

Section 6: Program Partnerships and Collaboration

6.1: Explain the extent and nature of staff and program collaboration with other applicable organizations, such as the local K-12 system, WorkForce Centers, Workforce Investment Board (WIB), MFIP employment counselors, post-secondary education/training institutions, local businesses, labor associations/organizations, industry and employment-training agencies or family education providers (excluding local and county corrections). This should also include participation of staff on Literacy Action Network committees, local boards or councils, or other statewide committees.

The city of Minneapolis is the largest city in Minnesota. According to the American Community Survey of 2013, Minneapolis' total population was just over of 400,000. The city is home to more non-white residents than any other city in Minnesota with over 160,000 non-white residents. Also, according to the survey, more that 64,000 residents of Minneapolis are foreign born. The growing diversity of the city is the reason for its rich ethnic communities and neighborhoods. In this rich city, there is also great need for Adult Basic Education (more than 28,000 people over 25 years of age lack a high school credential) and access to well-paying jobs (81,000 people in Minneapolis live in poverty).

Serving this diverse community and meeting the broad range of needs has encouraged the Minneapolis Adult Education Consortium to develop a partnership strategy. Consortium members strategically partner and collaborate with organizations having common vision, interests, and goals for the partnership. They work collaboratively to develop, manage, integrate and improve services. Partners work together for mutual benefit.

5 Reasons for Partnership:

- To extend the reach of ABE services to populations we could otherwise not reach
- To provide ABE students with access to partners' services that expand their work, academic, and community goals
- To offer ABE services to partners' clients to increase success in corrections (reducing recidivism), college, or employment training programs
- To eliminate duplication of services, increase efficiency and scale
- To provide students with access to needed resources and supports

The Minneapolis Adult Education Advisory board intentionally seeks members who are knowledgeable and influential in our communities, at relevant agencies, and in the city-wide ABE community. View Narrative Section 5 for a list of Advisory Board Members.

The MPS ABE manager serves on the Minneapolis Workforce Investment Board (WIB) and is a member of the local college's Perkins Advisory and Career and Technical Education Board. Parter's staff members represent the consortium on several boards and councils including the Business Advisory Council for Goodwill Easter Seals; Project for Pride in Living's Employment Committee; Minnesota Department of Education's Transitions to Post- Secondary Education as well as its ABE State Professional Development Committee.

Agency specific collaboration and partnership information follows:

Minneapolis Public Schools (MPS)

K-12 Connection:

College and Career Ready department: connect our younger adults to educational and support services for which they qualify. Learners under 21 have access to transportation, child care, medical and psychological services that are not available to the adult students in the District.

Transitions Plus: a program serving high school youth with special needs makes itself available to our staff in identifying issues, working through student concerns and assisting staff in making referrals for services for our adult learners.

Connection to Post-Secondary:

Minneapolis Community and Technical College: Last August we brought our staff together with the developmental, reading, math and ELL faculty at the college for information sessions and brainstorming connection points and alignment. During that school year AE teachers and MCTC faculty had the opportunity to observe each other's classes and share strategies about addressing the needs of the learners. We re-grouped in December to identify strategies to increase staff collaboration that leads to student success. MPS AE instructs math prep classes at MCTC and worked with MCTC to align MPS AE courses with the MCTC math sequence. We drafted and approved an articulation agreement for completers of Adult Education's Child Development course to receive six credits at MCTC in Early Education and are exploring additional articulation agreements for the Health Career Core curriculum (4 credits) and others. The AE Manager is a member of the Minneapolis Career and Tech Education Consortium (Perkins Committee) with MCTC staff, city of Mpls, and employers.

The University of Minnesota provides two professors from its adult education department to the Minneapolis Adult Education Advisory Council. Many of the students in the University program visit our sites and talk with our teachers. Our intent is to work with those professors going forward to have them incorporate some of the information we are finding through our comprehensive teacher evaluation process (Reviewing Standards of Effective Instruction) when they are preparing for a classroom of adult students.

Workforce Center Connection:

The MPS AE Manager is the District's Project Manager for the West Broadway Education and Career Center which will house the North Minneapolis Workforce Center, Northpoint Health and Wellness, MCTC and MPS programming. (This is the first center in the nation that will house education, workforce services and healthcare services in the same building.) The team has been meeting for a year on how they will operate as they share the new space and what services they will each provide in the building and how it will connect to other services already provided in the community. The MPS AE Manager also attends monthly DEED Business Services

meetings to connect with agencies and the business service agents about connection points. Additionally the Manager is a member of the Minneapolis Workforce Council (Workforce Investment Board) and is co-chair of the Adult Service Committee.

Communication Services for the Deaf: MPS Adult Ed provides classroom space and access to technology to CSD to operate GED classes at the South Campus throughout the year. CSD provides the instructors and submits attendance hours to MDE for reimbursement. When appropriate CSD instructional staff are invited to attend professional development sessions along with MPS AE staff.

MFIP counselors: Administrative staff present to MFIP counselors about the program once or twice annually at their quarterly meetings. MPS AE registration staff provides attendance information to counselors when requested. Those same staff are proactive in providing calendar information and program updates to the workers.

Connection to Employers/Employment Training providers: The program manager is on several boards and committees with employers: Workforce Council, Project for Pride in Living's(PPL) Employment Committee, Minneapolis Perkins Committee (MCTEC), to name a few. Additionally, employers are part of the career pathway grants the AE program works on with a variety of community-based organizations like PPL and Emerge Community Development. Local employment training providers sit on the program's advisory council from Goodwill Easterseals, Emerge Community Development and Project for Pride in Living. Additionally, Eastside Neighborhood Services has provided wrap-around services to students in our CDA program (transportation, resources to cover the costs of the text book and the test) and has also provided training at our site in Personal Care Attendant.

Staff Involvement: MPS Adult Education professionals are interested in growing the Minneapolis Adult Education and the ABE profession in general. This is evidenced by their high-level of participation in initiatives that affect the work done throughout Minnesota.

Our instructional staff members have been involved in the following work:

- Victoria Estrem: MDE GED Taskforce
- Stephanie Sommers: ACES Project Team 2012-Present; National Career Awareness Project (2013); Career Focused Basic Skills Curriculum Development (present)
- Heather Turngren- ACES Project Team (2012- present), State-wide PD Planning Committee (2012-2014) - State-wide Adult Diploma Task Force (2013-2014) State-wide Student Advising Task Force (2014 - present); National Career Awareness Project (2013); Career Focused Basic Skills Curriculum Development (present)
- Heather Indelicato: Statewide ABE Professional Development Committee (2013-current) ;GED Advisory Committee through the GED Supplemental

- Service Grant (2013-current)
- Mimi Daniel- GED Advisory Committee through the GED Supplemental Service Grant (2014-current) MN Fasttrac PD Leadership Team (2012-2014); MN Fasttrac PD Facilitator for Career Navigators (2012-2013)
- David Luiken- GED Supplemental Services Grant (2014-current) presenter of Social Studies and Science Integration Webinars
- Danielle LeGault: Conference planning committee for MinneTESOL/MELED (2013-2015) and the MNI Project Team
- Romana Pulkrabek serves students who are visually impaired or blind and she works closely with PANDA.
- Ellen Lipschultz: MPS AE Volunteer Coordinator is co-chair of the Volunteer issues committee for Literacy Action Network.
- Athena Eleftheriou: Provided leadership to SPARC conference.
- Several of our instructional staff, administrators and the Executive Director of Community Education are members of the Literacy Action Network. Our staff have also been trained in STAR Reading or the Minnesota Numeracy Initiative.
- Vicki Estrem – Presenter at All STAR meeting and STAR DRA trainer.

Cedar Riverside Adult Education Center (CRAEC)

EMERGE: CRAEC (Cedar Riverside Adult Education Center) collaborates with EMERGE which has a presence at Brian Coyle. In the past, EMERGE and CRAEC jointly offered a work-readiness class. The EMERGE job counselor who offices at Brian Coyle meets periodically with CRAEC's Program Coordinator to discuss possible joint projects or classes. We hope to offer the work-readiness class again in the upcoming school year. EMERGE, RPTA (Riverside Plaza Tenant's Association) and CRAEC are currently in the process of exploring the possibility of signing a Memorandum of Understanding.

Legal Aid Society of Minneapolis: CRAEC plans to offer a citizenship class twice a week with the support of the Legal Aid Society of Minneapolis through Minneapolis ABE. CRAEC's Program Coordinator and the Managing Attorney of the Legal Aid Society meet periodically and communicate via email to move toward finalizing this plan. A CRAEC teacher is also in communication with the MPLS ABE Curriculum Coordinator to plan for this class.

MFIP job counselors: The Program Registrar at CRAEC is in contact with MFIP job counselors as needed, typically to clarify questions regarding students' attendance hours.

Project SHINE Twin Cities: CRAEC collaborates with Project SHINE Twin Cities to place volunteers from Metro State and MCTC in our program. The Program Registrar is in regular communication with the Literacy Coordinator at SHINE. They meet at least once a semester and more if needed.

University of Minnesota Community Service-Learning Center: CRAEC's Program Registrar collaborates with Service-Learning Coordinators at the U of M's Service-Learning Center to place volunteers in our program. At the beginning of each semester, the Program Registrar attends community service-learning presentation events designed for students to meet representatives from various organizations seeking volunteers. In addition the Program Registrar directly communicates with professors whom we have worked with in the past to connect with students interested in volunteering at CRAEC.

Employment Action Center: The Employment Action Center and CRAEC have an agreement that allows EAC to send their clients to CRAEC for assessment purposes when necessary. This service is beneficial to the community CRAEC serves and our testing location is convenient for many clients of EAC. The contact established between those clients and our staff at assessment sometimes results in new enrollees for our program when clients or their friends or family members register for classes at our site.

English Learning Center (ELC)

The English Learning Center (ELC) collaborates with a variety of programs to enrich ELC learners' educational experiences and promote professional development among staff, both volunteer and paid. These programs include:

- ATLAS
- Center for Victims of Torture
- Literacy Action Network
- MN Department of Education
- Minnesota Literacy Council
- ProLiteracy

Our volunteer teachers receive training and other support from the Minnesota Literacy Council. The ELC staff regularly attends MLC-led events, such as the Volunteer Management Conference held in November. Staff also regularly attends the Support Services Conference held by the MN Department of Education in November. Among paid staff, the Program Director is on the leadership team of the Refugee Consortium and Southside Providers meetings, and also attends the Adult Education Community Advisory Council meetings. The Curriculum Specialist is a trained ACES facilitator.

Learning in Style (LIS)

LIS coordinates with external partners to provide support services that help to meet our students' needs. These are:

CSJ Ministries Foundation

The CSJ Ministries Foundation supports LIS with grants, Donations and general operating funds.

Clothes Closet

Serves the neighborhood and LIS students with free, used clothing and small household items

Children's Room

Located on the lower level at LIS, the Children's Room is a welcoming and supportive community providing an early learning program for children ages six weeks through five years while their parent or legal guardian is participating in ESL at LIS.

St. Catherine University

Students from OT Masters program survey students and children in Children's Room at LIS to create lesson plans from determined OT health needs.

Lutheran Social Services (Foster Grandparent)

Three Foster Grandparents work with staff in the Children's Room in direct service to children and their parents.

Sponsor a Family

A giving program which matches donors with LIS families in providing basic needs assistance.

6.1 Resources

CLIMB Theater

Creative Learning Ideas for Mind and Body Theatre is an educational performing arts company that reaches racially and developmentally diverse peoples throughout Minnesota. The project produces theatrical lessons for ESL students that focus on speaking English in real-life scenarios.

Southside Providers

A representative from LIS meets regularly with a group of ABE/ESL professionals to share information.

Cretin Derham Hall

Senior Students come to LIS to provide help with English, Computers, Math, and Driver's Ed.

Society of Jesus (Jesuits)

Ignatian Volunteer Corps. (Adults) and Jesuit Novices (Young male adults) assist teachers and students in English, Math and Computers.

Advocates for Human Rights

A non-profit organization providing legal services and advocacy for immigrants.

Community volunteers

Trained, experienced, teacher directed aides work with small groups or individual students at LIS.

Metropolitan State University – Project Shine

MSU students (many speak Somali) come to LIS to work with adult immigrant learners in English, Computer and Math.

Breck Middle School

students from Breck work with teachers in The Children's Room, and help sort and display items in The Clothes Closet

Minnesota Health Department

Collaborative effort between LIS and staff of MDH to teach a pilot health curriculum for immigrants and refugee students.

Subjects include: oral health, diabetes, health care system and other health related issues and concerns.

Somali Success School (SSS)

Somali Success has had a long-standing relationship with Workforce Centers, MFIP providing agencies, Hennepin County MFIP and MNSCU institutions to create collaborations and training for low-income new immigrants in Minneapolis. The administration staff instructors and administrators actively participate in organizations Workforce center, Professional Development and Minnesota Department of Education, Hamline's Atlas ABE, and Minnesota Literacy Council Instructional Trainings.

MFIP Employment Counselors

Most of the ABE trainees are referred to SSS by their case worker/job counselor. We work closely with various employment counselors and send them information on our program. SSS provides monthly signed forms documenting student attendance, school verification and class schedule, as needed.

Workforce Centers

We meet with workforce center staff and inform them about the services we offer. Over the years, the executive Director worked with the Workforce Center closely, setting up booth at job fairs held by Workforce Center. SSS was part of the community engagement efforts in the Northside Workforce Center planned to be built on West Broadway. SSS participated in meetings with the community and provided outcomes to DEED and other stakeholders.

Minneapolis Public Housing

Somali Success assist student with housing application and work with Minneapolis Public Housing by completing school verification and mail or fax over the signed forms.

Local Businesses

Over the years, we have worked with businesses to provide a trained and diverse workforce based on employers' needs.. Skills taught includes: Nursing Assistant, Intro to Construction, Workplace English, Cultural training for supervisors, etc.

Twin Cities Rise! (TCR)

TCR! has partnered with the Northside Workforce center to develop participants' employment documents and strategies. We work regularly with MFIP employment counselors to receive referrals and provide support to complement TCR! housing efforts. Since 2013, TCR! has partnered with Dakota County Tech which periodically delivers its hospitality training program on site. For certification training, we partner with Eastside Neighborhood Services for ServSafe; we partner with a local business, Forklifts of Minnesota, for forklift safety training, and for boiler license training, the Hubbs Center for Lifelong Learning. For our financial literacy training, we have collaborated with several local financial institutions, including USBank, BMO-Harris, and Affinity Plus. TCR! has also worked with Minnesota Opportunity Corps, using its Employment navigators to assist TCR! participants for over 14 months with resume support and job search development, as well as connecting them with support groups and direct services; a connection with Midwest Area Chamber of Commerce has put us in touch with businesses and helped us recruit "mock interviewers" for practice job interviews.

Volunteers of America Adult High School (VOA)

We collaborate with other consortium members and local ABE and ESL providers who are not in the consortium by attending meetings and sharing challenges, successes and needs. We have contacts at several local high schools and at the district who refer students to us.

6.2: Describe the resources, other than state and federal aid, that you use to supplement ABE programming (excluding local and county corrections). This should include coordination with external partners to provide support services to meet students' needs, such as transportation, convenient class locations and childcare.

Minneapolis Public Schools (MPS)

In addition to the resources the MPS Adult Education program receives through the ABE formula, there are several resources we access through other organizations or grants.

Monetary Contributions: Our Family Learning Child Care Center (for Adult Ed students) receives \$132,155 in MN Child Care Assistance funds to serve AE families; \$5,000 from Minnesota Department of Human Services' Pathways Scholarships; and \$12,000 from the Minnesota Department of Education's Child and Adult Care Food Program (CACFP) to supplement the meals and snacks that are provided to the children.

Sometimes our learners benefit from our partnerships with agencies who pay for additional services. Through some United Way funds, our program provided a teacher for group instruction and tutoring to MFIP parents to complete their GEDs.

MPS AE was also awarded about \$52,000 as part of a Citizenship and Integration Direct Services Grant with partner Mid-Minnesota Legal Aid to provide Citizenship preparation in the region. Wells Fargo Foundation Minnesota provides the MPS AE program with \$40,000 (as well as free space) to defray the costs of the GED program that is operated out of the bank building at 615 N. 7th Street in Minneapolis.

Non-Monetary Contributions: The Assistance League of Minneapolis and St. Paul has hosted our two GED Graduations annually for over 15 years. A few years ago they purchased our

current graduation gowns after many years of re-using the “disposable” gowns the program had on hand. With GED 2014 now being implemented, the League provided scholarships to cover the cost of the GED practice tests as well as the online exam. The group continued to support the graduation ceremony by hosting a reception with refreshments, providing a photo to each graduate in their cap and gown and giving each graduate a gift.

The City of Lakes Rotary and Magers & Quinn Bookstore have provided books for the annual book club at our North Campus. This year the students and staff read, “The Diary of Anne Frank” and will culminate the effort with a “community discussion” on May 24, 2015. Magers & Quinn also provide text books for student purchase at a discounted rate.

Cedar Riverside Adult Education Center (CRAEC)

Riverside Plaza Tenants’ Association (RPTA): RPTA provides space for three classrooms in three apartment buildings in the Riverside Plaza apartment complex. The Resource Center at Riverside Plaza houses our staff’s offices. The copy/fax machine and computer lab serve both the tenants of Riverside Plaza as well as the staff and students of CRAEC. The executive director of RPTA meets weekly with CRAEC’s program coordinator and occasionally attends CRAEC staff meetings. Riverside Plaza also provides parking for staff and short-term guest passes for volunteers, substitutes, other guests and students who drive to class.

Brian Coyle Community Center: CRAEC leases space from Brian Coyle Community Center which is located across the street from Riverside Plaza. We currently use two classrooms to offer two morning classes and one afternoon class at the community center. At the community center, students can access a food shelf, an EMERGE job counselor, a MFIP caseworker, senior services and occasionally clothing giveaways, along with many other services. Brian Coyle also issues parking passes on a daily basis which are available to students as well.

Safety Center at Riverside Plaza: The Minneapolis Police Department operates a safety center on the ground level of one of the apartment buildings in Riverside Plaza. The Safety Center shares its classroom space with our program for one morning class, four days a week.

English Learning Center (ELC)

Resources for the English Learning Center (ELC) come in the form of donated time and services as well as monetary revenue. In a typical year, the ELC arranges extra classes and tabling from organizations and individuals willing to donate their time and services to provide information on health, transportation, and jobs. These include:

- WellShare International
- Minnesota Literacy Council
- Yoga Center of Minneapolis
- Metro Transit
- Fairview's "MINI" Clinics (Fall Flu Shots)
- Macalester College

The ELC has a cohort of approximately 160+ volunteers who teach all English, Math, Reading, Computer, and Citizenship classes, do seasonal painting and cleaning of the facility, and work as interns. The ELC also employs one intern from Macalester College who assists students interested in finding employment and training programs for jobs.

The ELC receives financial support from:

- Charitable organizations
- Faith communities
- Foundation grants
- Individual donations
- Special events/fundraisers

Learning in Style (LIS)

Learning in Style receives funding and support from CSJ Ministries Foundation and the Sisters of St. Joseph.

Somali Success School (SSS)

SSS is supported by the following organizations:

United Way	Funding in FY14, 15, and 16 for Capacity Building
Minneapolis Foundation	Grant funding for self-sufficiency and workforce training
Hennepin County	Provides transportation funding for MFIP students
Dyer Foundation	Funds for General Operations
Marbrook Foundation	Funds Literacy and English Language training.
George Family Foundation	Funds General Operations

Somali Success has its own transportation and provides rides to and from school. We often work with outside organizations to address a variety of topics to our students. We have work with the following:

Representatives from Wells Fargo Bank to give student information on banking. How to open a checking/saving account and how to balance your check book.

Work with Legal Aid Society and have representative come out to work with student on legal issues and inform them of their rights.

Have a representative from the Health and Wellness Center come out and teach a class on nutrition and exercise. Providing the tools to our students to help them with their diet. Encouraging them to eat fresh fruits and vegetables, talk about how to prevent obesity and diseases including diabetes, cancer and heart disease.

Twin Cities Rise! (TCR)

Discounting state and federal funding, TCR! covers all additional administrative and instructional costs beyond ABE contract hours through private donations from corporations and individuals. We also draw revenue from our Empowerment Institute which provides our proprietary emotional intelligence training to a range of interested

organizations. In addition, we coordinate support with area food shelves and shelters and participate in a microgrant program to provide qualified participants funding to meet foundational needs.

Volunteers of America Adult High School (VOA)

We have gotten additional funding through our local food co-op to expand our program by offering a morning class for students who are unable to attend our regular evening program due to work or childcare scheduling conflicts.

6.3: How do you collaborate with local and county correctional facilities?

Minneapolis Public Schools (MPS)

Minneapolis Adult Education holds Community Corrections Classes for Hennepin County Drug Court participants downtown in the Hennepin County Government Center. Classes are taught by a licensed Minneapolis Adult Education instructor in a lab-type setting. Classes are held Monday through Friday (M-Th during the summer) from 9:30 a.m to 12:30 p.m. Walk-in registrations are held on Mondays and Wednesdays (Mondays only at 11:00 a.m. during the summer) from 12:30-2:30 p.m. Instructional content mirrors the curriculum materials used throughout the MPS program. All materials have been vetted and approved by the MPS program curriculum coordinators. Government Center students are currently using the Steck-Vaughn Pre-GED and GED Prep series which are made to be used in conjunction with GED Ready practice test feedback results. Students at this site also have access to computers for Skills Tutor lessons, GED Ready practice tests and keyboarding skills exercises. (Refer to course descriptions in Section 4 Document N). Describe the type of support received from the correctional institution, including financial. In addition to providing classroom space, Hennepin County invested in a computer lab (hardware and Internet access) so students could increase technology understanding and skills and also more accurately prepare for GED 2014. Hennepin County covers the cost of the GED exam for students and also provides weekly bus cards to students whose attendance meets or exceeds 80% per week.

6.4: Describe your consortium's role in developing and implementing your regional Next STEP plan.

The regional Transitions coordinator for the Minneapolis Region is one of our program's curriculum coordinators, Heather Turngren. This dual role serves our program and the region well. Because Heather is steeped in initiatives at the state, regional, and local program level we all benefit from her instructional expertise and knowledge of needs of learners. Heather visits sites in our region periodically to provide support and assess student/program needs. Professional development (such as ACES training) along with career pathway classes for students (such as the healthcare training at Lincoln/IEC) are examples of the Next Step resources being used outside of the District programming.