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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 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 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.	

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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
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 until August 2023)		karen.gerdin@spps.org		651.744.7522

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	Carly Voshell (Ramsey starting August 2023)		cvoshell@isd622.org		651.428.7740
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 2023-2024 transition plan builds upon the regional work done in the past, while continuing growth focused on adult learners transitioning to employment, training and post-secondary. Funding is requested to expand ABE and Developmental Education partnership with colleges within the transition region (Goal 1), to prepare students for careers in in-demand fields by obtaining certifications and employment and digital literacy training necessary for success (Goal 2), support career pathway bridge programming (Goal 3), perform Regional Transition Coordinator duties (Goal 4) and fiscal coordination of transition activities (Goal 5).					
13) Goal 1:	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 region?		Date for completion	Proposed/Actual Outcomes and Budget	
Objective 1: Provide academic support to students enrolled in Introduction to Algebra, a development math	Lead: South Suburban ABE manager, Jeanne Zehnder This project received 22-23 Transition funding to pilot the partnership between South Suburban ABE and Inver Hill Community College. It was a successful first year but the class sizes were smaller than anticipated. SSABE and Inver Hills Community College are requesting to continue this partnership for another year to gain momentum.		Fall Semester completion: December 2024 Spring Semester	Proposed outcomes: 30-40 students total will participate in these classes in the 23-24 academic year. Math pre and posttests will provide evidence of growing math skills.	

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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.	An ABE teacher will provide 48 hours of instruction per semester for 2 semesters (Fall 2024 and Spring 2025). 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 pre-test at the beginning of the semester, and post-test before the end of the semester. Continuing the co-teaching model into a year two pilot is necessary to develop best practices that can be shared throughout the transition region and move towards sustainability of this program through contact hour collection. South Suburban representatives have presented at the Developmental Education Affinity Group and will continue to participate in the Group.	completion: May 2024	Attend Developmental Education Affinity Group Actual Outcomes: Proposed budget: 48 hours of ABE instruction 8 hours prep+20 hours prep/planning per semester x 2 semesters = 152 hours x \$56.98 per hourly teacher rate + \$1243.05 in benefits= \$9,904 Actual Budget: CV sent invoice 2/26
Objective 2: Provide academic support to students enrolled in College Algebra at Dakota County Technical College (DCTC). This will be a co-teaching model with the goal to enhance retention	Lead: Rosemount-Apple Valley-Eagan ABE manager, Eric Lind DCTC no longer offers a developmental math class and places its students directly into College Algebra. The DCTC math instructor and CASAS Goals testing of students in College Algebra this year have shown that the majority of students need additional support to succeed in this class. An ABE teacher will provide 30 hours of instruction in fall (15 Thursdays, 2 hours per class) and 49.5 hours in spring term (33 Tuesdays and Thursdays, 1.5 hours per class). 20 hours of paid planning time per semester will be used by the ABE	Fall Semester completion: December 2024 Spring Semester completion: May 2024	Proposed outcomes: 30-40 students total will participate in these classes in the 23-24 academic year. Math pre and posttests and course completion will provide evidence of growing math skills. Attend Developmental Education Affinity Group

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and completion rates in the class.	teacher to coordinate with the DCTC math instructor/co-teacher, communicate about students, and reflect on successes and challenges. The ABE teacher will have 7.5 hours of prep time per in the fall term and 12 hours of prep time in the spring term (.25 hours per instructional hour). All students will complete an Adult Education intake form, a CASAS Goals math pretest at the beginning of the semester, and a CASAS Goals math 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.		Actual Outcomes: Proposed budget: Course development and meeting time with DCTC math instructor - 20 hours in fall term and 20 hours in spring term = 40 hours x \$45 = \$1800 Instructional and prep time for two semesters = 98 hours x \$45 = \$4410 Total = \$1800 + \$4410 = <u>\$6210</u> Actual Budget: CV sent invoice on 2/26
Objective 3: Explore partnerships with Century College to work towards offering a co-teaching model similar to other East Metro projects (see Goal 1, Objective 1 and 2).	Lead: RTC, Carly Voshell Metro East Consortium used to work with Century College on a co-teaching mode. The ABE teacher was on campus assisting with several developmental classes. Changes in class delivery due to COVID and staffing turnover at the college are reasons why the relationship dissolved. First, ABE managers from Metro East Consortium will set up Zoom or in-person meetings to start the discussion about	First meeting will be held before December 2023 3+ meetings will occur during the	Proposed outcomes: Hold 3 or more meetings with ABE managers and Century College staff, remote or in-person Identify Century College contacts in Developmental Education, Deans, and other

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	collaborations. The group will discuss what Century is currently doing with developmental classes and where students need additional support. Metro East will explain their requirements: All students must complete an Adult Education intake form, an educational assessment at the beginning and end of the semester (most likely Casas Goals in the appropriate subject). Ultimately, this planning time could lead to a co-teaching model at Century, building upon the practices of Rebuilding a partnership with Century College will further expand our transition region's relationship with the four Minnesota State campuses. A Metro East Consortium will join the Developmental Education Affinity Group.	transition year until June 2024	roles that will assist in this partnership work Develop a proposal for the 24-25 Transition Plan with a co-teaching model Attend Developmental Education Affinity Group Proposed budget: RTC attends meeting during the year and communicates with group to facilitate partnership 20 hours x \$34 = \$680
14) 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 Create curricula and pilot multi-leveled classes based on the following 4 topics from Project Discovery kits: 1. Child Care (ParaPro)	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 for the courses will be completed December 2023 Pilot classes will be	Proposed Outcomes: Curricula for Child Care, Caregiving, Small Engine Repair and Food Service will be created and shared regionally. SiD will be used to track number of students, contact hours, and measurable skill gains for students in the pilot. We

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2. Caregiving (CNA/PCA) 3. Small Engine Repair (Principles of Small Engine Certification) 4. Food Service (Food Handlers/Food Protection Manager)	resources; additional work is also necessary to implement the classes. An Adult Education Instructor will create presentation materials. Using Project Discovery materials, an educator will develop and implement career pathway programs in the four in-demand career fields of Child Care, Caregiving, Small Engine Repair and Food Service. Great Rivers will explore the MDE process to document these programs as Integrated Education and Training in SiD. Students offered the course and official testing will pre/post test using CASAS Goals. We will offer the opportunity to students who have a CASAS level of ESL 3 or higher on a Level B test or higher. Participants may include current GED, High School Diploma, or English as a Second Language students to complete the modules. Pilot dates will be January 2nd, 2024 - June 5th, 2024. 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.	completed June 2024	anticipate cohorts of five or more completing 40 hours of instruction with three or more of those students attempting certification. Actual Outcomes: As of 4.22.24: Total number of students enrolled: 13 Total number of contact hours: 306 Total number of MSGs: 6 The upcoming class for para/childcare has an enrollment of 13 students. Proposed Budget: 10 hours per week for 25 weeks at \$31/hour = \$7750 The links, below, redirect users to the Google Drive Folders for the corresponding courses - each course has materials for three levels of learners. They are shared as “View Only.” You may
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			make copies for individual programs. • Caregiver Curriculum • Child Care Curriculum • Food Service Curriculum • Small Engine Repair Actual Budget: Paid to Katie Olives to prepare curriculum - linked above. 10 hours per week for 25 weeks at \$31/hour = \$7750 Great Rivers sent to CV on March 1st to be paid. CV sent to great Rivers on 2/26
Objective 2 Students will attempt official tests after completing and mastering coursework through the Project Discovery curriculum enhanced and created by and Adult Ed instructor.	Lead: Great Rivers Adult Education Consortium Manager, Susie Evans and Project Coordinator/Teacher Partnering with Hastings Public Schools and Sowashco Public Schools, we will connect students in these classes to job openings within the school districts. Our districts hire in Transportation, ParaProfessionals, and Nutrition Services. Partnering with Dakota County and Washington County Career Force agencies, we will also connect students with job opportunities in the community, especially in the healthcare fields.	Official testing beginning in May of 2024 for credential opportunities.	Proposed Outcomes: Number of students who attempt and pass official exams will be tracked. Referrals to Career Force and employers will be tracked. Actual Outcomes: We referred twelve of thirteen students enrolled in our Transitions programs to

			CareerForce for additional work readiness trainings and support services. Furthermore, six of the participants were referred to SoWashCo Schools' Nutrition Services Department for potential employment. We had six students take, both, the ServSafe Food Handler and Food Manager trainings. They all earned their Food Handler Certification and passed the Food Manager exam. They also received their Certified Food Protection manager certificate from MDH. The para pro class starts in May of 2024 and we expect to pay for those tests. One student enrolled in the Small Engine Repair class. She is currently reviewing course materials, but there was not enough time scheduled in the course for her to master the content based on her English Language Level. She continues with ESL class while working towards certificate readiness.
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			She is considering taking that exam this summer. As of 4/22/24 we have 10 students enrolled in the Pre-CNA class. We anticipate supporting at least 3 students to take exams moving forward. The following document is the outline for what will occur after this class: CNA and Other Care Positions and Pathways Proposed Budget: Official tests for Food Manager certification - 3 students @ \$180 = \$540 Official tests for Food Handler 5 students @ \$15 = \$75 Official tests for ParapPro 3 @ \$55 = \$165 Official tests for Principles of Small engines certifications through Equipment and Engine Training Council (EETC) 3 @\$59 = \$177
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			Official tests for Certified Nursing Assistant 3 @\$250 = \$750 Total requested for testing = \$1,707 Actual Budget: CV sent to Great Rivers on 2/26 Great Rivers sent an invoice on March 1st, 2024 to be paid.
Objective 3 LNA will pilot a driving class to current students and share resources with the East Metro Transition Region to reduce barriers to work, college and short-term training and promote existing transportation career pathway classes available in the region.	Lead: Lyndale Neighborhood Association, Sam Thanks to the “Driver’s License for All” bill, undocumented immigrants will be able to apply for an ID or Driver’s license beginning in October 2023. After surveying student transition needs, LNA has identified obtaining a Driver’s License as a significant barrier to entering employment for students in their program. Feedback from other ABE programs in our Transition Region has shown that other programs have students struggling with the same issue- not having the English skills to pass the test. Not having a valid driver’s license is a significant barrier to applying for jobs, getting to and from a job, accessing resources through a CareerForce site, attending a college information session or taking a college tour and many other transition activities.	Literature review of existing resources will be done by September 2023 LNA Driving Class will begin by December 2023 RTC will share updated CDL	Proposed Outcomes Number of students who participate in Driver’s class will be tracked, as well as pass/fail testing results. Driving resources/slides and lesson plans will be shared with the Transition Region. CDL programs will have an updated flier and video. CDL class Information will be shared with all Driver’s class participants.

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	The LNA lead teacher will explore existing driving resources, including what is being done to help students at ABE programs within the East Metro region, and then begin to pilot a driver's class with LNA students. Small group classes in English and Spanish will be held. The goal of this pilot is to provide the rest of the East Metro Transition Region with driving resources, lessons, and processes for implementing a driving class at their own site in the future, including ideas on non-ABE funding sources to pay for the application and/or testing fees associated with a driver's licenses. In addition, two ABE programs in the East Metro Transition region offer Commercial Driver's License certification training. School bus driver's and other transportation positions that require a driver's license or Commercial Driver's license are in demand in the transition region. Employers include school districts or other contract companies that provide school transportation, Amazon, FedEx, UPS, and USPS. RTC will work with Harmony Learning center and Great Rivers to create outreach videos and flyers to share with the region, and build partnerships with local employers in the transportation field with the help of workforce development partners. Information on CDL programs available in the Transition region will be shared with all Driver's class participants.	outreach materials by December 2023. First draft of Driving class will be available to consortium partners by May 2024	Transportation job contacts will be compiled on a Google Sheet and shared with the region. Actual Outcomes Proposed Budget Driver's Education class and resource \$4800 Actual Budget
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Objective 4 Technology Coordinator will expand the capacity of the East Metro Transition Region by creating resources to increase digital literacy, distance learning and transition skills to enhance successful transitions to work, training and post-secondary.	Lead: Burnsville ABE, Susan Edmonson “Computers are common in most workplaces. People in all occupations should know how to work with technology” (MyMNCareers). Similarly, using computers is essential to transitions to post-secondary education options. When an individual decides to apply for college or financial aid, they must complete both tasks online by creating accounts, verifying their email address, creating pin numbers, and navigating complex websites. Developing technology skills occurs through repeated exposure, integrating computer skills with English language skills and other content areas, exposing learners at all levels to web based curriculum and chances to practice digital literacy skills to build confidence and comfort with computers in order to pursue transition activities. Much like lessons at all educational levels form a ramp to increase English skills in greater complexity, the Technology Coordinator, will provide the structure and support to increase digital literacy capacity. The goal is to connect basic digital literacy tasks (using unique login credentials to access a distance learning program) to more complex, concrete transition tasks (clocking in and out in a digital time clock system on the job, or logging into D2L, the distance learning platform used across the Minnesota State Colleges and University system.) Technology Coordinator will keep an inventory of our chromebooks and check them out to students who are in need. This includes:	Proposed Outcomes: Students, staff and volunteers will be supported with technology needs and expertise to teach digital literacy skills via professional development/training throughout the year including hardware, software and account information support. Students who transition to work, training or post-secondary will be tracked in SiD. Students who qualify for the Federal Affordable Connectivity Program will be tracked. The Technology Coordinator will record the training and share the video and materials with other ABE Programs in the region. Actual Outcomes: Elizabeth Bennett has led several trainings as the Burnsville Technology Coordinator this year:
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	• keeping an updated spreadsheet with student names and checked out devices • keep track of attendance for students with a checked device, to ensure they are meeting attendance and post-testing requirements • submit tech tickets to district IT when a student is having problems with a school issued chromebook • Track student who enter employment, post-secondary or training in SiD Technology Coordinator will also develop and deliver training for staff and volunteers to expand capacity to teach digital literacy skills essential to successful transitions to work, training or postsecondary. • Trainings will include distance-learning platforms, Google Suite, Email and Video Conferencing. Being able to navigate abovementioned technologies are essential to successful transitions to work, training or post-secondary for every career field. • Once trainings are developed, they will be recorded and shared with other ABE Programs in the region. Training materials will be made available in an asynchronous course in Google Classroom, helping volunteers to become familiar with this commonly used platform. Volunteers and staff from other consortiums or regions will be welcome to join the training, either in person or online. The Technology Coordinator would also help apply for the Federal Affordable Connectivity Program to help students attain affordable internet access and devices to use at home.		• 1. Teacher/Volunteer training on online teaching options and skills, December 2023: She taught this during a staff PD day, and all of our volunteers were also invited. Teachers and volunteers reviewed and/or learned about different online • 2. Teacher/Volunteer Training on Magic School AI and Padlet, February 2024. She is teaching this during an online staff PD day and we are again, inviting all of our program volunteers to also attend. She will teach about how to use the AI feature of Magic School, which is created for teachers and will teach teachers and volunteers how to use padlets in lessons. It's a great tool for student interaction. • Elizabeth has also been in charge of all the student chromebook checkouts this year. She makes sure students are meeting attendance requirements and keeps student checkout records and devices they are using, filed and organized. • Elizabeth also connected us to Katrina Benson and Maria Gomez from Neighborhood House. Maria was working, through a grant, as a digital
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	Helping ABE students receive devices and internet will remove technology barriers to online job search, applying for jobs online, accessing resources through a CareerForce website, exploring college and short-term training websites and other transition related life skills.		navigator. They partnered with 191 to set up appointments with 191 ABE students and community members to work 1:1 with Maria to apply for ACP, Tech with Success, and Comcast discount programs. This partnership continued from October 2023- January 2024, we were then informed that ACP was “winding down” as their funding had not been renewed. Maria was successful in helping many of our ABE students sign up for ACP or get a device through Tech for Success. Elizabeth helped us coordinate this partnership. Proposed Budget: 12 hours per month technology coordinator x 9 months = 108 hours, 108 hours x \$38 per hour = \$4,104 Purchase technology from PCs for People to loan out to students for the purpose of transition to college, training or work: \$500
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			Actual Budget
15) Goal 3:	Provide Adult Career Pathways bridge programming.		
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 two 6-week cohorts for the Introduction to Healthcare Careers bridge class in Lakeville. This class is for mid to upper-level ESL students interested in healthcare career opportunities.	Lead: Lakeville ABE/ Dakota Prairie ABE Manager Clarice Grenier-Grabau, and lead teachers. Over the past few years, 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 ATLAS' Adult Career Pathways resource page (further refined by Rosemount Apple Valley Eagan ABE). We would like to continue building the Introduction to Healthcare Careers class with testing for the PCA certificate in Lakeville. Studying for the exam increases students' confidence and builds community among the cohort members. It also acts as a catalyst for students to pursue a CNA course, other 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 in-home personal care, senior care facilities, and	May 2024	Proposed Outcomes: Five to ten students in each cohort. Connect 100% of enrolled students with a partner employer or higher education representative. 50% or more of students will find employment, promotion, or additional education in a healthcare career field within 6 months of completing the cohort. Lakeville: _____ Increase the number of partner employers and/or higher education institutions by 50%.

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	hospitals. We also work directly with the Dakota County Technical College (DCTC) Customized Training program. Two six-week cohort sessions will be offered between October 1, 2023 and May 30, 2024 in Lakeville. Sample schedule: Saturday mornings, 9am-12pm for 6 weeks. Student homework 1 hr/week on an approved DL site such as USALearns. A total of 24 contact hours per student and 27 paid hours total per teacher per 6-week class. See budget for further details. This project was not carried out due to low enrollment. We will revisit in future to determine whether it is feasible to offer this course again.		A 100% pass-rate on the PCA/CFSS test. Actual Outcomes: Cohort size ● Lakeville: _____ Transition to employment or additional training: ● Lakeville: _____% of students were connected with both a partner employer and higher education representative. Lakeville Pass Rate: _____ Proposed Budget: Funding for teachers: Lakeville, 4.5 hours a day (3 hours each class + 1.5 hours prep and student contact time), one day a week. Ten hours of prep before each cohort initially begins. Cohorts meet for six weeks. Teacher salary is
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			estimated at \$40/hr plus TRA/FICA. Total for four cohorts: \$3,445.44 Actual Budget: _____
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15) Goal 4:	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 encourage collaboration.	Lead: RTC, Carly Voshell 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	June 2024	Proposed Outcomes: 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. All transition members will have access to the plan on google drive. Clear timelines will be communicated. Transition

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Objective 2 RTC attends relevant training, communicates with partners and coordinates shared google drive with transition resources.	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. 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.	projects will be spread throughout the region with all partners feeling supported by RTC through the transition plan process. 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.
Objective 3 RTC performs project management duties related to 2023- 2024 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	All transition members will have access to the plan on google drive. Clear timelines will be communicated. Transition

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	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.		projects will be spread throughout the region with all partners feeling supported by RTC through the transition plan process. Proposed Budget: 350 hours x \$34 per hour= \$11,900
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19) 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 2024	Proposed outcomes: Clear, structured reimbursement process Reimbursement requests are submitted by the deadline Proposed Budget: \$0 (currently, but that could change as 2023-2024 projects are revised)

Revision History

Date	Note change(s) and describe reason for the change(s)	Version
June 5, 2023	Revisions made to Goal 1 and 2 due to MDE reviewers comments.	
February 15, 2024	Goal 3, Objective 1 was unable to happen.	