchronously and he also records the session and posts it to the google classroom so other students can watch it asynchronously! The fall session will end on 12/16. 9 out of the 21 students who took the CNA Pre-TEST with DCTC received a passing score! We are currently trying to set up a CNA Skills Class with these students at DCTC.
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			Proposed Budget: Delivery of online synchronous Pre-CNA Class for 88 class hours: \$37 x 48 hours + \$37 x 26 hours of prep = \$4,220 \$1,280 is allocated for paying for CNA Skills training class when students are not eligible for funding from workforce partners. The cost per class is \$275. Actual Budget: Delivery of online synchronous class and prep time = \$4,220
Objective 2: Provide a 24-hour synchronous online Pre-CNA/PCA course for ABE learners.	Lead: Rosemount-Apple Valley-Eagan ABE Manager, Eric Lind In 2021-22, Rosemount-Apple Valley-Eagan ABE developed and implemented a Pre-Certified Nursing Assistant (CNA)/ Personal Care Assistant (PCA) Certification Prep course that was offered in-person. It was developed using the PCA/CFSS training materials from the Minnesota Department of Health and Lakeville's PCA prep class as a model. Our teacher adapted those materials and also added components to help	June 2023	Proposed outcomes: 10-15 students will participate in the online class and be prepared to pass for the PCA certification exam and be prepared for a CNA certification course.

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	students prepare for a CNA course. ATLAS materials were used as a reference but were not the main source of materials. We plan to offer the in-person Pre-CNA/PCA class again in 2022-23, but that is not in our proposal. Our proposal for 2022-23 is to create an online version of our Pre-CNA/PCA prep course from last year and offer an online session. The proposal is for 15 hrs of curriculum planning to update the course as an online offering and for 30 hrs to offer the online class (24 hrs teaching and 6 hrs prep for the class). Rosemount-Apple Valley-Eagan ABE will develop and offer an online Zoom Synchronous Pre-CNA/PCA Prep course that also includes online asynchronous components. The online course will be adapted from the curriculum of the in-person version. A Regional Transitions Course Development Proposal has been completed for this course and will be submitted alongside the Regional Transition Plan. We will connect with Burnsville and Lakeville ABE to continue to share resources and strategies about our Pre-CNA/PCA Prep courses. We will also utilize PCA training materials from the Minnesota Department of Health. We will draw from health curriculum from ATLAS and we will connect with CNA training providers and CNA and PCA employers such as DCTC and Ebenezer. Class syllabus, lesson plans, contacts and lessons learned will be shared with interested ABE programs in the transition region. If there is space in the class, ABE students from other programs in the region would have the opportunity to attend	Students will gain the academic skills needed to pass the PCA certification exam and/or to succeed in a CNA certification course. Students will learn the medical terminology and specific content knowledge and skills to pass the PCA certification exam and/or to succeed in a CNA certification course. Students will learn the career pathway to become a PCA and/or CNA. Actual outcomes: 11 students completed the online Pre-CNA/PCA class and 10 of the 11 students passed the PCA certification test. The student who didn't pass plans to study more and retake the test. Proposed budget: Curriculum planning and development to create online
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	the class. The health sector is a leading employer in the region and of high interest to our students.		version of in-person course, 15 hours x \$37 per hour = \$555 Delivery of online class, (24 hours instruction + 6 hours prep) x \$37 = \$1,110 for a total of \$1,665 Actual budget: \$1,665
Objective 3: Provide two 6-week cohorts of the Introduction to Healthcare Careers bridge class, a class for mid to upper level ESL students interested in healthcare career opportunities.	Lead: Lakeville ABE and Dakota Prairie ABE Manager, Tracie Kreighbaum Over the past year, we have been teaching and refining a bridge-level Introduction to Healthcare Careers class that incorporates the Personal Care Assistance (PCA) and Community First Services and Supports (CFSS) test through the Minnesota Department of Human Services. Curriculum for this course was developed in 20-21 by a Lakeville GED teacher and shared with other local ABE programs and was sent to ATLAS this year to share state-wide on their Adult Career Pathways resource page. We would like to continue building the Introduction to Healthcare Careers class with testing for the PCA certificate in Lakeville and in Northfield in the 22-23 school. Studying for the exam, we have learned, increases students' confidence and builds community among the cohort members. It also acts as a catalyst for students to pursue a CNA course, other	May 30, 2023	Proposed Outcomes: Eight to 10 students in each cohort. Connect 75% or more of students with a partner employer or higher education representative. 37.5% or more of students will find employment, promotion, or additional education in a healthcare career field within 6 months of completing the cohort. Increase the number of partner employers and higher education institutions by 50%.

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	local healthcare career programs, or gain employment or advancement. Through this class we would like to continue building employer partners in the direct health services industry including senior care facilities, in-home personal care, and hospitals. To date, we have begun working with four partner employers: The Fountains at Hosanna (an Ebenezer senior living facility in Lakeville), The Moments Memory Care in Lakeville, Northfield Hospital, and Cannon River Senior Care Facility (Ebenezer senior living facility in Cannon Falls). We are also working directly with the Dakota County Technical College Customized Training program. In addition, we work with M Health Fairview/Workforce Development Specialist for Ebenezer, and the Dakota County Employment and Economic Assistance Department. Two cohort sessions (1 per site) for 6 weeks between September 6, 2022 and May 27, 2023. Sample schedule: Tuesday evenings, 5-8pm. October 4, 11, 18, 25, November 1, 8. Make-up date November 15. Student homework TBD: 1 hr/week on approved DL site. 24 contact hours total per student. 27 paid hours total per teacher.	A 100% pass rate on the PCA/CFSS test. Actual Outcomes: Cohort size ● Lakeville: 4 students completed ● Dakota Prairie: Transition to employment or additional training: ● Lakeville: 100% of students were connected with both a partner employer and higher education representative. ● Dakota Prairie: Lakeville Pass Rate: 100% Dakota Prairie Pass Rate: Proposed Budget: Funding for two teachers: one in Lakeville and one in Northfield, 4.5 days a day (3 hours each class + 1.5 hours prep and student contact time). Six weeks total per site. Teacher salary is estimated
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			at \$40/hr plus TRA/FICA. Total for two classes: \$3439.52 Actual Budget: Lakeville: \$1,420.67 Dakota Prairie: \$767.88
15) Goal 2:	Develop workforce and employer partnerships to help ABE learners find meaningful employment.		
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire transitions region?	Date for completion	Proposed/Actual Outcomes and Budget
Objective 1: Stillwater ABE will spend 100 hours in the transition year to research, attend outreach activities, and make connections with local employers and Washington County workforce representatives and assess site capacity	Lead: Stillwater ABE Teacher, Sarah Huhnerkoch Stillwater ABE will explore partnerships with local senior care facilities in the Stillwater (school district) area. Methods will include connecting with employer contacts and communication via email and phone with employers. Stillwater ABE will evaluate CNA needs/interest in the district area through various methods including in-person discussion and paper or electronic survey to determine if Stillwater should start a CNA class at Stillwater ABE or continue to refer students to neighboring programs that offer CNA. Explore CNA curriculum resources and structures through transition region and consortium partners.	June 2023	Proposed outcomes: Make contact via phone/email or virtual/in-person meeting with local employers. Connect with Washington County Workforce counselors to establish a two-way referral process and access resources for students. Hold class discussion, administer a student survey and discussion with community partners (senior

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for implementing CNA classes in Stillwater.	Connecting with employers will increase the general awareness of Adult Education with industry partners, which can benefit the entire transition region. This plan was not able to be executed. Funding has been reallocated to Goal 7, Objective 1.		care) to establish need. Assess Stillwater ABE's capacity to implement a CNA class (test prep) at our site in Stillwater and partner with one of our local senior care centers for the hands-on component. Proposed budget: 2 hours per week x 50 weeks x \$45 per hour salary= \$4,500 Actual Outcomes:
Objective 2: LNA will spend 175 155 hours in the transition year to	Lead: Lyndale Neighborhood Assoc. Teacher, Nicki Olalde Education Coordinator, Emma Beahler Lyndale Neighborhood Association (LNA) is in the process of expanding its education offering beyond ESL and needs to	June 2023	Proposed Outcome: Create LNA Transition survey and administer it to 30 students in the program.

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research, attend outreach activities, provide Transition programming and make connections with local employers.	conduct research in order to determine the best possible direction based on neighborhood learners' needs. This undertaking is in its beginning stages. Based on former and existing student feedback, we have learned that the number one reason for learners attending ESL programming is to secure or improve one's work situation. LNA will survey current students in regards to their transition needs. This information will be used to provide Transition programming in several ways at LNA: a weekly Transition class held at night, integrate Transition topics in English classes, and work with students on their unique employment and transition needs i.e applying to or researching programs, applying to specific jobs, resume work. This is new content for LNA so the teacher will need significant prep time to research career pathway options, explore local CareerForce resources, connect with employers, set up Transition themed guest speakers, and create a contact list of transition resources. LNA will utilize East Metro Transition Region partners and MN ABE ATLAS information to explore curriculum, contacts and resources. A portion of the Transition budget will be used to remove barriers by providing bus or Uber vouchers to students to attend orientations, interviews, or other Transition activities and provide food to incentivize participation in Transition survey and class. Connecting with local transition partners will increase the general awareness of Adult Education within the community, which can benefit the entire transition region.	Use data collected to influence topics to cover in a Transition class, with those resources shared in English classes, and individual student meetings. Weekly class content will be shared with another teacher, who will offer the same content to evening students 1 night per week on a slightly accelerated 8 week schedule. Weekly Transition class will meet for 3 hours, with 2 hours prep time each week, for 16 weeks in this Transition year, for a total of 65 hours. Attendance of class will be entered into SiD to track number of students and total contact hours. LNA will track the number of students they work with, number of resumes created and if students who participate in these classes obtain employment. Actual Outcomes: Proposed Budget: Develop and administer survey, research career pathway options,
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			explore local CareerForce resources, connect with employers and create a contact list of transition resources: 55 hours x \$30 = \$1650 Prep Transition lessons for group or individualized instruction, facilitate Transition class: 100 hours x \$30 per hour= \$3000 Student incentives for participation (food and transportation provided to participate in Transition activities): \$600 Total Budget: \$5250 Actual Budget:
Objective 3: Forest Lake ABE will spend 86 hours in the transition year to research, attend outreach activities, and make connections with local employers.	Lead: Forest Lake ABE manager, Susanne Kimber Forest Lake ABE teachers will begin the process of connecting with the local community in efforts to support students in their career goals post-GED and ESL classes. This process is in the beginning stages of development, outreach and research to determine job opportunities. Forest Lake ABE will explore ways to support ABE students in their job and career goals including: job searching, resume building, computer skills and interview skills. Forest Lake will connect with 2 local businesses per quarter to create relationships and knowledge of local work needs in the community. We will look for partnerships with local	June 2023	Proposed Outcomes: Do outreach via phone, email or in-person for 2 businesses per quarter for a total of 8 local businesses in the area. Create a spreadsheet of local business contacts with information on job opportunities and potential for relationship building. Creation of Northstar Essential

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	businesses and organizations to determine possible job openings and ways ABE can help serve their employees. Create a Northstar class in order to develop basic computer skills necessary for employment. Forest Lake will develop a binder of resources to use with students in their job search process, including resume building, networking skills, interview skills and online profiles (such as Linked in) and make connections with the Career Force Center of Washington County and attend their meetings. Connecting with employers will increase the general awareness of Adult Education with industry partners, which can benefit the entire transition region.	Computer Skills class for twice a week for five weeks in two-hour class periods. The number of participants will be tracked in SiD. Develop a binder of resources to use with students in their job search process, including resume building, networking skills, interview skills and online profiles (such as Linked in). Attend Career Force meetings to build relationships and knowledge, meeting time to be determined. Actual Outcomes: July-Sept, FL toured Team Vantage, met with Careerforce, met with Tim O'neil, met with college/career counselors at the high school, made many phone calls to employers and planned for upcoming Northstar class. (22 hours x \$40= \$880) Oct-Dec, Connected with the technology specialist at Hardwood Creek Library in
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			Forest Lake, taught a 5 week Northstar Digital Literacy computer class. (14.5 hours x \$40=580) Jan-March, Created a Career Search Google Doc. This includes links to the following: descriptions of jobs, interview attire, communication tips during an interview, research of the company, interview skills, questions to ask employers during interviews and tips for Zoom interviews. We also attended a resume building class at the FL CareerForce Center. (15 hours x \$40= \$600) Proposed budget: \$40.00/hour for teacher time x 2 hours per week (1 for each teacher) beginning July 2022 through June 2023 x 43 weeks = \$3,440
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16) Goal 3:	Support learners through partnerships between ABE and Developmental Education.		
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire transitions region?	Date for completion	Proposed/Actual Outcomes and Budget
Objective 1: Provide academic support to students enrolled in Introduction to Algebra, a development math course, at Inver Hills Community College. This will be a co-teaching model with the goal to enhance retention and completion rates in the class.	Lead: South Suburban ABE manager, Jeanne Zehnder An ABE teacher will provide 48 hours of instruction per semester for 2 semesters (Fall 2022 and Spring 2023.) 20 hours of paid planning time per semester will be used by the ABE teacher to coordinate with Inver Hills co-teacher, communicate about students, and reflect on successes and challenges. The ABE teacher will have 8 hours of prep time per semester (.25 per class period for 32 class periods). All students will complete an Adult Education intake form, a Math pretest at the beginning of the semester, and posttest before the end of the semester. Piloting this co-teaching model could be used to build partnerships with other ABE programs and the four Minnesota State campuses within the transition region.	June 2023	Proposed outcomes: 30-40 students total will participate in these classes in the 22-23 academic year. Math pre and posttests will provide evidence of growing math skills. Actual outcomes: We served 8 students in the fall session and 12 in the spring session. Contact hours totaled 929.5 hours (fall and spring combined). Of the 20 enrolled the average hours was 46. 10 students were post tested or 50% . 4 students/20% made a MSG. The students benefited with the extra support of 1-1 time. Teachers provided students with

			calculators and dedicated homework time was made available. This enabled staff to support in class as questions came up -Generally able to get to know the students better and noticing communication and student issues/barriers to success and the time and space to address them. The ability to support in this capacity staff feel retained and encouraged students. Staff had time to focus on soft skills such as organization and time management which will continue as students move through their studies. Takeaways: Develop a new schedule-3 days a week with a lab. Flexibility is a must and based on student needs. Math advising is needed. The blend of teaching styles is a win-win for students. Proposed budget: 48 hours of ABE instruction 8 hours prep+20 hours prep/planning per semester x 2 semesters = 152 hours x \$47.94
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			per hourly teacher rate + \$1241.12 in benefits= \$8,528 Actual budget:
17) Goal 4:	Provide services with an Ability to Benefit pilot at Pine Technical and Community college.		
Objective 1: SCRED will collaborate with Pine Technical Community College and Central MN Jobs and Training Services (CMJTS) to develop processes and organizational roles to provide customized educational and employment services to Ability to Benefit students.	Lead: SCRED ABE Manager, Sally Welsh An ABE instructor will explore a partnership with Pine Technical and Central MN Jobs and Training Services as PTCC pilots the Ability to Benefit (AtB) program on their campus. AtB students enroll in post-secondary education but do not have a high school diploma or a Certificate of High School Equivalency. These students will benefit from individualized educational and employment services which may include help with selecting appropriate classes based on career pathways, help understanding and navigating financial aid rewards, help problem solving potential barriers to completion of program such as child care, transportation issues, arranging tutoring, and streamlining referrals to one stop providers. Transition funds will be utilized to hold collaborative meetings in order to create templates and processes with PTCC and Central MN Jobs and Training Services, and fund training required by the AtB partnership, allowing each organization to provide their own services without	June 2023	Proposed outcomes: Number of Ability to Benefit students served will be tracked, along with referrals to CMJTS, and enrollments in WIOA programs. In this first pilot year, we anticipate 25 or more students will be served. Actual Outcomes: We actively partnered with PTCC and participated in all ATB meetings with MDE and the MN state system office and other college/ABE partnerships in this pilot project. We are farther ahead in this pilot than any other partnership. SCRED ABE and PTCC have all pieces in place, have our first student ready to start and are working on developing marketing.

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	duplication in a way that is student-centered. This structure will be shared regionally for other ABE/Campus AtB pilots.		The entire pilot timeline has been moved out per the system office and as directed by the entire project they are hoping for statewide about 25 people next year. The first students will start fall 23. PTCC/SCRED will have 4 or 5 career pathways to start in EMT, Welding, Nursing/medical/, networking. We are increasing our ABE time on campus next year to support this ATB project. Proposed Budget: 2 hours per week x \$45 hourly staff salary x 33 weeks = \$2970 Actual Budget: \$ 2970
18) Goal 5:	RTC provides leadership and facilitation services for existing and new transition partnerships.		
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire transitions region?	Date for completion	Proposed/Actual Outcomes and Budget
Objective 1:	Lead: RTC, Carly Voshell	June 2023	Proposed Outcomes

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Engage Dakota County Transition partners, and Washington-Ramsey County Transition Partners in quarterly meetings.	Meetings will be held to discuss progress of existing transitions initiatives, develop and implement plans, strategies, and initiatives of value to workforce development, Minnesota State colleges, library system, CBOs, ABE, and other partners to increase opportunities for students/clients/customers to realize successful transition to college and career opportunities. They could also include talks about funding streams, and leveraging and maximizing existing resources. Ensure WIOA requirements detailed in the Local and Regional Plans are priority topics of discussion at quarterly meetings, and additional work by WIOA partners to fulfill requirements and opportunities are attended to. RTC will coordinate work with the Workforce Development Board within the East Metro Region, ABE representatives, and county staff. Transition region will meet quarterly, on Zoom or in person. RTC will create an agenda featuring transition funding project updates, guest speakers and other helpful resources.	4 meetings, 1.5 hours long, with attendance from each consortium and partner agencies and guest speakers. Meeting recordings and agendas will be shared with all partners. Actual Outcomes Meetings were held on Zoom on August 11, November 17, 2022, February 16, and May 4, 2023. Zoom recordings and slides were emailed soon after the meeting was held, and are available on a shared Google Drive HERE. RTC recruited these guests to speak during Transition meetings: ● Proposed Budget 25 hours prep/planning, facilitating and post meeting follow up per meeting x 4 meetings per year= 100 hours x \$34/hour = \$3,400
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			Actual Budget
Objective 2: RTC attends relevant training, communicates with partners and coordinates shared google drive with transition resources.	Lead: RTC, Carly Voshell RTC will participate in training, conferences, webinars and other groups to enhance current and emerging transition activities by sharing information with the entire transition region. RCT will enhance outreach lists through engagement activities with employers, college partners and workforce representatives. RTC will work on engaging employers as potential ABE partners on behalf of the entire region but will put special focus on ABE consortiums in the region who do not have a specific transition proposal to enhance employer connections in this 22-23 transition plan. RTC will gather information from RAVE, Burnsville-Eagan-Savage, Great Rivers, Dakota Prairie, Lakeville and South Suburban on employer partnerships that could potentially evolve into a transition proposal for 23-24. RTC will also work with these consortiums to streamline referrals between their local one stop providers and continue to develop partnerships.	June 2023	Proposed outcomes RTC will track attendance to transition-related content on monthly timesheets. Contact list will be updated and available on the shared Google Drive for all partners. Phone call, Zoom call or in person meeting with 6 consortiums listed during the transition year to discuss transition needs related to one stop partners and employers. Actual outcomes RTC submitted monthly timesheets. A highlight of some of the transition related training and meetings include: • IET Webinar Series, RTC was a table coach for IT Career Pathways

			● Coordinating a Manufacturing Field Spotlight featuring 3 employers. Over 90 ABE students attended the panel presentation on Sept 29, 2022. An in-person site visit to the Schwing Manufacturing facility was held on November 10. See pictures and resources HERE. ● Met with Lyndale Neighborhood Association to navigate plan revisions based on changes to staffing that significantly changed their capacity to implement their 22-23 transition plan. RTC attended staff meetings with Dakota Prairie, Lakeville and South Suburban, and Burnsville-Eagan-Savage on Feb 27 via Zoom, Great Rivers on March 21, and provided a short video for RAVE on March 22. The content of this presentation
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			focused on broad transition concepts of funding, projects, timeline, and was focused on building relationships and encouraging project proposals for the 23-24 Transition year. Proposed Budget 160 hours x \$34/hour = \$5,440 Actual Budget
Objective 3 RTC performs project management duties related to 2022- 2023 Work Plan items.	Lead: RTC, Carly Voshell RTC will be the project manager for transition funding projects. This task includes: Soliciting ABE members for project proposals, providing feedback on proposals, developing and implementing a framework to evaluate proposals for funding, compiling the projects into a work plan, housing the work plan online and sharing access with project leads, submitting the work plan, responding to clarification questions seeking input from ABE members when necessary, tracking project outcomes, collecting project data, qualitative and quantitative, sharing findings, curriculum, or other resources from projects with partners, and performing other duties focused on maintaining accountability with the Minnesota Department of Education.	June 2023	Proposed Outcomes All transition members will have access to the plan on google drive. Clear timelines will be communicated. Transition projects will be spread throughout the region with all partners feeling supported by RTC through the transition plan process. Actual Outcomes

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			RTC has maintained the 22-23 Transition Plan on the google drive, communicated with Julie Dincau when needed, requested project proposals for next year, and kept track of outcomes on all projects. Proposed Budget:160 hours x \$34/hour = \$5,440
19) Goal 6:	N. St. Paul-Maplewood Oakdale ABE provides fiscal agent support for transition projects.		
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire transitions region?	Date for Completion	Proposed/actual Outcomes and Budget
Objective 1: Project leads for Goals 1-5 will submit invoices to RTC who will then approve and	Lead: N. St. Paul-Maplewood Oakdale ABE Manager, Scott Helland RTC will communicate with Project Leads to determine a reimbursement schedule that could include monthly, quarterly, or end of year only payment reimbursement.	June 2023	Proposed outcomes: Clear, structured reimbursement process

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submit for reimbursement from the fiscal agent.	Financial reimbursement happening in a timely fashion will eliminate financial barriers and allow all funded projects to thrive.		Reimbursement requests are submitted by the deadline Proposed Budget: \$467.48
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Goal 7:	To prepare students for careers in in-demand fields by obtaining certifications and training necessary for success.		
S.M.A.R.T. Objectives	Proposed Activities: Description How will this activity benefit the entire transitions region?	Date for completion	Proposed/Actual Outcomes and Budget
Objective 1 Create curricula for multi-leveled classes based on the following 4 topics from Project Discovery kits:	Lead: Great Rivers Adult Education Consortium Manager, Susie Evans and Project Coordinator/Teacher Project Discovery materials were purchased (\$60,000) under 1 time grant funding. Project Discovery is approved and validated by several national organizations, including the Council of Administrators of Special Education (CASE), the USDE, and the National Dropout Prevention Center. The kits contain hands-on materials and student and teachers	Curriculum writing will continue into 23-24 transition plan	Proposed Outcomes: Curricula for Child Care, Caregiving, Small Engine Repair and Food Service will be created and shared regionally.

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1. Child Care (ParaPro)	resources; additional work is also necessary to implement the classes.		
2. Caregiving (CNA/PCA)	An Adult Education Instructor will create presentation materials. Using Project Discovery materials, an educator will develop and implement Integrated Education and Training programs in the four in-demand career fields of Child Care, Caregiving, Small Engine Repair and Food Service.		Proposed Budget:
3. Small Engine Repair (Principles of Small Engine Certification)	The funding in this project will be strictly for curriculum development, but this project will continue into the 23-24 Transition Plan and will include a pilot with Great Rivers ABE students in the 23-24 school year.		145.16 hours x \$31 = \$4500
4. Food Service (Food Handlers/Food Protection Manager)	Google slide shows per leveled course will be shared with other Adult Ed programs. Teachers can “check out” the physical kits and the class can be replicated throughout the region. Great Rivers will work with East Metro ABE programs to replicate this pilot in the 2024-2025 Transition year.		

Revision History

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Date	Note change(s) and describe reason for the change(s)	Version
June 27, 2022	Goal 1, Objective 1: Added a partnership and referral system for Burnsville CNA students to connect with CareerForce and enroll in programs to assist with costs of training. Added into proposed budget for staff time to deliver online synchronous Pre-CNA Class. Goal 1, Objective 2: Additional clarification about Rosemount-Apple Valley-Eagan ABE's Pre-Certified Nursing Assistant (CNA)/ Personal Care Assistant (PCA) Certification Prep course. Goal 4, Objective 1: Removal of staff costs for navigation. Transition proposal shifts to coordinating processes and organizational roles between SCRED, Pine Tech and CMJTS to service Ability to Benefit students. Goal 5, Objective 2: Specified that RTC will meet with RAVE, Burnsville-Eagan-Savage, Great Rivers, Dakota Prairie, Lakeville and South Suburban for the purpose of enhancing one-stop and employer partnerships throughout the region, and not just for the Metro East Consortium, who are receiving transition funding for this purpose in Goal 2.	
Feb 10, 2023	Goal 2, Objective 2: LNA has experienced unforeseen staffing changes that affected their program's ability to carry out the transition plan proposed in Summer 2022. A revised transition proposal was developed to accommodate current program needs.	

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April 11, 2023	Goal 1, Objective 1: Burnsville reallocated \$2,000 from funding for CNA Skills Training class fees to Delivery of Online Synchronous Pre-CNA class. Foundation 191, a local school district grant source, is paying for CNA scholarships for Dakota County Technical College.	
May 8, 2023	Goal 2, Objective 1: Stillwater ABE is unable to use complete their proposed Transition activity. Funding will be reallocated.	
May 8, 2023	Goal 7, Objective: This is a new goal added to the plan to use up remaining funding. Great Rivers will spend funding on creating supporting lessons for child care, caregiving, small engine and food service Discovery Kits that will be used to pilot a new short term training program focused on helping students earn an industry recognized certification.	