

## Section Six: Program Partnerships and Collaboration

6.1 Explain the extent and nature of staff participation with other applicable organizations, such as serving with Literacy Action Network, local boards or councils, or other statewide committees.

SPCLC: SPCLC consortia and agency staff actively participate in many relevant organizations, including Literacy Action Network, various task and advisory groups, MDE task forces and study groups, workforce center projects, professional development, distance learning, digital literacy efforts, and FastTRAC planning groups, and a variety of other local and statewide organizations. Some examples include:

- *Literacy Action Network*: SPCLC purchases a group membership for each member agency annually. Many staff actively participate in LAN activities. At the time this is written, Literacy Action Network positions filled by SPCLC member staff include President, Legislative Chair, Membership and Marketing Chair, Summer Institute Co-Chair, and Volunteer Issues Co-Chair.
- *Alternative Secondary Credential Task Force*: SPCLC member staff currently play a key role in the Adult Diploma Task Force, including serving as Co-Chair and Legislative Liaison.
- *Northstar Digital Literacy Project*: The SPCLC facilitator serves as manager for this project, which was initially fostered through SPCLC and has now become an independent statewide effort. Staff are also active with the Technology Literacy Collaborative.
- *Professional Development and Advocacy*: Many staff participate actively in Summer Institute, including providing planning assistance, facilitating presentations, and attending. Staff participate in planning and attending many ATLAS initiatives and advisory committees, as well as engaging with MinneTESOL. Staff also serve on the MDE-ABE Professional Development Committee, belong to COABE and/or ProLiteracy Education Network, and are involved with a broad range of other professional development organizations.
- *Governor's Work Force Development Board*: An agency manager represented ABE on this Board through 2012.
- *Charter School and Nonprofit Boards*: Staff serve on a wide variety of boards for charter schools, agencies, and service providers that provide complementary services for ABE learners and their families.

Agency-specific information includes:

CLUES: CLUES encourages staff to become members of any local organization, board, council, or committee that they believe would help them to serve their clients more successfully. Currently CLUES has staff serving on the boards of local charter schools (El Colegio and Arches Academy).

Hmong American Partnership: HAP teachers are participating or have participated in the following initiatives and organizations:

- Minnesota Numeracy Initiative (3 teachers): an 8-month-long course in which a cohort of teachers throughout Minnesota learns how to integrate into ESL instruction the numeracy skills relevant to students' learning goals (i.e. math necessary for employment readiness and community navigation). Teachers participate in weekly coursework, partner reflection and feedback; partner observations in the classroom; cohort webinars; and development and presentation of a numeracy-related teaching tool.
- ATLAS Low-Literacy Study Circle (3 teachers): a weekly meeting over several months in which a cohort of teachers from across the state meet to discuss readings, materials, and instructional methods which can be used when teaching literacy-level English language learners.
- COABE (staff membership): Commission on Adult Basic Education provides annual conference and journal on best practices in ABE instruction.
- ProLiteracy Education Network (staff-wide membership): National network for literacy instructors which provides teaching techniques and strategies, lesson plans and activities, online courses, technology tips and avenues for social change in the field of literacy.

HAP staff also attend all major local, regional and state conferences, trainings and PD events, including but not limited to: Minnesota Teachers of Speakers of Other Languages (MinneTESOL) conference, seasonal Metro Regional ABE conferences, Low Educated Second Language and Literacy Acquisition (LESLLA) conference, Volunteer Management conference, ABE Support Services conference, frequent Minnesota Department of Education, Hamline's ATLAS ABE, and Minnesota Literacy Council instructional trainings, as well training with PANDA, the ABE disability accommodation specialists. Staff has taken self-paced online training from the Minnesota Literacy Council on CASAS implementation, building digital literacy into curriculum and civics instruction.

Hmong Cultural Center: Staff served on the Planning Committee at the Hmong Resource Fair as well as HND (Hmong National Development). Staff at Hmong Cultural Center are encouraged to participate with other applicable organizations to better serve HCC students.

International Institute:

*College Readiness for Medical Careers*

- Sara Nobbs, who is a College Readiness staff member, is an AmeriCorps\*VISTA member in a cohort focused on sectoral employment initiatives. This connection provides her with contacts, training, and support for working on employment and education issues from organizations such as HIREd, PPL, Summit OIC, Resource, and the United Way.

*Communication and Computer Classes and English for Work Classes*

- Staff and project manager attend ABE/Atlas trainings regularly
- Staff are active in Hamline TESOL program (currently enrolled)
- Frequent interaction with professional colleagues from Hubbs Center, CVT, and other ESL programs

Minnesota Literacy Council: The MLC Adult Program Director serves on the Hubbs Community Advisory Council, was chair of the 2012 ABE Summer Institute conference, and serves on the Summer Institute Committee of Literacy Action Network. Most staff are members of Literacy Action Network and half of the ABE staff attend Summer Institute each year (the other half go the following year). GED staff serve on the statewide GED PD advisory committee, and many of our other staff (training, volunteer outreach) serve on other statewide committees (STAR advisory, PD advisory, LAN Volunteer Issues Committee). The Executive Director served for several years on the Governor's Workforce Development Council and is currently a member of the Legislative Committee of LAN and an ex-officio member of the LAN Board of Directors.

MORE: MORE's director is a member of the Literacy Action Network legislative action committee.

Neighborhood House:

- The Director of Programs serves as the co-chair of the Technology Literacy Collaborative (TLC).
- Staff members attend and lead workshops and presentations at ABE trainings and conferences including ATLAS events, MLC events, Summer Institute, Regionals, etc.
- A teacher is on the board of MinneTESOL; the Director of Programs co-chairs the MinneTESOL Pre-Conference Workshop Committee.

### St. Paul Public Schools:

- The ABE Supervisor serves as President of LAN including heading the LAN Board of Directors. She also serves on the LAN Legislative Committee, served as Co-Chair of the Alternative Secondary Credential Task Force, and is a member of the Sandbox Group who collaborate on career pathways web sites for adult learners.
- The ABE Assistant Supervisor serves as Chair of the LAN Membership and Marketing Committee. She also serves as a member of the LAN Board of Directors, the MN-ABE Professional Development Committee, the Northstar Digital Literacy Project advisory committee, and is an auditing/advisory member of the Minnesota Numeracy Initiative (MNI).
- The Outreach and Workforce Education Program Manager serves as a member of the Advisory Council for the Child Development Department of Saint Paul College (SPC) and on the Education and Learning Visioning Committee of the Eastside Prosperity Campaign.
- The Systems Manager serves on the Support Professionals Advisory and Resource Committee (SPARC).
- Instructional Team Leads serve in the following capacities with ATLAS:
  - The Math Team Lead, along with 3 other math instructors, participates in the Minnesota Numeracy Initiative (MNI).
  - The GED Team Lead serves on the GED PD advisory committee.
  - The ELL Team Lead serves on the Academic Career Employability Skills (ACES) advisory committee.
- The Volunteer Coordinator serves on the LAN Volunteer Issues Committee and attends the Volunteer Management Conference.
- Hubbs Center instructors and administrators are heavily represented among presenters and attendees at ABE trainings and conferences including ATLAS events, Summer Institute, Regionals, and other conferences such as MinneTESOL and the Low Educated Second Language and Literacy Acquisition (LESLLA) conference.
- All contract support staff attend the Support Professionals Advisory and Resource Committee (SPARC) conference.

### 6.2 Describe your consortium's role in developing and implementing your regional Next STEP plan.

The Next STEP plan was developed to help transition students to the next level of education or into a career pathway. The current plan has five different goal areas to assist in the transition of students.

- 1 Area One: The plan will provide a comprehensive Math curriculum that will successfully transition adults into GED and college-level math. The curriculum will draw upon the Minnesota Numeracy Initiative (MNI), the College and Career Readiness Standards for Adult Education, and other best practices. It will then be offered at the Hubbs Center and disseminated to consortium members through the governance and executive councils.
- 2 Area Two: The plan will develop instructors for the FastTRAC Career pathway of Business Office careers. Money was set aside to provide professional development for two instructors, an ABE instructor and a college instructor.
- 3 Area Three: The plan will develop curriculum for the Commercial Drivers License permit at ELL levels 4-6. This coursework will provide an opportunity for students to explore different driving careers as well as prepare for the General Knowledge commercial drivers license exam.
- 4 Area Four: The NextSTEP plan will provide for two FastTRAC ABE teachers to go through a six week training that focuses on preparing ELL and ABE learners for college level reading. The objectives of the training are to have an alternative option to teach reading skills to both ELL and ABE learners. After completion the teachers will disseminate learning to teachers within the consortium.
- 5 Area Five: The last goal of the NextStep plan is to provide mini-grants to other SPCLC members to build/develop contextualized GED, pre-bridge and bridge curricula.

### 6.3 Describe the resources, other than state and federal aid, that you use to supplement ABE programming.

SPCLC: On occasion, SPCLC has applied for and received special federal and state grants as a consortium to augment our work. Currently (as noted previously) SPCLC participates in four FastTRAC grants.

SPCLC was also recently awarded a Summer 2013 Central Corridor Intern by the Higher Education Consortium for Urban Affairs (HECUA). The full-time intern will help build relationships between eight member agencies along the eastern part of the Green Line and potential adult students, and with local businesses and other organizations. The goals are to increase ABE enrollment, leading to improved literacy and language skills, which will provide a better-trained workforce for local businesses. The program will provide economic benefits to individuals, businesses, and the larger community.

Given the size of our consortium, the number of provider agencies, and the diverse target audiences, it is a responsibility of each member agency to identify and procure resources other than state and federal aid to supplement their ABE programming.

The ways in which provider members accomplish this vary. In many cases, grants from private foundations are obtained to augment ABE services. Several members receive Civics grants. Some agencies augment ABE programming by integrating MFIP services, career and occupational training services, and other related services.

6.3.1 To the extent you have not already responded to this, how does your consortium collaborate with 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?

SPCLC: The consortium and its member agencies actively collaborates with a wide variety of organizations. In addition to items described above, areas of collaboration include:

- *K-12*: The Hubbs Center responds to the needs of public schools for outreach programming near or at specific schools. Other member agencies have established and maintained relationships with individual schools.
- *Workforce Centers*: Several member agencies provide ABE services at the local workforce centers. Staff also present before the WIB committees as needed. ABE learners are referred to workforce centers when appropriate.
- *MFIP*: Several of the agency members are also MFIP providers, and actively work with these programs to effectively serve MFIP recipients needing ABE instruction. Other member agencies often serve MFIP clients a well, and effectively coordinate service delivery with MFIP counselors.
- *Post-Secondary*: SPCLC works closely with St. Paul College around delivery of FastTRAC services. Volunteers and interns from a broad range of secondary educational institutions assist in teaching ABE classes and providing individual tutoring.
- *Businesses*: Member agencies work with businesses in many ways. Agencies provide work-based education services, have business representatives on their boards and advisory committees, place volunteers from businesses with their programs, work with businesses to help place clients in jobs, and receive a variety of donations from businesses. Some training programs are closely integrated with the needs of private sector businesses, most especially in the medical field.

- *Labor associations/organizations, industry and employment-training agencies:* Ties are maintained with chambers of commerce, unions, and employment agencies. Lifetrack Resources is an Associate member of SPCLC.
- *Refugee organizations:* One of the SPCLC members is an accredited refugee resettlement agency, and several others are Mutual Assistance Associations. This allows the consortium to track and respond carefully to ABE needs among refugees.
- *Public Libraries:* SPCLC members partner with libraries in many ways, including providing ABE services onsite, and teaching ABE learners how to use library resources. The St. Paul Public Library is an Associate Member of SPCLC, and works closely with members on a variety of initiatives.
- *Public Housing:* Several members maintain close working relationships with public housing, and provide services onsite or close by.

Agency-specific information includes:

CLUES: CLUES has an on-site Transition to Work program for MFIP and ESL clients in their Saint Paul office. Both the Education and Employment departments collaborate directly to provide this program to the community. Employment counselors with the CLUES Employment Department work hand-in-hand with the coordinators in the Education Department to provide classes and trainings for unemployed and underemployed clients of CLUES.

Collaborations with organizations outside of CLUES include:

- Businesses who donate goods and volunteers to agency programs: Target, Wal-Mart, 3M, General Mills, Best Buy
- Post-Secondary Institutions that collaborate with us to provide volunteers to teach our classes: University of Minnesota, St. Kate's University, University of St. Thomas, Macalester College, Augsburg College, Normandale Community College, Metro State University, North Hennepin Community College, Inver Hills Community College, and Concordia College.
- Organizations that collaborate to provide special services to clients: The Hispanic Chamber of Commerce of Minnesota, CLAC (Chicano Latino Affairs Council), Latino Economic Development Center, Ya Es Hora, and SEIU (Service Employees International Union).

Hmong American Partnership: Since 1997, HAP has provided employment services to low-income Minnesota Family Investment Program (MFIP) participants (Minnesota's TANF program). HAP has collaborated with other MFIP vendors for resources and referred MFIP participants to the MN Workforce Centers in St. Paul. HAP is the lead agency of the

HAP/Employment Action Center consortium for the Refugee Employment Services program funded by the Minnesota Department of Human Services. HAP was also approved in 2010 as the lead agency of the HAP/American Indian Family Center consortium contracted to provide YouthLEAD employment services to youth ages 14-21 in Ramsey County. HAP's past and current experience as a provider of State and County employment services programs has allowed it to develop close relationships with hundreds of local private sector employers such as: Midwest Staffing, Saigon, Golden Harvest, Team Personnel, Masterson Personnel, Bix's Produce, and G&K Services. HAP was awarded the 2009 "Outstanding Performance in Program Compliance Award" by Hennepin County MFIP, and is the consistently highest performing MFIP provider in Ramsey County.

In YouthLEAD HAP works with Harding and Johnson HS, Community School of Excellence, and HCPA to recruit for our programs. In the past, the Family Navigator worked with GRIPP specifically with Harding girls for runaway intervention.

Our MFIP participants who are more fluent in English are referred to Workforce Centers to utilize their facilities and workshops. With the downturn of the economy, participants are encouraged to seek out training opportunities so are referred to short term trainings at HIRED (manufacturing), Project for Pride and Living (banking and pharmacy tech program), People Serving People (culinary Arts), and Eastside Neighborhood Services (Forklift), but this is more true in Hennepin than Ramsey County because of the language barriers. In the past, we have referred Ramsey County participants to Lifetrack's Packaging First. We also have a partnership with Ramsey County Workforce Solutions to support the Corridors2Careers Project. This is to provide support to low-income residents along the Central Corridor Light Rail Transit who are unemployed or underemployed, and who are not currently receiving formal workforce services. Through this we are developing community learning lessons and connecting these residents to existing trainings.

Hmong Cultural Center: The agency collaborates with a variety of resources:

- Hmong Resource Fair: As a member of Hmong Resource Fair, HCC has formed a variety of networks with other local community agencies. This enables us to provide a variety of useful information to our students in the areas of housing, mental health, child care, immigration, employment, and higher education.
- Wilder Foundation: Hmong Cultural Center has a good working relationship and collaboration with mental health counselors at Wilder Foundation. Staff work closely to address any issues of mental health that ABE students may have that can prevent them from learning.



- University of Minnesota Nutrition Program: ABE staff at HCC have formed a partnership with the Nutrition Program at U of M for many years. We have integrated this program into our ABE classes.
- Minnesota Internal Revenue: Many of our students are recent refugees and low-income families. They have no knowledge of local or federal tax system. They also have no access to tax services. Each year, HCC forms a partnership with Minnesota Internal Revenue to provide tax services to eligible taxpayers. ABE and Minnesota Internal Revenue staff work collectively to provide current and useful information to our students. Our partnership with MN Internal Revenue has served them well.

### International Institute:

#### *Nursing Assistant Training*

- The principal collaborators are the two area nursing homes which serve as clinical training sites for the NAR program – St. Anthony Park Home and Episcopal Church Homes. All of our students spend five days at one of these two nursing homes during their training. St. Anthony Park Home hires many of our graduates – currently, 75% of the Nursing Assistants there are NAR program graduates.
- A staff member from the Tubman Elder Care & Rights Center presents a workshop to each NAR class to discuss the issues of senior abuse and advocacy.
- A *Medical Careers Advisory Board* meets periodically to discuss employment and educational opportunities for clients in the Medical Careers Pathway Program.
- Staff members complete required paperwork for MFIP employment counselors to ensure accurate reporting of student attendance and performance.
- The NAR employment specialist and her team of employment counselors are in regular contact with long-term care facilities, inquiring about employment opportunities and checking on the performance of program graduates. In 2012, 104 NAR graduates were placed in 61 different facilities in the Twin Cities.

#### *College Readiness for Medical Careers*

- Staff members have a positive working relationship with management and instructors at the Hubbs Center, which greatly facilitates cross-referrals. Through regular meetings and frequent e-mail contact, Institute and Hubbs staff collaborate to navigate graduates into Minnesota FastTRAC programs (nursing, medical office, business office, and early childhood development) because we are partners in a FastTRAC grant.
- Roseville ABE is both a FastTRAC collaborator and the ABE Center that is geographically closest to IIM and, thus, one that our lower-level graduates as well as students who are not academically qualified for College Readiness can access without stress. Likewise, Roseville ABE refers students to our program. Currently, the College Readiness

instructor is consulting with a consultant who is expanding a college orientation program there.

- An additional partner in that program is Saint Paul College, with whom the Institute has a close relationship: Because the College Readiness instructor also co-teaches a college-level course at the college (into which qualified graduates can be channeled), she has been able to cultivate personal contacts in Enrollment Services, academic advising, the Reading and English Departments, and Information Technology. This ensures that we can easily arrange college tours and access up-to-date information on enrollment, financial aid, and course requirements (which are not as transparent as they appear).
- There is regular contact with the Minnesota College Access Network (MCAN), an initiative of the Minnesota Minority Education Partnership that mentors “College Connector Certification” teams every year.
- The Minnesota Literacy Council is a partner that provides support for recruiting both students and volunteer math tutors for College Readiness. The MLC lists College Readiness online, is a major resource for referring candidates who do not qualify for College Readiness and for those who need for more English after completing the course. Moreover, volunteers seeking math tutoring opportunities are referred to us by the MLC.

#### *Communication and Computer Classes and English for Work Classes*

- Staff and project manager attend ABE/ATLAS trainings regularly.
- Staff are active in Hamline TESOL program (currently enrolled).
- Frequent interaction with professional colleagues from Hubbs Center, CVT, and other ESL programs.
- Instructors complete required paperwork required for MFIP employment counselors to ensure accurate reporting of student attendance and performance.
- Instructors maintain close working relationships with local community destinations, public libraries, and transportation providers to encourage student participation and improve confidence. It is anticipated that the list of collaborators will grow as the EFW program establishes more connections and plans more authentic learning opportunities: St Paul Public Library – St Anthony Branch; Hamline University Student Union– Hamline Campus; Gingko’s Coffee Shop – Snelling Ave.; Como Park Zoo and Conservatory; Metro Transit; and Cave Café Food Truck

In addition to the individual program involvement mentioned above, IIM’s Executive Director is involved with many individuals and agencies in order to advertise IIM’s programs. She works closely with Saint Paul College to design new FastTRAC opportunities. She is an active participant with Skills@Work – a statewide campaign to ensure Minnesota has the skilled

workforce it needs to compete in the global economy. She is a member of the Council of Agency Executives of United Way. She has met with members of the WorkForce Centers and WIBs to discuss areas of mutual concern. She represents the Institute at the gatherings of the Sectoral Employment Initiative of the Phillips Foundation.

Lao Family: Provides space for MFIP employment counselors.

Minnesota Literacy Council: MLC Learning Centers, especially the Arlington Hills learning center which serves primarily Karen refugees receiving MFIP benefits, communicate frequently with those learners' employment counselors regarding learner attendance, benefits and referrals. Arlington Hills also collaborates with Bix Produce Company to identify employment opportunities for learners. MLC collaborates with many other community organizations to arrange student field trips and language experiences. MLC also collaborates with St. Catherine's University – MPLS campus to provide two Transitions Lab classes for ESL and developmental education students not yet admitted to degree-seeking programs.

Two of our Open Door sites have an MLC-operated preschool program, Children's English School, available for the children of our ESL learners. Literacy home visits by MLC staff are offered to these families, and there are regular parent-child literacy activities offered on-site.

MORE:

- Karen Organization of Minnesota (KOM): (1) KOM provides MORE with space at no cost for two classrooms within their offices, and MORE provides teachers, computers, books, and educational supplies for literacy-level and low-beginning classes. KOM also provides transportation for students who live within certain St. Paul neighborhoods. (2) MORE provides education-related information to KOM's employment counselors for their clients who attend classes at MORE.
- MFIP employment counselors: MORE receives student referrals from 17 MFIP employment counselors, and we provide monthly student attendance and progress reports to those counselors.
- Roseville Adult High School: MORE refers students to Roseville Adult High School once they have achieved the necessary English skills to attend that program.
- International Institute of Minnesota: MORE referred students to its nursing assistant program.

Neighborhood House: We partner with Century College, Inver Hills Community College, Saint Paul College, Augsburg College, University of Minnesota, Macalester College, Dakota County

Technical College, and Metropolitan State University. Collaborations include, but are not limited to, presentations and workshops, campus tours and college fairs at Wellstone Center.

- Our College Access staff and on-site TRiO partner work with ABE students to prepare and plan for, apply to, and enroll in post-secondary institutions.
- We regularly refer our participants to employment/training institutions such as Good Will/Easter Seals, Resource, Latino Economic Development Center and Masterson Personnel.
- The SPPS Placement Center tables near our classrooms to connect with students and talk about enrollment options for their children.

#### St. Paul Public Schools:

Partnerships are maintained with: St. Paul College, Inver Hills College, SPPS K-12, Goodwill Easter Seals-FastTRAC; Community Action Partnership-FastTRAC/Office hours at Hubbs Center, Lifetrack-Office Hours at Hubbs Center, Workforce Solutions-Office Hours at Hubbs Center, Public Housing Agency- FastTRAC, Family Literacy Classes, City of St. Paul - Fire Department, Office of the Mayor- FastTRAC, Community Action Partnership/HeadStart- FastTRAC and Office hours at Hubbs Center, Children's Home Society/Child Care, Jewish Family Service- Office Hours at Hubbs Center, Jewish Community Center -Hubbs provides ELL class at their site, CommonBond -Hubbs provides ELL class at their site, HealthPartners -FastTRAC partner, Carpenter and Joiners Training Center- Carpentry Prep, Department of Economic and Employment Development -FastTRAC, Merrick Community Center- GED classes, Ramsey County Probation- GED classes, BreakingFree, College Prep, GED classes, HIRED -Child Development and GED classes, Ujamaa Place- GED classes, and Medina Academy child care center -ELL classes.

Outreach sites include: Harding High School, Highwood Hills Elementary, John A. Johnson Elementary, Wellstone Elementary, Ramsey County Probation, Gillette Children's Hospital, Merrick Community Center, Homecroft Community Building, Roosevelt Home Public Housing, McDonough Home Public Housing, Wheelock ECFE Center, Cathedral Hills Home (CommonBond), Medina Academy (Child Care/Community Center), Ujamaa Place, and Workforce Center Kellogg.

Vietnamese Social Services: VSS is an employment services provider that works closely with the ELL program. MFIP clients that have registered with VSS Karen Support Program, but are assigned to MFIP providers such as HAP, HIRED, or CLUES, or are DWP clients, inform the MFIP counselors that they wish to attend English class at VSS. The MFIP counselor submits forms such as school verification and monthly attendance that we complete and return. When

necessary, we communicate with the MFIP counselor or vice versa to clear up any confusion about student participation or a student's status as to being active, on maternity/medical leave or having exited MFIP and English class due to a job or other reasons.

### 6.3.2 How do you coordinate with external partners to provide support services to meet the needs of the students, such as transportation, convenient class locations and childcare?

Given the diverse nature of students served by each member agency, support services are generally arranged and provided directly by member agencies. Descriptions of these follow.

Guadalupe Alternative Programs: GAP offers ABE services evenings/weekends at GAP, Saturdays at Sojourner Truth Academy in North Minneapolis, and in a comprehensive weekday GED/ESL vocational program – Y.A.L.E. (Young Adults Learning and Earning.) Buscards, breakfast and lunch are provided Y.A.L.E. students. Social work services are provided to all students through a partnership with Metropolitan University Social Work Department. Mental health services are also provided all students through a partnership with Argosy University/Twin Cities Master of Arts in Marriage and Family Therapy and Doctoral program in Clinical Psychology. On-site childcare is provided for all students.

Hmong American Partnership: Several years ago, Hmong American Partnership identified that transportation was a critical barrier to education. We provide a hubs-based transportation route for all of our classes. Learners are able to ride the van initially, with the support of teachers to become more self-sufficient through use of public transportation or a vehicle purchase as time progresses. Additionally, HAP education is exploring the possibility of IDAs as a way to encourage saving that could result in the purchase of a vehicle through an additional subsidy.

Daycare needs are also addressed through employment counselors working closely with MFIP clients and communicating with the learners' teachers as day-to-day living challenges arise. Our classes are offered under a newly reorganized system from 9-1 and from 11-3. This will allow adults with families to leave for class and return home in time for their children to be dropped off. We are also adding an on-site job club, which will streamline clients' required activity to one site and at one time, helping to support their busy schedules and best meet their assistance requirements.

Hmong Cultural Center: Hmong Cultural Center has partnered with Neighbor Transportation to provide transportation for our citizenship medical waiver class students. It is a low cost and covered by a private grant. However, in common with other agencies, many of our students still struggle with childcare and transportation, especially new immigrants, refugees, and single

parents. HCC is exploring more options to partner with others to provide classrooms that are near a particular group of students as well as create classroom schedules that would fit working students and single parents.

International Institute:

*Nursing Assistant Training*

- IIM has a large parking lot and is located on a major bus line.
- We have enrolled in Metro Transit's School Program which allows us to sell bus cards to attending students at half price.
- When students have other needs (housing, medical appointments, bus routes to and from school, etc.), the Social Services Coordinator assists each student as needed, or refers them to others who can help them.
- All students go through the Bridge to Benefits website questionnaire to determine their eligibility for county or statewide assistance. If they are eligible, the Social Services Coordinator helps them fill out the application forms.

*College Readiness for Medical Careers*

- Since the in-house Nursing Assistant Training program has long had administrative staff whose responsibilities include connecting students to medical, dental, child care, and housing resources, College Readiness shares this resource.
- For educational needs, College Readiness staff members assist each student with placement in subsequent programs. That may mean referring a student to our in-house Medical Career Advancement program for academic and career counseling.
- College Readiness staff members also take responsibility for working with students who apply to our program but do not qualify for specific services we offer: they are referred to other ABE agencies that meet their individual academic and location needs.

Jewish Community Center: JCC can provide childcare onsite in some cases. They also began serving students from nearby low-cost housing who lost their ELL classes when another provider stopped providing services, providing an easily accessible location.

Lao Family: We have a class offered at Mount Airy Community Center for students who live around that area. At our Arcade site, we have discounted Metro Transit bus cards for students. Bus cards are available for purchase at a discounted rate of \$5 each or free for students that can't afford the cost. We have a bus line and a stop right in front of our building as well.

Minnesota Literacy Council: All learning centers refer learners to the Hotline to identify convenient class locations as appropriate. Our coordination staff works with learners to assist them in mapping a bus route and refers them to childcare referral agencies to help with childcare. The Children’s English School, available at two Open Door locations, is available for 3- to 5-year-old children of adult students during morning ESL class times.

MORE: Internally, MORE offers case management, social services, basic needs, and mental health counseling to those in need of those services. We refer students who receive MFIP benefits to their job counselors for child care and transportation needs and the Karen Organization of Minnesota (KOM) provides transportation for students living in some neighborhoods. If KOM were to relocate, we would work together to provide classes at their new location.

Neighborhood House:

- We refer eligible students to Think Small for childcare assistance.
- We refer students to local, affordable in-home daycares – many of which are run by current or former ABE students.

St. Paul Public Schools: SPPS provides outreach services at nearly 20 sites throughout St. Paul, and also provides space at their largest site (Hubbs Center) to a variety of partner agencies - including the YWCA childcare program at the Hubbs location. They collaborate with partner agencies to conduct needs assessments to determine what support services are important for recruiting and retaining learners. Classes co-located at agency sites may have access to childcare that is offered or transportation assistance through those sites. If the external partner is unable to offer specific support services than others agencies are brought in to help fill the gap.

Vietnamese Social Services: VSS provides transportation to students who live east of 35E. For those who live west of 35E and more than half a mile from VSS, we provide bus passes if they are not MFIP recipients or they get passes from their MFIP counselor. At times, we will take a student to the MFIP provider to pick up a bus pass so s/he can get to class.

VSS does not provide childcare but staff in the Employment Services program does have the names of some Karen childcare providers. Staff in the Health Outreach Program provide assistance in completing various forms and checking into approval for childcare and health care coverage.

Students who need classes closer to their homes or at times other than when VSS offers classes, are given information provided from the MLC Hotline.

6.4 How do you collaborate with local and county correctional facilities?

6.4.1 Describe or include the instructional content and schedule(s).

6.4.2 Describe the type of support received from the correctional institution, including financial.

George Kimball from Corrections sits on the Hubbs Center Advisory Council.

St. Paul Public Schools ABE offers a Pre GED and GED class at a Ramsey County Probation Office. Class meets 3/days week for 12 hours a week.

The Ramsey County Probation office provides space, materials for students, pencils, and paper. Dave Whitman, supervisor at the Probation office, has served on the Hubbs Center Advisory Council formerly, and supports teacher at site.