

1) ABE Transitions Region	East Metro Transition Region	
2) ABE Consortia within the Transitions Region	List ABE consortia within the Transitions Region	Was this ABE manager involved in developing the 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 Neighborhood Association)	Yes
	Rosemount-Apple Valley-Eagan	Yes
	South Suburban	Yes
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 in Maplewood, Roseville, and 3 locations in St. Paul (Fairview Ave, Opportunity Center and Downtown) Washington County (Woodbury and Forest Lake), Library CareerForce Corner in South St. Paul as well as virtual services.	
5) Occupations in Demand	<u>South Central (Pine County area)</u> : agriculture, business/professional services, construction,	

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	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
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
	Jami Kritzeck (In the process of joining CMJTS board after retirement of Sally Welsh (Pine)		jkritzeck@scred.k12.mn.us		320.358.1224

	Carly Voshell (Ramsey)		cvoshell@isd622.org		(651)428-7740
11) The answers to questions 2-10 above identify contacts, locations, and systems that are essential in supporting adult learners in transitioning to employment, training, or postsecondary. Describe the relationships the ABE managers have with CareerForce, Perkins Consortia, Local Workforce Development Boards, and Minnesota State. Which relationships seem the strongest? Which relationships seem the weakest?					
Strong relationships: • Dakota County Technical College: DCTC hosted an in-person transition meeting in 2023 and has participated in 4 or 5 virtual meetings to work through what ABE partnerships in Co-requisite classes could look like. • Pine Technical and Community College (PTCC): The college has collaborated with ABE partners for ten years now on college math classes, machining courses and the pre healthcare class Medical Dosages. PTCC is also a leader in Minnesota's Ability to Benefit process and ABE is a partner in this work also. • Strong relationships with Washington County and Dakota-Scott County workforce development boards evidenced by engagement and communication. • Metro East Career Pathways (a collaborative of ISD 622, Mounds View and Roseville ABE have a two way referral system with Dislocated Worker provider MN Job Partners. Weak relationships: • Century College has been unwilling to meet to discuss co-requisite classes partnership with ABE. Century also has been a slower adopter of Ability to Benefit policies. • No strong relationships with the Perkins Consortia in our region. There used to be a stronger connection with the Northeast Metro Perkins Consortium but then someone retired and the new contact has not been consistent with attending meetings, sharing opportunities for collaboration or staying in contact.					
12) Goal 1:	Support learners through partnerships between ABE and Developmental Education/co-requisite model at local community colleges within our Transition Region who are willing partners in this collaborative work. 40% of our RTC funding is going towards this priority area.				

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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
Objective 1: Support Dakota County Technical with an ABE presence for two courses- English Writing Essentials and a drop in support class.	LEAD: Rosemount-Apple Valley-Eagan ABE manager, Eric Lind RAVE worked with DCTC for a College Algebra in the 2023-2024 school year and previously received transition funding on that class. RAVE will use regular state ABE funding for the math classes, and is expanding their partnership with DCTC for two classes in the 2024-2025 school year. In 2024-2025, RAVE will provide academic support to students enrolled in English Writing Essentials co-req course at Dakota County Technical College (DCTC). This will be a co-teaching model with the goal to enhance retention and completion rates in the class. RAVE will also provide academic support to students in a drop-in support class at DCTC. The support class will include many students who are English language learners. Class 1: English Writing Essentials An ABE teacher will provide 48 hours of instruction in the fall term (32 classes x 1.5 hours per class) and 48 hours in the spring term (32 classes x 1.5 hours per class). 20 hours of paid planning time per semester will be used by the ABE teacher to coordinate with the DCTC writing instructor/co-teacher, communicate about students, and reflect on successes and challenges. The ABE teacher will have 12 hours of prep time per in the fall term and 12 hours of prep time in the spring term (.25 hours per instructional hour).	Fall semester support ends December 2024 Spring semester ends May 2025	Proposed Outcomes: 40-60 students total will participate in these classes in the 2024-2025 academic year. Pre and posttests and course completion will provide evidence of growing academic skills. Attend Developmental Education Affinity Group. Proposed Budget: \$10,000 Cost breakdown Co-teaching in English Writing Essentials co-req course at DCTC: Course development and meeting time with DCTC writing instructor - 15 hours in fall term and 10 hours in spring term = 25 hours x \$45 = \$1125

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	Class 2: Drop-in support class An ABE teacher will provide 32 hours of instruction in the fall term (32 classes x 1 hours per class) and 32 hours in the spring term (32 classes x 1 hours per class). 10 hours of paid planning time per semester will be used by the ABE teacher to coordinate with the DCTC support class coordinator and tutors, communicate about students, and reflect on successes and challenges. The ABE teacher will have 8 hours of prep time per in the fall term and 8 hours of prep time in the spring term (.25 hours per instructional hour). All students will complete an Adult Education intake form, a CASAS STEPS Reading pretest at the beginning of the semester, and a CASAS STEPS Reading 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. A representative from Rosemount-Apple Valley-Eagan will participate in the Developmental Education Affinity Group.	Instructional and prep time - Fall term = 32 classes x 1.5 hour of instruction = 48 hours + 12 hours prep = 60 hours. Spring term = 32 classes x 1.5 hour of instruction = 48 hours + 12 hours prep = 60 hours. Fall + spring instruction and prep time = 60 hrs x 2 = 120 hours x \$45 = \$5400 Teaching in drop-in support class at DCTC: Course development and meeting time with DCTC tutoring class coordinator and tutors - 10 hours in fall term and 7 hours in spring term = 17 hours x \$45 = \$765 Instructional and prep time - Fall term = 32 classes x 1 hour of instruction = 32 hours + 8 hours prep = 40 hours.
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			Spring term = 32 classes x 1 hour of instruction = 32 hours + 8 hours prep = 40 hours. Fall + spring instruction and prep time = 40 hrs x 2 = 80 hours x \$45 = \$3600 Total for Co-teaching in English Writing Essentials co-req course at DCTC= \$1125 + \$5400 = \$6525 Teaching in drop-in tutoring class at DCTC = \$765 + \$3600 = \$4365 Grand total = \$6525+\$4365 = \$10,890 (only \$10,000 is budgeted from RT funds)
Objective 2: Support Dakota County Technical with an ABE presence for one co-requisite courses- English reading Essentials 0150	LEAD: Burnsville ABE, Susan Edmonson A Burnsville ABE teacher will provide 49.5 hours of instruction in fall (33 Tuesdays and Thursdays, 1.5 hours per class). 30 hours (because it's our first year) of paid planning time per semester will be used by the ABE teacher to coordinate with the DCTC Reading instructor/co-teacher, communicate about students, and	Fall semester support ends December 2024	Proposed Outcomes: 30-40 students total will participate in these classes in the 24-25 academic year. Pre and posttests and course completion will

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	reflect on successes and challenges. The ABE teacher will have 12 hours of prep time in the fall. If we are able to obtain additionally funding, Burnsville ABE will continue a support for the spring 2025 English Reading Essentials Class at DCTC with about same amount of hours: 52.5 instructional hours (35 Mondays and Wednesdays) with another 20 hours of paid planning time and 12 hours of prep time in the spring. All students will complete an Adult Education intake form, a CASAS Goals Reading pretest at the beginning of the semester, and a CASAS Goals Reading posttest before the end of the semester. A Burnsville representative will attend the Developmental Education Affinity Groups.		provide evidence of growing reading fluency and comprehension skills. Attend Developmental Education Affinity Group Proposed Budget: \$5,000 49.5 instructional hours + 30 hours of planning time + 12 hours class prep time = 91.5 instructor hours + ABE Manager Time
Objective 3: Support Pine Technical Community College with an ABE presence for one course- College Algebra.	Lead: SCRED ABE, Jami Kritzeck PTCC no longer offers a developmental math class and places its students directly into College Algebra. Unfilled positions in the college tutoring center have created a barrier for getting help in the course. The college has reported low retention and completion rates of the course, and approached ABE in the fall about this. The ABE instructor attended College Algebra spring semester as a “student” to experience the content. Then in the fall semester, they will support the class with tutoring outside of the class sessions.	Fall semester support ends December 2024 Spring semester support ends May 2025	Proposed outcomes: 20-30 students total will participate in the classes in the 24-25 academic year. Pre and posttests and course completion will provide evidence of growing math skills. Attend Developmental Education Affinity Group

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	Our ABE teacher will attend two sections of the course T/TH 11- 12:20 M/W 2:30- 3:50 one day in each section so students will become familiar with her as a resource on campus (3 hours in class). She will then offer tutoring in the college tutoring center or virtually, depending on student needs. (3 hours tutoring) for seventeen weeks. This will take place both fall 2024 and spring 2025 semester. A SCRED representative will attend the Developmental Education Affinity Groups.		Proposed budget: \$5,000 17 weeks x 6 hours (in class + tutoring) x 2 semesters x \$24= \$5000
13) Goal 2:	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: Dakota Prairie ABE will pilot a Drivers Education Preparation class to current and new students and will share resources with the East Metro Transition Region to reduce barriers to work, college and short-term training	LEAD: Clarice Grenier Grabau, Dakota Prairie ABE This project draws heavily from the Driver's Education class that was in the 23-24 East Metro Transition Plan as well as similar initiatives throughout Minnesota, such as a class from Faribault ABE. In 2023, "Driver's Licenses for All" passed in the State of Minnesota. Because of this new law, more than 80,000 Minnesotans can now apply for a license regardless of immigration status. Driver's licenses represent more than just transportation for our students. They are crucial to the ability to maintain a steady income, and are especially	Proposed Dates of 24-25 Driver's Education Classes: Session 1: Mon/Wed 6:00-8:00 PM July 8 July 10	Proposed Outcomes: Number of students who participate in Driver's Education Preparation class will be tracked, and students will be followed-up with to determine pass/fail testing results. Driving resources/slides and lesson plans will be

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and promote existing transportation career pathway classes available in the region.	critical in more rural areas like Northfield that have little or no public transportation. Whether our students are going to school, the doctor, or their place of work, transportation is consistently one of the top two most significant barriers (along with childcare) to students' ability to attend class. Without the means to drive, students are severely limited in their ability to come to class, go to job interviews, access resources, attend postsecondary education, and, ultimately, to advance their lives. The Dakota Prairie teacher will research existing driving resources and curricula, like those developed in our transition region by LNA, and will develop and then pilot a Driver's Education Preparation Class this summer. We will offer it again next June and incorporate any changes or updates that we learned were needed from the initial pilot. Nearly 70% of all Dakota Prairie students are native Spanish speakers and this class will be taught primarily in Spanish. The goal will be to develop and teach a class that can be replicated by the rest of the East Metro Transitions Region, as well as our neighbors to the south, who are home to the closest community college. This course is a possible pathway to a Commercial Driver's License (CDL) for Spanish speakers who do not drive due to	July 15 July 17 July 22 ----- Session 2: Mon/Wed 6:00-8:00 PM June 9 June 11 June 16 June 18 June 23	shared with Transitions Region. Proposed Budget: \$4500 ● instructional staff ● curriculum development ● intake and student registration ● printing of manual in Spanish
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	the lack of a Driver's License (DL). Students who enroll in this class can follow this pathway: Students with at least a moderate level of English proficiency can enroll in this class to learn the vocabulary and concepts covered in the Minnesota Department of Public Safety Knowledge Test (or Permit Test), which consists of 40 multiple-choice questions usually taken on a computer. After taking the class, if a student attempts and fails the Knowledge Test, they may take the Dakota Prairie Driver's Education class again the next time it is offered. Once a student passes the Knowledge Test, after three months they may take the Road Test. When they pass their Road Test, the student will receive their DL. After receiving a DL, a student can earn a 6-month Commercial Learner's Permit (CLP). This process involves knowledge tests and a medical exam. A CLP allows a student to practice driving a commercial vehicle with another CDL driver. After 14 days, a student may take the CDL test.		
Objective 2: Pilot Paraprofessional program and processes that can	LEAD: SSABE, Jeanne Zender Our community, like many others, is understaffed in schools especially in terms of paraprofessional positions in the three school districts we work with. SSABE will meet with various HR staff to determine recruitment strategies,	Recruitment materials will be available Fall 2024 Enrollment will run all year,	Proposed Outcomes: We will track the number of participants, certificates earned, contact hours, and

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be used throughout the region.	processes for enrolling participants in Para classes and/or independent study. SSABE will work with others in the transitions region who have these processes established (Mounds View and ISD 622, for example) to find what works best for their program.	ending in June 2025	students who enter employment. Recruitment materials, procedures and/or flow chart will be shared with region. Proposed Budget: \$4500 Purchase ParaEducator accounts, \$42 per person x 40 = \$1,680 Staff time \$30 x 94 hours = \$2820
14) Goal 3:	Create and pilot templates and processes for implementing a job shadow program to provide valuable learning opportunities for participants to gain experience with in-demand fields.		
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 reproducible Department and Program Area job shadow templates. Create student observation and experience templates in English	LEAD: Great Rivers Staff TBD Job Shadow Templates: Great Rivers will pilot an innovative job shadow program, creating tailored templates that cover all essential aspects of job shadowing and internship programs, ensuring they are comprehensive and easily adaptable for different needs. Great Rivers will conduct thorough research on best practices and consult with department heads and program managers representatives to gather insights and ensure that the templates accurately capture the nuances of each	Templates will be complete by June 2025	Proposed Outcomes: Great Rivers staff will meet with each department to develop the job shadow templates and identify specific job skills students will practice: 8 total

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and multiple languages These activities will be customized for the following career fields: Transportation, Facilities, Para Professionals, Nutrition Services, Technology, Office Professionals, Human Resources, and Communications.	role and ensure templates meet the specific requirements of each area and reflect current industry standards and compliance regulations. GR will tailor the templates to reflect the unique roles, responsibilities, and safety considerations associated with each department and ensure that each template covers essential elements such as job expectations, confidentiality agreements, safety protocols, and evaluation criteria. Student observation and experience templates GR will align the templates with the overarching objective of providing students with hands-on learning experiences that prepare them for future career pathways in their chosen vocational fields. They will ensure that the templates reflect the specific needs and requirements of each department, taking into account factors such as equipment, technology, and workplace culture. SCRED will establish a timeline for periodic reviews and updates to ensure that the templates remain relevant and effective over time.		departments X hours per department to learn about the relevant skills, job duties, all open positions, application/interview process, including creating/collaborating /editing documents per department. Proposed Budget: \$40 per hour for Great Rivers Staff X 5 hours x 8 departments x \$40 = \$1600
Objective 2: Instruct, support, and mentor adult learners during the job shadow experience.	LEAD: Great Rivers Staff - TBD GR staff will schedule job shadow experiences with various SoWashCo and Hastings Public Schools departments. Students will have the opportunity to shadow in various positions of interest including: Transportation, Facilities/Maintenance, Paraprofessional, Nutrition Services, Technology, Office Professionals, Human Resources, Communications	Date for completion June 2025 Job Shadow Tentative Dates: Sept. 23,24.30	Proposed Outcomes GR will track the number of participants, contact hours, level gains and employment goals in SiD. Goal is to work with 30 participants in this pilot. Total of 46 days for a

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	Great Rivers will provide personalized support to adult learners participating in the job shadow experience, addressing their individual needs and goals and act as a guide and mentor, helping learners navigate the various aspects of the job shadowing process, including understanding job roles, industry norms, and professional expectations. In this pilot, Great Rivers will establish clear benchmarks for success, such as the number of adult learners supported, the level of engagement during job shadow experiences, and the feedback received from participants. GR will develop resources and tools, such as informational materials and job shadowing agendas, to assist adult learners in making the most of their experience and collaborate with department staff to identify potential challenges.	Oct. 1, 7, 8, 14, 15, 21, 22, 28. 29 Nov. 11, 12, 18,19,25,26	Great Rivers Staff person TBD to work with students and attend/support the job shadow experiences. Track feedback from participants and departments that worked with job shadow students. Proposed Budget 3 hours per day of 46 days at \$40 per hour = \$5520 Total: \$7120
15) Goal 5:	Perform Regional Transition Coordinator duties for East Metro Transition Region.		
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: Engage partners in regular meetings to	LEAD: RTC Carly Voshell Meetings will be held to discuss progress of existing transitions initiatives, develop and implement plans,	Proposed Regional meetings:	Proposed Outcomes: 3-4 large group meetings each year, with 3-10

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encourage collaboration.	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. The large group transition region will meet on Zoom or in person. RTC will create an agenda featuring transition funding project updates, guest speakers and other helpful resources. Smaller meetings will also occur between RTC and individual ABE programs and/or other partners to meet the unique needs of projects in the 2024-2025 plan and to develop future transition activities.	August 2024, December 2024, March 2025 May 2025	small group meetings, on Zoom or in person. In Spring 2025, an in person meeting will take place to share proposed Transitions topics for the 2025-2026 FY. Meeting recordings and agendas will be shared with all partners. 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. Proposed Budget: 153 hours x \$34= \$5202
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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. Relevant transition updates will be shared with all Transition Region members.		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. Emails with transition updates will be sent weekly or as needed throughout the year. Proposed Budget: 100 hours x \$34= \$3400
Objective 3: RTC performs project management duties related to 2024-2025 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		Proposed Outcomes: All transition members will have access to the plan on google drive. Clear timelines will be communicated. Transition projects will

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	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.		be spread throughout the region with all partners feeling supported by RTC through the transition plan process. Proposed Budget: 100 hours x \$34= \$3400
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16) Goal 5: 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 1-4 will submit invoices to RTC who will then approve and submit for reimbursement from the fiscal agent.	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. Financial reimbursement happening in a timely fashion will eliminate financial barriers and allow all funded projects to thrive.	June 2025	Proposed outcomes: Clear, structured reimbursement process Reimbursement requests are submitted by the deadline Proposed Budget: \$278
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Revision History

Date	Note change(s) and describe reason for the change(s)	Version