

Section Five: Integration and Collaboration

5.1 Provide evidence of alignment to local or regional needs and strategies as outlined by local workforce development boards and/or partners in the workforce development plans (local and regional WIOA plans).

The Workforce Development Board of SE Minnesota and Winona along with the Director of Workforce Development, Inc. (WDA #8) provide the leadership to oversee the development and coordination of the regional workforce plan. The manager of Rochester Adult Education (RAE) is a member of the Workforce Development Board.

The regional workforce development area #6 and local workforce development areas SE #8 and Winona #18 plan include the following goals:

Goal 1: Enhance equitable employment and programming opportunities by cultivating inclusive workplace practices and workforce initiatives.

RAE aligns with the local and regional goals through a variety of ways:

- Reviewed and made changes to RAE's hiring and interviewing process to make it more equitable.
- Working with the Mayo Clinic, Olmsted County and Rochester Public Schools to agree to interview students who have completed the career pathway programming at Hawthorne and RCTC.
- Provide feedback from students to the district about their hiring practices.
- ACES/TIF standards are implemented in all the classes to increase students employability skills.
- Increase students' digital literacy skills to make them more competitive in today's workforce.
- Implement the CCR standards so students have the academic skills needed to be successful and competitive in the workforce and in postsecondary.

Goal 2: Strengthen collaboration and partnerships among employers, communities, and educational institutions to provide work-based learning opportunities, shared resources, and supportive services that cultivate a skilled workforce, aligning with employer needs.

RAE aligns with the local and regional goals through a variety of ways:

- Provide driver education and became an exam proctor site for the knowledge portion of the drivers exam.
- WDI navigators have office hours at RAE to help students with barriers to completing their educational and employment goals.
- RCTC transition advisor has office hours at RAE to help counsel and transition students smoothly to RCTC.
- Olmsted County, RAE and WDI have collaborated to provide internships to the Administrative Office Professional (AOP) students.
- RAE, Mayo Clinic HR, RCTC and Olmsted County representatives meet bi-monthly to discuss current career pathway programs and to discuss new career pathway programs that would meet the needs of the community. We are always encouraging new employers to join this group.

- RAE program manager and the college & career coordinator work with Mayo School of Health Science Phlebotomy and Pharmacy Technician directors to develop adult basic education curriculum that students take at RAE before applying to these preparation programs.
- RAE program manager and the college & career coordinator work with key RCTC faculty to develop curriculum that meets the common core requirements for our articulated classes.
- RAE program manager and the college & career coordinator are members of the RCTC Administrative Office Professional-Healthcare Office Professional (AOP-HCOP) Advisory Committee.
- RAE program manager is a member of the RCTC Nursing Advisory Committee.

Goal 3: Address workforce shortage challenges by expanding and enriching employer-led, sector-based career pathways training opportunities in key industry sectors.

The following are a list of the different career pathways offered at RAE to meet the workforce needs in SE Minnesota:

- Certified Nursing Assistant Certification
- Phlebotomy Preparation (assistance in the transition to Phlebotomy Technician Certificate Program at Mayo School of Health Science)
- Advanced Hospital Nursing Assistant (RAE courses transfer, along with assistance in the transition to RCTC)
- Office Support Certification
- Administrative Office Professional (RAE courses transfer, along with assistance in the transition to RCTC)
- Community Interpreter Certification
- National Retail Customer Service Certification
- Paraprofessional - Master Teacher Certification

The community leadership team for Bridges to Careers meets monthly to discuss the current pathways and to talk about future pathways. Many of the students who have entered and completed these pathways come from lower socioeconomic backgrounds, from minority racial/ethnic populations, or live with disabilities.

5.2 Describe the methods of referral between local workforce development partners and the consortium, addressing both how the consortium refers learners to workforce development partners, and how workforce development partners refer clients to the consortium.

- **Include how the consortium ensures that referrals are effective, and that individuals referred make meaningful connections with other agencies and services.**
- **Include how the consortium promotes concurrent enrollment in WIOA Title 1 programs (Adult, Youth, and Dislocated Worker) and Title IV programs (Vocational Rehabilitation).**

RAE has established a robust partnership with WDI, highlighted by a Memorandum of Understanding (MOU) with Local Workforce Development Area 8 – SE Minnesota. This MOU clarifies the roles and responsibilities agreed upon by both parties for operating the One-Stop Service Delivery System in the region. The One-Stop partners convene monthly to explore ways to enhance programming and services for job seekers and employers in SE Minnesota.

To keep each other informed, RAE coordinators occasionally attend WDI staff meetings to share updates on current programming accessible to their clients through RAE. In turn, WDI staff provide insights into their offerings that could benefit RAE students. The two organizations maintain a steady exchange of flyers, posters, and other informational materials.

RAE also offers office space for WDI's Bridges to Careers navigators. Each week, WDI navigators, the Rochester Community and Technical College (RCTC) advisor, and the RAE college & career coordinator come together to discuss the progress of co-enrolled students. These meetings also allow for conversations about additional programs in which students could co-enroll, maximizing the services available to them. Meanwhile, WDI's youth counselor spends time on-site, engaging directly with GED students and others eligible for the Workforce Youth Program. Vocational Rehabilitation also regularly refers students to RAE. The Vocational Rehabilitation counselors will usually attend the initial in-take meeting with the student. RAE has all students who are working with any of these agencies fill out a data privacy form so RAE staff can communicate and collaborate with these agencies to better serve the student.

In an effort to streamline client referrals, RAE, WDI and RCTC have collaboratively developed a referral process. They created referral forms for use by staff when working with students. Additionally, RAE staff routinely email designated contacts at WDI and RCTC, ensuring that when clients are referred to programming at RAE, communication is clear and efficient. When RAE sends a referral to WDI or RCTC, a note is added in the SiD system, enabling staff to easily follow up with the student and the respective agencies.

See Referral Forms Below:

[Referral From RAE to WDI \(1\).pdf](#)

[WDI referral to RAE.pdf](#)

[WDI Bridges to careers referral to RAE_09192024- Fillable \(1\).pdf](#)

[RCTC Referral Form to RAE \(3\).pdf](#)

5.3 Describe how instructional programming is developed and delivered in coordination and collaboration with other educational, training, social services, and employment resources in the community. Partner entities could include K-12 schools, postsecondary institutions, local workforce development boards, one-stop centers, job training programs, social service

agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and faith communities.

RAE works with many community partners to meet the educational needs of our learners. Successful collaboration between partners takes commitment and innovative thinking. RAE's most successful ongoing partnership is our Bridges to Careers programming. All Bridges stakeholders meet monthly to discuss and problem-solve issues that are preventing students from entering or completing the different career pathways offered through the program.

Current Partners:

Workforce Development Inc. (WDI): RAE works closely with WDI to develop career pathways that meet the needs of the Rochester community and the surrounding area. WDI helped to develop the Bridges to Healthcare Careers pathway, along with RAE and other partners. Today, Bridges to Healthcare Careers is currently our oldest and most successful pathway. With the success of Bridges to Healthcare Careers, we have since added Bridges to Education Careers as well as Bridges to Administrative Office Professional Careers and have changed the name to Bridges to College & Careers. Since 2015, 1184 people have enrolled in Bridges to College & Careers programming. RAE, WDI, RCTC, and community employers work together to develop comprehensive programs that address the academic and employability skills needed by individuals to be successful in employment and/or when transitioning to college. WDI provides on-site navigation services to the learners in these pathways, and participates in many classroom activities.

Rochester Community and Technical College (RCTC): As described above, RCTC plays an important role in our Bridges to College & Careers partnership, helping the stakeholders identify the academic needs of career pathway participants and strategizing about ways to help students meet these needs. Additionally, an RCTC transition advisor works with a RAE ABE instructor to develop curriculum and co-teach the D2L Transition to College class. The transition advisor is on-site two days a week, and during this time the advisor co-teaches the D2L class and meets individually with students to help them transition to RCTC. During the rest of the week, the transition advisor works with the Bridges to College & Careers students who are enrolled at RCTC. RCTC also places transition advisors in Rochester's four high schools as well as surrounding community high schools; the RAE college & careers coordinator works with these advisors to transition high school students who are not academically ready for college into RAE programming. RCTC also refers students who do not place high enough on their entrance exams to RAE to improve their academic skills as well as students who are on academic suspension from the college. The articulation agreements between RCTC and RAE have given ABE learners the opportunity to experience the rigor of college classes in a safe and supportive environment. These course articulations have provided the opportunity for RCTC and RAE staff to work together more collaboratively. The ABE instructor who teaches the articulated developmental English class at RAE co-teaches English 1117 - Reading and Writing Critically 1 with an RCTC English instructor when the students transition to RCTC. In addition, five other RCTC classes have integrated instructional support. We currently have twelve articulated classes with RCTC.

Mayo Clinic School of Health Sciences: The RAE college & career coordinator and ABE instructors work with the Phlebotomy and Pharmacy Technician instructors at the Mayo Clinic School of Health Sciences to develop a preparation curriculum and plan that will give the RAE's ABE students the academic and employability skills they need to be successful in careers at the Mayo Clinic.

Rochester Public Schools:

- **Early Childhood Family Education (ECFE):** The ECFE program in Rochester is known as PAIR (Parents Are Important in Rochester). The Family Literacy program at RAE is a collaboration between PAIR and ABE. The families enrolled in the Family Literacy program must attend classes Monday through Thursday, from 8:15am to 2:00 pm. The adult students participate in parent and child interaction time, parenting class, circle time, and ABE classes. Trained and licensed early childhood instructors help children develop kindergarten readiness skills. RAE hosts seven early childhood rooms and one parenting room dedicated to the Family Literacy program. In addition, students in our Bridges to Education Careers pathway receive their career experience through this program.
- **Alternative Learning Center (ALC), Mayo High School, Century High School, and John Marshall High School:** The ABE/GED coordinator works with counselors from the high schools to transition ESL students (ages 18 years and older) into RAE programming. The ABE/GED coordinator also meets with students at the four high schools to talk about their education options if they are considering dropping out of high school. Transitioning students to ABE is always treated as a final resort if students are under 18. The RAE college & career coordinator collaborates with the RCTC college transition advisor to transition any high school students who are not academically ready for college into RAE programming.
- **Rochester Public Schools HR Department:** RAE program manager works with the RPS HR department to transition students who have completed their ParaProfessional Certification or have completed the Administrative Office Professional pathway to employment with Rochester Public Schools.
- **RPS High School Counselors:** Work with the ABE/GED coordinator to make referrals to RAE.
- **RPS Drivers Education/Rochester DMV:** Provide on-site drivers permit test at RAE. Currently working with the DMV to make RAE a computer based testing site for the drivers permit test for only RAE and some RPS students.

Rochester Public Library: Many RAE instructors have toured the library with their classes. The library received grant money from The Reading Center to provide Orton-Gillingham based multisensory tools and training to volunteers. Many of these trained volunteers provide individual reading tutoring to struggling ABE students. The Family Literacy program invites the library to give parents a tour of the bookmobile and offer details about the bookmobile's schedule. RAE continues to explore opportunities to collaborate with the Rochester Public Library.

Mayo Clinic: Mayo Clinic has been an active partner in the development and implementation of the Bridges to Healthcare Careers and the Bridges to Administrative Office Professional Careers . A human resource representative attends the monthly leadership meetings to keep the partners updated with training requirements and employment needs. Mayo Clinic also provides financial support to the Bridges to Healthcare program and sends staff members to conduct mock interviews and to present to classes as guest speakers.

Olmsted County: The RAE college & career coordinator and ABE instructors have worked with the Olmsted County's MFIP supervisors to develop a curriculum and plan that will give the ABE students at RAE the academic and employability skills they need to be successful as office support specialists for

Olmsted County. The program manager and the college & career coordinator continue to work with Olmsted County's HR department to develop other career pathways for Olmsted County.

Public Health: RAE has a public health nurse on-site one day a week. The public health nurse assists students with medical referrals and does health education in the classes.

GeoTek: This year RAE is providing ESL classes on-site to GeoTek employees. GeoTek is paying their employees to attend ESL classes.

Winona State University (WSU): WSU nursing students taking the Community Health Nursing Course their senior year come to RAE to provide education about health related topics to RAE's ABE students. The WSU instructor for this class meets with the RAE program manager to discuss and plan what health-related topics the nursing students will provide throughout the year. Some of the projects the nursing students have completed include flu shot education, assisting public health with the flu shot clinic, tuberculosis education, nutrition education, blood pressure screenings, and presentations on health topics for both parents and children in the Family Literacy program.

University of Minnesota Rochester (UMR): University of Minnesota Rochester (UMR) has chosen RAE to be one of their sites for their Behavioral Sciences upperclassmen to choose from for their Community Collaboration project. The collaboration is overseen by a UMR professor and our navigator/volunteer coordinator. Four or five UMR students will be placed each semester to do a combination of direct contact with ABE students and a project. During spring semester 2025, two students volunteered once a week in the Skills Enrichment Lab, one student volunteered in Intermediate Writing, and one student volunteered in an Online Reading 2 class. For the project component, two students teamed up to search for and write a grant, under the guidance of a professor, and in collaboration with our navigator/volunteer coordinator. The goal of the grant is for funding to help RAE students access behind-the-wheel drivers training through a local driving school. The other two students teamed up to coordinate a spring clothing giveaway event.

Collaboration Among Rochester Educators (CARE): This group has representatives from RPS and RCTC. This group meets monthly to collaborate on projects that promote student successful transition to college.

Jeremiah and Adult and Teen Challenge: These two organizations' counselors work closely with RAE's coordinators to develop educational plans for their clients.

5.4 Describe any collaboration with local and county correctional facilities. Address how the consortium ensures that programming in correctional facilities provides sufficient intensity and duration of instruction. Include the following:

- **A brief description of the instructional content and schedule of ABE programming occurring in the local or county correctional.**
- **Description of all support received from the correctional institution, including financial.**

RAE provides instructional programming at the county jail, offering 14 hours of programming each week throughout the school year. The program manager maintains regular communication with jail administration to ensure the curriculum and schedule align with the facility's needs. Currently, RAE provides classes four days a week during the school year and three days each week over a nine-week summer session.

Inmates looking to enhance their academic skills or work towards earning a GED or diploma can access tailored instruction in reading, writing, and math. Additionally, those who are ready for the GED can get focused content instruction to help them succeed. English as a Second Language (ESL) learners can improve their English language skills, while employment readiness topics, including cover letter and resume writing, interviewing techniques, and job applications, are also part of the curriculum.

The GED coordinator plays a vital role by facilitating the county jail's approval as a GED testing site, enabling on-site testing for students twice a month. This support extends to answering any GED-related inquiries from jail staff. The county jail demonstrates its commitment to education by contributing \$15,000 towards the teacher's salary, ensuring that inmates have access to these essential learning opportunities.

5.5 Describe any collaboration with Tribal Nations, if one or more are partially or entirely within the geographic area served by the consortium, or if the consortium serves a significant number of members of a particular Tribal Nation.

RAE does not currently have any Tribal Nations located within our geographic area. The district acknowledges that the land that the district is using was the native land belonging to the Wahpeton tribe. Currently SiD data shows that eleven students identify themselves as American Indian or Alaskan Native.

5.6 Describe the consortium's role in developing and implementing the regional transitions plan.

The RAE program manager participates in writing the regional transition plan. The regional transition coordinators (RTCs) facilitate meetings to gather input for the plan from all the regional managers. The RTCs then write the plan and distribute it to all the managers for review and revisions. Once all the managers agree on what should be included in the regional plan the RTCs submit it to the state for approval (See Document N). Once the state has approved the plan, the RTCs facilitate regular implementation meetings with the managers in the region. Red Wing is the fiscal agent for the transition dollars. Jill Rivard (Red Wing Manager) and Penny Jahnke (Albert Lea Program Coordinator) are the current RTCs for our region. The transition funding has provided the opportunity for the SE managers to collaborate and implement new and exciting career pathways across the region.

5.7 Indicate the individual who currently serves as the ABE Representative to the Local development areas, please list each representative to each board. How does the RTC communicate the information from the quarterly regional transition meeting to the entire

transition region? How does the ABE representative to the local workforce development board communicate the information from the Local Workforce Development Boards to the entire Workforce Development Area?

The Regional Transitions Coordinators(RTC) are Jill Rivard of Red Wing ABE and Penny Jahnke of Albert Lea which is part of the SE consortium. Nadine Holthaus of Rochester ABE is the ABE representative on the SE MN Workforce Development Board(WDB). The RTC's and ABE representative share regional transitions and WDB information with the SE ABE programs at the regularly scheduled regional meetings and through regular email updates.