

Minnesota Department of Education
Adult Basic Education Office

**State FY 2015 Transitions Aid
Regional Funding Proposal and Reporting Form**



State Fiscal Year 2015 / ABE Transitions Aid

ABE Transitions Region		Minneapolis Region			
<i>Name of the contact person</i>		Carlye Peterson	<i>E-mail</i>	carlye.peterson@mpls.k12.mn.us	<i>Phone</i> (612) 668-3802
<i>Final Report Due: June 30, 2015</i>					
Activity 1	<p>1. All ABE consortia will program, or participate in, on-going, sustainable, transitions programming in a minimum of one of the following areas:</p> <ul style="list-style-type: none"> • bridge into Minnesota FastTRAC or other Adult Career Pathway • short-term certificate (CPR/First Aid/AED, ServSafe®, ParaPro, etc.) • work experience (apprenticeship, internship, job shadow, volunteering, etc.) 				
S.M.A.R.T Goal:	Create a regional two and a half year work plan for the Minneapolis transitions region and submit it to MDE-ABE on December 23, 2014 for approval.				
Objective(s)	Activities: Description	Timeline		Budget	
Identify transitions needs at local ABE sites, community based organizations, and jail programs.	Plan meetings with Minneapolis Adult Education (South/North Campus, Wells-Fargo, MCTC, and Government Center) to evaluate current ABE programming and identify needs.	To be completed by July 30, 2014 (15 hours for RTC x \$27)		\$405	
	Plan meeting with Minneapolis consortia members AIOIC and International Education Center to evaluate current ABE programming and identify needs.	To be completed by August 30, 2014 (8 hours for RTC x \$27)		\$216	
	Plan meeting with Minneapolis Adult Education Partnerships Community Services CBO to evaluate current ABE programming and identify needs.	To be completed by June 2015 (15 hours for RTC x \$27)		\$405	

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Identify transitions needs at local ABE sites, community based organizations, and jail programs.	Set up a 3 – 4 hour meeting with all Minneapolis transitions partners to review the two and a half year work plan.	To be completed by February 27, 2015 (5 hours for RTC x \$27)	\$135
		(Supplies for large meeting including copying, refreshments, etc.)	\$300
	Finalize draft work plan	To be completed by December 10, 2014 (10 hours for RTC x \$27)	\$270
	Send detailed work plan into MDE-ABE for approval	December 20, 2014 (2 hours for RTC x \$27)	\$54
	Attend ABE state training on identifying local ABE community needs.	July 2014 (7 hours for RTC x \$27)	\$189
	September 2014 & December 2014 RTC Quarterly Meetings	(2 hours for RTC x \$27)	\$54
	RTC To attend and present on local career pathways short-term certificates at 2014 Summer Institute – August 20 & 21, 2014 and at Metro Fall Regional – October 24, 2014	travel and hours	\$230

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	Program Coordinator and Career Pathways teacher from MPS-AE to attend the National Transitions Conference in Rhode Island in Nov. 2014 – information gathered from conference was sent out via monthly RTC Update to Minneapolis Region and in MPS-AE newsletters	November 11 – 14, 2014	Registration (\$800) hotel (\$1200), travel (\$1200) and per diem (\$600) total \$3800 Subtotal = \$6,058
Activity 2	Begin integrating the ACES Transitions Integration Framework (TIF) into all programming		
S.M.A.R.T Goal:	To document the extent of ACES training within the Minneapolis Transitions Region and embed ACES professional development goals within the two-year work plan. (Jan. 1, 2015 – June 30, 2015)		
Objective(s)	Activities: Description	Timeline	Budget
Identify the extent of ACES training that has happened within the transitions region.	This will be an included part of discussion in the consortia meetings scheduled above in Activity 1.	September 30, 2014	No additional cost (see above for travel/FTE costs)
Finalize ACES Training for PLC 1	Finalize ACES PLC Training 1 @ International Education Center (Dates: June 27, July 25, Aug. 8)	Stipends for 4 participants (\$50 each)	\$200
Provide introductory ACES training in the Minneapolis Region for programs that have not yet been exposed to it.	Invite AIOIC, Somali Success School and Volunteers of America Adult programs to participate in a PLC 1 professional development series (these programs will be highly encouraged to send staff to PLC 1 at the Feb. regional meeting)	The PLC 1 will be completed by May 2015. Estimate five participants will receive a one-time stipend of \$75 and the facilitator will be paid \$300 stipend – copy and supplies costs of \$100	\$675 \$100
			Subtotal = \$975

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Activity 3	Begin integrating the ACES Transitions Integration Framework (TIF) into all programming		
S.M.A.R.T Goal:	To reinforce the ACES –TIF training that has already taken place and provide additional venues for ABE personnel who have not been exposed to ACES to receive professional development. (Jan. 1, 2015 – June 30, 2015)		
Objective(s)	Activities: Description	Timeline	Budget
Continue to expand ACES TIF integration into ABE programming by implementing PLC 2 for teachers who completed PLC 1 and are familiar with the TIF	Provide additional opportunities for teachers to participate in ACES PLC 2 (either F2F or Hybrid PLCs) professional development/collaboration time. There was great participation in the Minneapolis Region for PLC 1. We anticipate another strong turnout for PLC 2 in the region. Minneapolis and St. Paul Transitions Regions will also collaborate by offering PLC 2 to ABE instructors and staff from both regions. However, stipends will be paid by to participants from their workplace regions.	Schedule two PLC cohorts for two different time periods for up to 20 teachers (2 x 20 x \$75 each) and two facilitators (2 x \$300 each) from the Minneapolis Transitions Region Supplies—copies, refreshments, etc. (2 x \$100) These PLC cohorts will happen between March – June 2015.	\$3000 \$600 \$200 Subtotal = \$3,800
Activity 4	Collaborate with MnSCU post-secondary education institution		
S.M.A.R.T Goal:	To strengthen and reinforce the collaboration between MCTC and MPS-AE (Jan. 1, 2015 – June 30, 2015)		
Objective(s)	Activities: Description	Timeline	Budget
Strengthen connection and collaboration between MCTC and MPS-AE	2014 was a breakthrough year for collaboration between MPS-AE and MCTC. Highlights included teacher meetings at the beginning of the year, ABE Math classes on site at MCTC, classroom observations by ABE teachers and MCTC instructors, and continued discussions in programming. We propose to	January 1, 2015 – June 30, 2015	

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<p>Strengthen connection and collaboration between MCTC and MPS-AE</p> <p>MCTC tours for programs in region</p>	<p>continue this positive path with continued intentional collaboration between programming in the region.</p> <p>MPS-AE MCTC Program Coordinator to continue presence and creating of collaborative environment to include meetings to coordinate with MCTC and ABE staff</p> <p>This has been an excellent opportunity for students to get a first-hand experience at MCTC</p>	<p>5 hours x week x 26 weeks = 130 hours x \$35 (hourly rate \$27 = fringe) January 1, 2015 – June 30, 2015</p> <p>MCTC Program Coordinator to work with programs in region (MPS-AE, IEC, AIOIC) for tours (10 hours x \$35 (hourly rate \$27+ fringe) January 1, 2015 – June 30, 2015</p> <p>Transportation (2 trips x \$300 for bus = \$600)</p>	<p>\$4,550</p> <p>\$350</p> <p>\$600</p> <p>Subtotal = \$5,500</p>
Activity 5	Expand Career Pathways Programming in Healthcare		
S.M.A.R.T Goal:	To strengthen the careers in healthcare career pathways programming in MPS-AE and region (Jan. 1, 2015 – June 30, 2015)		
Objective(s)	Activities: Description	Timeline	Budget
Expand career pathways programming in the healthcare field	MPS-AE is the conduit for transitioning students from mostly ELL-programming in the Minneapolis Region to post-secondary and training opportunities. The Healthcare Careers pathway is seeing tremendous growth in the	January 1, 2015 – June, 30, 2015	

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	<p>metro area. According to the City of Minneapolis Trends , there has been an increase of 3,561 jobs in Healthcare and Social Assistance from Quarter 4 2012 – Quarter 4 2013. The City of Minneapolis has highlighted healthcare as one of the seven areas of job focus.</p> <p>The Minneapolis Transitions Region has a very large population of ELL learners. Most of the programs in the Minneapolis Region dedicate their programming to serving the pre-literacy to high-intermediate learners. During the MPLS-RTC survey, it was noted that many students desire work in the healthcare field.</p> <p>Students in the Minneapolis region are encouraged to transfer to MPS-AE when they have reached a level for career pathways programming as smaller programs do not have higher-level instruction. In this type of model, the partner program of the Minneapolis Consortium can be viewed as the “pre bridge” programming, MPS-AE as the bridge programming in helping learners move from ABE to post-secondary (MCTC or PPL) or Training (PPL).</p> <p>In order to meet the needs of programs in the region, we propose to expand Health Careers programming at MPS-AE to suit the needs of the community and desires of students for livable wages and advancement in employment opportunities.</p>		
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Expand career pathways programming in the healthcare field	<p>Expand programming to add a 1 quarter (36 hour) Medical Terminology 1 to include vocabulary and career pathway exploration in healthcare. This course will align with the higher level course offered at partnership program PPL.</p>	Curriculum development (60 hours x \$40 (hourly rate \$30+ fringe)	\$2,400
	<p>This includes teacher to remix current curriculum to meet the needs of partnerships and students' reading and vocabulary levels. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.</p>	Classroom set of Medical Terminology 1 text & materials to use on an ongoing basis (\$25 x 50 books (1 set for each site North Campus and South Campus	\$1,250
	<p>MCTC will no longer offer their CNA programming and this is the perfect opportunity for MPS-AE to include a pre-CNA course in the careers in healthcare pathway. We propose to create a pre-CNA course that will allow students to progress into training opportunities and/or further education. The proposed course will align with PPL, ESNS, and MCTC. The teacher will remix current curriculum to meet the needs of partnerships (MCTC's former curriculum for students in ABE). The curriculum needs to be an OER (open educational resource) so it can be freely shared. This course is a pre-CNA course due to the students' level of English. We will work on future CNA certification.</p>	Curriculum development (60 hours x \$40 (hourly rate \$30+ fringe)	\$2,100
		Classroom set of pre-CNA text & materials to use on an ongoing basis (\$25 x 50 books (1 set for each site NC and SC)	\$1,250

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<p>Expand career pathways programming in the healthcare field</p>	<p>Expand programming to add a 1 quarter (36 hour) Direct Service Professional (DSP) course include vocabulary and career pathway exploration in healthcare. This proposed course will align with PPL and ESNS. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.</p> <p>(In all programming, we will not create curriculum if there is something that is open and available to use. However, there may be the need to adjust the curriculum to meet learner needs.)</p> <p>To support the increased participation and class sizes of the Health Career pathway courses, we propose purchasing additional manikins and AED equipment for two campuses.</p> <p>MPS-AE Curriculum Coordinator, Regional Transitions Coordinator, and MPS-AE Program Coordinator (MCTC) time spent to coordinate and promote collaboration between programming in the Minneapolis Transitions Region. Time will be spent between the two to work on distributing materials to ELL programs in the region to help better communicate the career pathways and their options to all</p>	<p>Curriculum development = (60 hours x \$40 (hourly rate \$30+ fringe)</p> <p>Classroom set of DSP text & materials to use on an ongoing basis (\$25 x 50 books (1 set for each site NC and SC)</p> <p>Realia for pre-CNA and DSP (PCA) courses (anatomical torsos, wheelchairs, walkers, Personal Protective Equipment, etc.)</p> <p>Additional child and adult manikins and AED simulator each for North and South Campuses</p>	<p>\$2,400</p> <p>\$1,250</p> <p>\$2,680</p> <p>\$3,377</p>
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<p>learners in the Minneapolis region. The RTC will also work to have more collaboration with current (PPL, ESNS) and new (AIOIC) training partners in the region. Collaboration takes time and with collaborative process, the facilitation will be smooth in transitioning students in the Minneapolis region.</p> <p>Collaborative time for healthcare career pathways teachers to meet with each other and to meet with partnerships to coordinate curriculum alignment. This may include classroom observations, site visits to healthcare facilities, and working with human resources professionals in healthcare facilities to prepare students for transitions to employment</p> <p>Train current AE staff in Healthforce MN Healthcare Core Curriculum Run two complete sessions (ranging in time from quarters/semesters) at different time periods.</p> <p>(Please see below for diagram of Healthcare Programming in Minneapolis Region)</p>	Curriculum Coordinator = (2 hours per week x 26 = 52 hrs x \$40 (hourly rate \$30 + fringe)	\$2,080
	Regional Transitions Coordinator = (2 hours per week x 26 = 52 hrs x \$40 (hourly rate \$30+ fringe)	\$2,080
	MPS-AE Program Coordinator = (2 hours per week x 26 = 52 hrs x \$35 (hourly rate \$27+ fringe)	\$1,820
	3 teachers @ 20 hours each (60 hours x \$40 (hourly rate \$30 + fringe)	\$2,400
	\$140/training fee for each of three teachers; nine hours per teacher for training time @ \$40/hour-36 x \$40	\$420.00
	128 hours of instruction at \$40/hour	\$5,120
		Subtotal = \$33,667

Budget Summary for year 1 (01/01/15 – 6/30/15)

- Activity 1 – Develop a two and a half year work plan for Minneapolis region. \$6,058

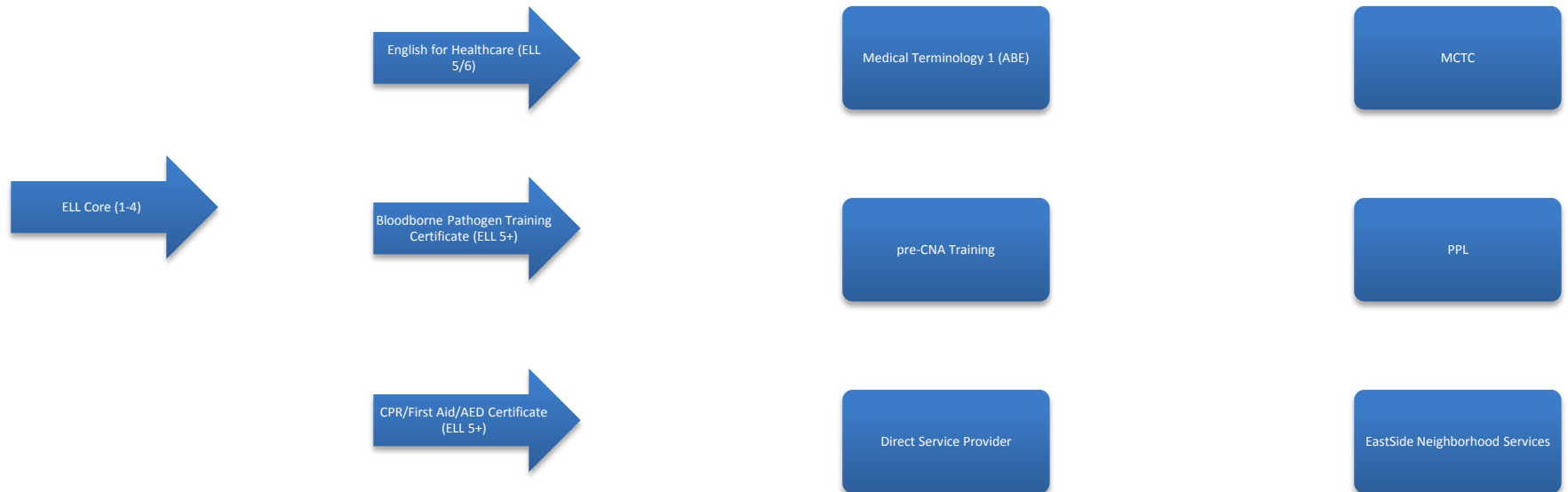
State Fiscal Year 2015 / ABE Transitions Aid

Healthcare Pathways in Minneapolis Region

Current Programming in Minneapolis Region

Proposed Programming

Transitions to Partnerships



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ABE Transitions Region		Minneapolis Region		
<i>Name of the contact person</i>	Carlye Peterson	<i>E-mail</i>	carlye.peterson@mpls.k12.mn.us	<i>Phone</i> (612) 668-3802
<i>Final Report Due: June 30, 2015</i>				
Activity 1	<p>All ABE consortia will program, or participate in, on-going, sustainable, transitions programming in a minimum of one of the following areas:</p> <ul style="list-style-type: none"> • bridge into Minnesota FastTRAC or other Adult Career Pathway • short-term certificate (CPR/First Aid/AED, ServSafe®, ParaPro, etc.) • work experience (apprenticeship, internship, job shadow, volunteering, etc.) 			
S.M.A.R.T Goal:	Continue with a regional two-year work plan for the Minneapolis transitions region. (July 1, 2015 – June 30, 2016)			
Objective(s)	Activities: Description	Timeline	Budget	
Continue to identify and respond to transitions needs at local ABE sites, community based organizations, and jail programs.	Plan bi-yearly meetings with Minneapolis Adult Education (South/North Campus, Wells-Fargo, MCTC, and Government Center) to evaluate current ABE programming and identify needs. Staff commented after the initial regional survey that these meetings were worthwhile and a great opportunity to share and collaborate.	To be completed by June 30, 2016 (20 hours for RTC x \$40 (hourly rate \$30+ fringe)	\$800	
	Plan once-a-year meetings with Minneapolis consortia members AIOIC and International Education Center to continue a culture of collaboration and sharing to meet transitions needs in the Minneapolis Region.	To be completed by June 30, 2016 (approx. 2 hours per meeting & 2 hours follow-up = 4 x 10 = 40 x \$40 (hourly rate \$30+ fringe)	\$1,600	

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<p>Continue to identify and respond to transitions needs at local ABE sites, community based organizations, and jail programs.</p>	<p>Plan meeting with Minneapolis Adult Education Partnerships and Community Services CBOs to evaluate current ABE programming and identify ways to transition Minneapolis Region ABE learners to post-secondary educational opportunities and training programs.</p>	<p>To be completed by June 2016 (20 hours for RTC x \$40 (hourly rate \$30+ fringe)</p>	<p>\$800</p>
	<p>Set up a 3 – 4 hour meeting with all Minneapolis transitions partners to review the two and a half year work plan.</p>	<p>To be completed by March 2016 (5 hours for RTC x \$40 (hourly rate \$30+ fringe)</p>	<p>\$200</p>
		<p>(Supplies for large meeting including copying, refreshments, etc.)</p>	<p>\$300</p>
	<p>Mpls RTC to attend quarterly meetings for 2015 – 2016 academic year</p>	<p>4 meetings per year (7 hours for RTC x 4 x \$40 (hourly rate \$30+ fringe)</p>	<p>\$1,120</p>
	<p>3 Career Pathways teachers from Minneapolis Region to attend the National Transitions Conference in Rhode Island in Nov. 2015 – information gathered from conference will be sent out via monthly RTC Update to Minneapolis Region and in MPS-AE newsletters</p>	<p>November 2015 (approximately \$2,000 per teacher for travel, conference fees, and per diem)</p>	<p>\$6,000</p>
			<p>Subtotal = \$10,820</p>

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Activity 2	Continue to integrate the ACES Transitions Integration Framework (TIF) into all programming		
S.M.A.R.T Goal:	To reinforce the ACES –TIF training that has already taken place and provide additional venues for ABE personnel who have not been exposed to ACES to receive professional development. (July 1, 2015 – June 30, 2016)		
Objective(s)	Activities: Description	Timeline	Budget
Continue to expand ACES TIF integration into ABE programming by implementing PLC 2 for teachers who are familiar with the TIF	Provide additional opportunities for teachers to participate in ACES PLC 2 (either F2F or Hybrid PLCs) professional development/collaboration time. This includes introducing new teachers throughout the region to ACES and intentionally embedding TIF into their classrooms and curriculum.	Schedule two PLC cohorts for two different time periods for up to 20 teachers (2 x 20 x \$75 each) and two facilitators (2 x \$300 each) from the Minneapolis Transitions Region	\$3000
		Supplies—copies, refreshments, etc. (2 x \$100) These PLC cohorts will happen between September 2015 and May 2016.	\$200
			Subtotal = \$3,800

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Activity 3	Collaborate with MnSCU post-secondary education institution		
S.M.A.R.T Goal:	To continue to strengthen and reinforce the collaboration between MCTC and MPS-AE (July 1, 2015 – June 30, 2016)		
Objective(s)	Activities: Description	Timeline	Budget
Strengthen connection and collaboration between MCTC and MPS-AE	We propose to continue with intentional collaboration between MCTC and MPS-AE. The collaborative meeting and observational times in the 2014 – 2015 helped to establish a culture of collaboration between MCTC and MPS-AE. We propose to continue with more intentional collaboration and meetings.	July 1, 2015 – June 30, 2016	
Strengthen connection and collaboration between MCTC and MPS-AE	Allow for ABE teachers to get a sub for their classes and observe an MCTC class (Reading, Writing, ESL, or Math) throughout the 2015 – 2016 school year	approximately 20 MPS-AE teachers will participate – subs needed (~20/hr x 3 hrs x 20 = \$1200	\$1,200
	Collaborative meetings between MCTC and ABE teachers at beginning of 2015 – 2016 school year.	Approximately 20 MPS-AE teachers will attend these meetings prior to the 2015-2016 school year 20 x 3 hours x \$40 (hourly + fringe)	\$2,400
	MPS-AE MCTC Program Coordinator to continue presence and creating of collaborative environment to include meetings to coordinate with MCTC and ABE staff	5 hours x week x 44 weeks = 220 hours x \$35 (hourly rate \$27 = fringe)	\$7,700

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<p>MCTC tours for programs in region</p>	<p>ABE teacher time for monthly meetings to check on ABE student progress towards credit-bearing classes in the MCTC math program and further collaboration with curriculum and assessments to meet the needs of MCTC placement</p>	<p>2 instructors x 2 hrs per month x 8 months = 32 hours x \$40 (hourly rate \$30+ fringe)</p>	<p>\$1280</p>
	<p>This has been an excellent opportunity for students attending ABE classes in the Minneapolis Region to get a first-hand experience of MCTC.</p>	<p>MCTC Program Coordinator to work with programs in region (MPS-AE, IEC, AIOIC) for two tours between August 2015 – May 2016. (10 hours x \$35 (hourly rate \$27+ fringe)</p>	<p>\$350</p>
		<p>Transportation (2 trips x \$300 for bus = \$600)</p>	<p>\$600</p> <p>Subtotal = \$13,530</p>

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Activity 4	Expand Career Pathways Programming in Manufacturing and the Trades		
S.M.A.R.T Goal:	To strengthen the careers in manufacturing and the trades pathways programming in MPS-AE and region (July 1, 2015 – June 30, 2016)		
Objective(s)	Activities: Description	Timeline	Budget
Expand career pathways programming in the fields of Manufacturing and the Professional Trades	<p>MPS-AE is the conduit for transitioning students from mostly ELL-programming in the Minneapolis Region to post-secondary and training opportunities. With that in mind, most of the career pathway programming is done at the Minneapolis Public Schools Adult Education site (MPS-AE). ABE programs in the Minneapolis Region transitions students to MPS-AE to continue their education and career training. Students in the Minneapolis region’s ABE programs are encouraged to transfer to MPS-AE when they have reached a level for career pathways programming as smaller programs do not have career pathway instruction. In this type of model, the partner program of the Minneapolis Consortium can be viewed as the “pre bridge” programming, MPS-AE as the bridge programming in helping learners move from ABE to post-secondary (MCTC or PPL) or Training (PPL).</p> <p>The Manufacturing and Trades pathway is seeing tremendous growth in the metro area. According to the Minnesota Department of Employment and Economic Development’s Sept. 2014 newsletter about economic trends, precision metal manufacturing is one area of</p>	January 1, 2016 – June, 30, 2015	

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Expand career pathways programming in the fields of Manufacturing and the Professional Trades	reading and vocabulary levels. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared. Data from MN DEED Skills-gap in Manufacturing report will be used to determine curriculum needs.	Classroom set of CDL materials to use on an ongoing basis (\$25 x 50 books (1 set for each site North Campus and South Campus	\$2,100
	Expand programming to add a 1 quarter (36 hour) Introduction to Forklift and Bobcat course to include vocabulary and career pathway exploration. This proposed course will align MPS-AE partner EastSide Neighborhood Services (ESNS). We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.	Curriculum development (60 hours x \$40 (hourly rate + fringe)	\$2,400
	(In all programming, we will not create curriculum if there is something that is open and available to use. However, there may be the need to adjust the curriculum to meet learner needs.)	Classroom set of Introduction to Forklift and Bobcat text & materials to use on an ongoing basis (\$25 x 50 books (1 set for each site NC and SC)	\$1,250
	To support the proposed curriculum and hands-on nature of class sizes of the Manufacturing pathway courses, we propose purchasing materials and realia.	Realia for CDL, Bobcat, Forklift, Blueprint, and Manufacturing courses	\$2,000
	Expand programming to add a 1 quarter (36 hour) Introduction Blueprint Reading course	Curriculum development (60 hours x \$40 (hourly rate + fringe)	\$2,400

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	<p>to include vocabulary and career pathway exploration. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.</p> <p>MPS-AE Curriculum Coordinator, Regional Transitions Coordinator, and MPS-AE Program Coordinator (MCTC) time spent to coordinate and promote collaboration between programing in the Minneapolis Transitions Region. Time will be spent between the two to work on distributing materials to ELL programs in the region to help better communicate the career pathways and their options to all learners in the Minneapolis region. The RTC will also work to have more collaboration with current (PPL, ESNS) and new (AIOIC) training partners in the region. Collaboration takes time and with collaborative process, the facilitation will be smooth in transitioning students in the Minneapolis region.</p> <p>Collaborative time for manufacturing and the trades pathways teachers to meet with each other and with partnerships to coordinate curriculum alignment. This may include classroom observations, site visits to manufacturing facilities, and working with human resources professionals in manufacturing facilities to prepare students for</p>	<p>Curriculum Coordinator = (1 hour per week x 40 = 40 hrs x \$40 (hourly rate \$30 + fringe)</p> <p>Regional Transitions Coordinator = (2 hours per week x 40 = 80 hrs x \$40 (hourly rate \$30+ fringe)</p> <p>MPS-AE Program Coordinator = (1.5 hours per week x 40 = 80 hrs x \$35 (hourly rate \$27+ fringe)</p> <p>3 teachers @ 20 hours each (60 hours hours x \$40 (hourly rate \$30 + fringe)</p>	<p>\$1,600</p> <p>\$3,200</p> <p>\$2,100</p> <p>\$2,400</p>
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	transitions to employment. (Please see below for diagrams of Manufacturing and the Trades Pathway Programming in Minneapolis Region)		Subtotal: \$21,850
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Budget Summary for year 2 (07/01/15 – 6/30/16)

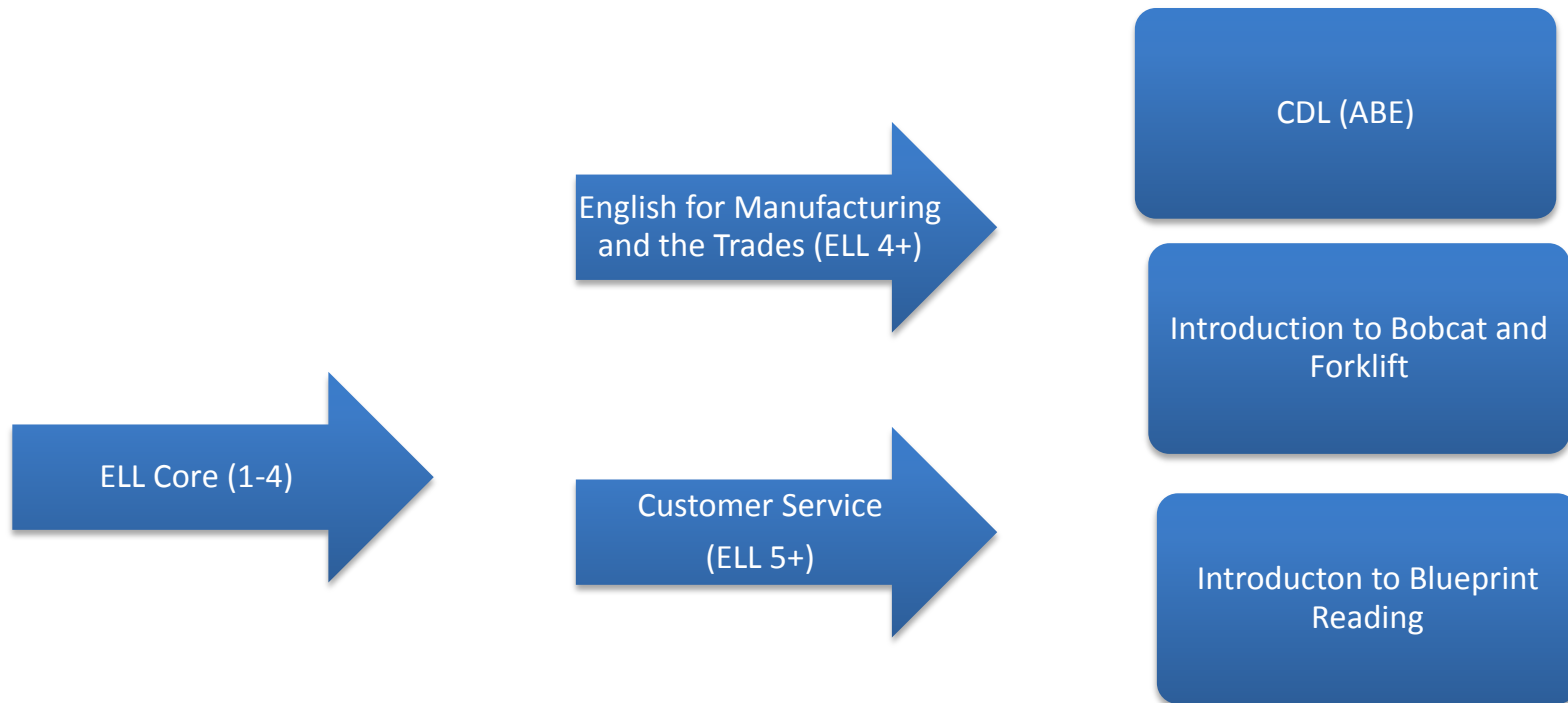
- Activity 1 – Continue work plan for Minneapolis region \$6,058
 - Activity 2 – Reinforce ACES TIF integration from previous training \$3,800
 - Activity 3 – Strengthen collaboration between MCTC and MPS-AE \$13,530
 - Activity 4 – Strengthen Manufacturing and Trades pathway programming in MPS-AE and region \$21,850
- Total: \$50,000

Current Regional Programming

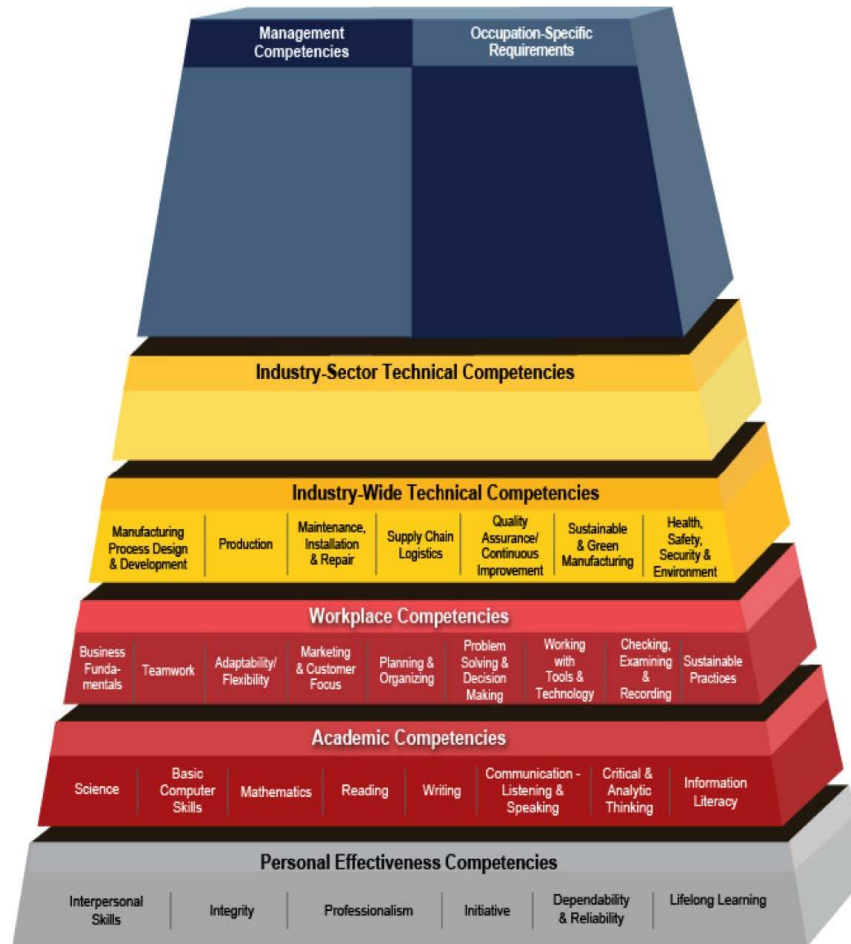
Current Pathway Programming

Proposed Pathway Programming

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MPS-AE will continue to focus on the areas of Personal Effectiveness Competencies via ACES TIF, Academic Competencies via GED 2014, and workplace competencies via career pathway programming. (figure from Manufacturing Institute)

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ABE Transitions Region		Minneapolis Region		
<i>Name of the contact person</i>	Carlye Peterson	<i>E-mail</i>	carlye.peterson@mpls.k12.mn.us	<i>Phone</i> (612) 668-3802
<i>Final Report Due: June 30, 2015</i>				
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	Plan once-a-year meetings with Minneapolis consortia members AIOIC and International Education Center to continue a culture of collaboration and sharing to meet transitions needs in the Minneapolis Region.	To be completed by June 30, 2017 (approx. 2 hours per meeting & 2 hours follow-up = 4 x 10 = 40 x \$40 (hourly rate \$30+ fringe)	\$1,600	

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Identify transitions needs at local ABE sites, community based organizations, and jail programs.	Plan meeting with Minneapolis Adult Education Partnerships and Community Services CBOs to evaluate current ABE programming and identify ways to transition Minneapolis Region ABE learners to post-secondary educational opportunities and training programs.	To be completed by June 2017 (20 hours for RTC x \$40 (hourly rate \$30+ fringe)	\$800
	Set up a 3 – 4 hour meeting with all Minneapolis transitions partners to review the two and a half year work plan.	To be completed by March 2016 (5 hours for RTC x \$40 (hourly rate \$30+ fringe)	\$200
		(Supplies for large meeting including copying, refreshments, etc.)	\$300
	Mpls RTC to attend quarterly meetings for 2016 – 2017 academic year	4 meetings per year (7 hours for RTC x 4 x \$40 (hourly rate \$30+ fringe)	\$1,120
	2 Career Pathways teachers from Minneapolis Region to attend the National Transitions Conference in Rhode Island in Nov. 2016 – information gathered from conference will be sent out via monthly RTC Update to Minneapolis Region and in MPS-AE newsletters	November 2016 (approximately \$2,000 per teacher for travel, conference fees, and per diem)	\$4,000
		Subtotal = \$10,820	

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Activity 2	Continue to integrate the ACES Transitions Integration Framework (TIF) into all programming		
S.M.A.R.T Goal:	To reinforce the ACES –TIF training that has already taken place and provide additional venues for ABE personnel who have not been exposed to ACES to receive professional development. (July 1, 2016 – June 30, 2017)		
Objective(s)	Activities: Description	Timeline	Budget
Continue to expand ACES TIF integration into ABE programming by implementing PLC 2 (or possibly PLC 3) for teachers who are familiar with the TIF	Provide additional opportunities for teachers to participate in ACES PLC 2 or future ACES PLC 3 (either F2F or Hybrid PLCs) professional development/collaboration time. This includes introducing new teachers throughout the region to ACES and intentionally embedding TIF into their classrooms and curriculum.	Schedule two PLC cohorts for two different time periods for up to 20 teachers (2 x 20 x \$75 each) and two facilitators (2 x \$300 each) from the Minneapolis Transitions Region	\$3000
			\$600
			\$200
			Subtotal = \$3,800

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Activity 3	Collaborate with MnSCU post-secondary education institution		
S.M.A.R.T Goal:	To continue to strengthen and reinforce the collaboration between MCTC and MPS-AE (July 1, 2016 – June 30, 2017)		
Objective(s)	Activities: Description	Timeline	Budget
Continue to strengthen connection and collaboration between MCTC and MPS-AE	We propose to continue with intentional collaboration between MCTC and MPS-AE. The collaborative meeting and observational times in the 2014 – 2015 helped to establish a culture of collaboration between MCTC and MPS-AE. We propose to continue with more intentional collaboration and meetings between instructional staff.	July 1, 2016 – June 30, 2017	
Continue to strengthen connection and collaboration between MCTC and MPS-AE	Allow for ABE teachers to get a sub for their classes and observe an MCTC class (Reading, Writing, ESL, or Math) throughout the 2016 – 2017 school year	approximately 20 Mpls-AE teachers will participate – subs needed (~20/hr x 3 hrs x 20 = \$1200	\$1,200
	Collaborative meetings between MCTC and ABE teachers at beginning of 2016 – 2017 school year.	Approximately 20 ABE teachers will attend these meetings prior to the 2015-2016 school year 20 x 3 hours x \$40 (hourly + fringe)	\$2,400
	MPS-AE MCTC Program Coordinator to continue presence and creating of collaborative environment to include meetings to coordinate with MCTC and ABE staff	5 hours x week x 44 weeks = 220 hours x \$35 (hourly rate \$27 = fringe)	\$7,700

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<p>MCTC tours for programs in region</p>	<p>ABE teacher time for monthly meetings to check on ABE student progress towards credit-bearing classes in the MCTC math program and further collaboration with curriculum and assessments to meet the needs of MCTC placement</p> <p>This has been an excellent opportunity for students attending ABE classes in the Minneapolis Region to get a first-hand experience of MCTC.</p>	<p>2 instructors x 2 hrs per month x 8 months = 32 hours x \$40 (hourly rate \$30+ fringe)</p> <p>MCTC Program Coordinator to work with programs in region (MPS-AE, IEC, AIOIC) for two tours between August 2016 – May 2017. (10 hours x \$35 (hourly rate \$27+ fringe)</p> <p>Transportation (2 trips x \$300 for bus = \$600)</p>	<p>\$1280</p> <p>\$350</p> <p>\$600</p> <p>Subtotal = \$13,530</p>
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Activity 4	Expand Career Pathways Programming in Professional, Service and Related Occupations		
S.M.A.R.T Goal:	To strengthen the careers in Service Industries in MPS-AE and region (July 1, 2016 – June 30, 2017)		
Objective(s)	Activities: Description	Timeline	Budget
Expand career pathways programming in the Professional, Service, and Related Occupations	<p>According to City of Minneapolis' Community Planning and Economic Development third quarter2014 report, there was job growth in Information and Professional and Technical Services followed by growth in Accommodation and Food Services. Minneapolis has a large number of jobs in these career clusters. Many ABE students can gain access to employment with entry-level jobs and there is some room for growth with education and some certifications.</p> <p>We propose to contextualize our current GED classes in reading, writing, and math to meet the needs of students and employers in the areas of Professional, Service, and Related Occupations.</p>	January 1, 2016 – June, 30, 2017	
	<p>Expand programming to add a 1 quarter (36 hour) Customer Service 2 to include vocabulary and career pathway exploration in related areas of customer service. This class will be for more advanced learners who are in the process of getting a GED.</p> <p>This includes teacher to remix current</p>	Curriculum development (60 hours x \$40 (hourly rate \$30+ fringe)	\$2,400

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Expand career pathways programming in the Professional, Service, and Related Occupations	curriculum to meet the needs of partnerships and students' reading and vocabulary levels. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.	Classroom set of Customer Service texts and materials to use on an ongoing basis (\$25 x 50 books (1 set for each site North Campus and South Campus	\$1,250
	Expand programming to add a 2 quarter (90+ hour) Bridge to Business course to include vocabulary and career pathway exploration in business. This proposed course will work with aligning current contextualized GED curriculum from LaGuardia Community College to meet the needs of local businesses, employers and partnerships. We propose the curriculum needs to be an OER (open educational resource) so it can be freely shared.	Curriculum development (60 hours x \$40 (hourly rate \$27+ fringe)	\$2,400
	(In all programming, we will not create curriculum if there is something that is open and available to use. However, there may be the need to adjust the curriculum to meet learner needs.)	Classroom set of texts and materials to use on an ongoing basis (\$25 x 50 books (1 set for each site NC and SC)	\$1,250
		Realia for Customer Service and contextualized GED Bridge to Business courses	\$2,170
		MPS-AE Curriculum Coordinator, Regional Transitions Coordinator, and MPS-AE Program Coordinator (MCTC) time spent to coordinate and promote collaboration between programming in the Minneapolis Transitions Region. Time will be spent between the two to	Curriculum Coordinator = (2 hours per week x 26 = 52 hrs x \$40 (hourly rate \$30 + fringe)
		Regional Transitions Coordinator = (2 hours per week x 26 = 52 hrs x \$40	\$2,080

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Expand career pathways programming in the Professional, Service, and Related Occupations	work on distributing materials to ELL programs in the region to help better communicate the career pathways and contextualized GED-courses and their options to all learners in the Minneapolis region. The RTC will also work to have more collaboration with current (PPL, ESNS) and new (AIOIC) training partners in the region. Collaboration takes time and with collaborative process, the facilitation will be smooth in transitioning students in the Minneapolis region.	(hourly rate \$30+ fringe) MPS-AE Program Coordinator = (2 hours per week x 26 = 52 hrs x \$35 (hourly rate \$27+ fringe)	\$1,820
	Send 2 ABE/GED-level teachers to National Transitions Conference conference in November 2017 to gain ideas for further transitions embedded work in contextualized GED programming	2 teachers to attend (3 x \$2,000)	\$4,000
	Collaborative time for Contextualized GED teachers to meet with each other with partnerships coordinate curriculum alignment. This may include classroom observations, site visits to business facilities, and working with human resources professionals in business and professional services to prepare students for transitions to employment	3 teachers @ 20 hours each (60 hours hours x \$40 (hourly rate \$30 + fringe)	\$2,400
	(Please see below for diagram of Professional Services in Minneapolis Region)		Subtotal = \$21,850

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Budget Summary for year 3 (07/01/16 – 6/30/17)

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|--|----------|
| • Activity 1 – Continue work plan for Minneapolis region | \$10,820 |
| • Activity 2 – Reinforce ACES TIF integration from previous training | \$ 3,800 |
| • Activity 3 – Strengthen collaboration between MCTC and MPS-AE | \$13,530 |
| • Activity 4 – Strengthen Professional Services Pathway programming in MPS-AE and region | \$21,850 |
| Total: | \$50,000 |

**Current Regional
Programming**

Current Pathway Programming

Proposed Pathway Programming

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