

Minnesota Adult Basic Education ANNUAL NARRATIVE PERFORMANCE REPORT: Federal State Grant and EL/Civics – Program Year 2012-2013

The following report addresses the four narrative requirements as explained in the USDOE-OVAE memorandum: "Electronic Report Forms for the Annual Statistical and Financial Reports."

NARRATIVE ITEM ONE: "State Leadership" Fund Results

Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The following accomplishments reflect the use of State Leadership funds to accomplish key initiatives, goals and objectives. In most cases, significant state funding is combined with federal funds to accomplish mutual ends.

1. Volunteer Training and Support

As specified in the Minnesota state plan for Adult Basic Education, the Minnesota Department of Education Adult Basic Education office continues to collaborate with and provide state leadership resources to the Minnesota Literacy Council (MLC) (<http://www.themlc.org/ABEProgramServices.html>) to provide literacy tutor training in Minnesota. That collaboration and support yields a substantial capacity to deliver volunteer tutor training statewide including through innovative projects such as online training. The MLC also supports volunteer tutors through their "Tutor Tip" e-mailings and "Tutor Tip" archive on the MLC website. In FY 2012-13, more than 1500 volunteer tutors were trained to work in Adult Basic Education programs statewide. Most tutors work in settings where their work supports that of a licensed ABE teacher.

2. ABE Professional Development

State leadership funds were used during 2012-13 to support one Minnesota Department of Education Adult Basic Education position (the professional development specialist) to coordinate statewide professional development (PD) activities and assist local ABE program staff in designing and implementing effective PD. Specific PD events conducted included: a state summer ABE professional development conference, a new teacher orientation, a state adult ESL institute, a state support staff conference, regional ABE trainings, assessment trainings, and volunteer trainings. Event numbers and attendance totals for these 2012-13 trainings are listed below:

Professional Development Event	Number of Events	Attendance Totals
Statewide ABE Summer Institute	1	450
New Teacher Orientation	1	80
Regional Training Events	16	674
Adult ESL Institute	1	145
Support Staff Conference	1	142
Assessment Trainings	19	397
Volunteer Trainings	87	1697

In addition, professional development was provided through a number of long-term job-embedded activities, including:

- STAR (STudent Achievement in Reading): Training and support for teachers of intermediate-level adult readers in effective, evidence-based practices in adult reading instruction
- MN Numeracy Initiative (MNI): Training to improve the effectiveness of math instruction for adult learners
- Project IDEAL (Improving Distance Education for Adult Learners): Training focused on developing effective distance learning programs for adult learners
- ACES (Academic, Career, and Employability Skills): Training to ensure that ABE programs are providing contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness at all levels
- Low-Literacy ESL Study Circles: Facilitated study circles for teachers working with ESL learners with limited literacy
- Technology Mentoring: One-on-one mentoring to support teachers in integrating technology into instruction

Professional Development Activity	New participant numbers for 2012-13
STAR	22
MNI	28
Project IDEAL	40
ACES	400+
Low-Literacy ESL Study Circles	37
Technology mentoring	16

Participants from past cohorts also continued to receive training and technical assistance through these PD initiatives as well. In addition to the PD activities described above, multiple provisions of individualized professional development technical assistance to local ABE programs were provided.

3. The Minnesota Adult Basic Education System Overview

The following OVERVIEW information describes the Minnesota Adult Basic Education delivery system for 2012-13. The significant accomplishments noted below are a result of the combination of both state and federal resources. Federal state Leadership funds are used to support state level technical assistance and to provide administrative and professional development services that are necessary to operate the ABE system.

Overview of Adult Basic Education (ABE) in Minnesota (2012-13 Program Year - Revised 8/12/13)

The **mission** of Adult Basic Education in Minnesota is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.

ABE Programs Available

- **GED (General Educational Development Diploma):** National high school equivalency assessment that includes a set of 5 tests: Math, Language Arts-Reading, Language Arts-Writing, Social Studies, and Science.
- **Adult Diploma:** Programs for eligible adults leading to a high school diploma from a local MN school district.
- **ESL (English as a Second Language):** Instruction for learners whose native language is not English.
- **Basic Skills Enhancement:** For learners who need goal-specific elementary or secondary level basic skills such as work-related math, functional literacy (e.g.- banking skills), reading or writing assistance. Generally considered "brush-up" and not leading to a diploma or GED.
- **Family Literacy:** Program for adults and their pre-school children. Features instruction for adults in literacy, instruction in parenting, and educational/developmental services for kids.
- **Citizenship & Civics Education:** Programs which prepare new Minnesotans for U.S. citizenship. Includes U.S. citizenship application preparation and English language instruction. Civics Education includes ESL, work readiness and skills to encourage full participation in U.S. society, culture and employment.

ABE Initiatives and Priority Program Areas

- **Adult Career Pathways: Preparing Adults for Postsecondary Education, Training, Employment and Workforce Education.** Pre-employment programs to provide basic skills necessary for work are provided at the local ABE site or WorkForce Centers. ABE services are also provided at some local employers' sites and are designed to improve the basic skills (in the context of work) of the worker. Career pathway programming (e.g.- Minnesota FastTRAC initiative), basic skills instruction, counseling, and college prep skills to better prepare students for postsecondary success in credit bearing or credentialed programs and occupational programs at postsecondary institutions. (This initiative is in collaboration with the MN Department of Employment and Economic Development (DEED), MnSCU, nonprofit training providers and other partners).
- **Distance Learning and Digital Literacy: Building Adults' Technology Skills.** Minnesotans statewide can now access numerous distance learning options through their local ABE sites to build their reading, writing, math and digital literacy skills, including free GED online preparation through the i-Pathways program.

ABE Instructional Content

Core Content	Supplementary Content
<ul style="list-style-type: none"> • Reading • Writing • Mathematics • Speaking • Listening • ESL/ELL/ESOL • GED/Adult High School Diploma 	<ul style="list-style-type: none"> • Citizenship/Civics • Basic Technology Skills • Transition to Higher Education • Employment Readiness/Workforce Education • Knowing How to Learn • Creative Thinking and Problem Solving • Personal, Group and Societal Effectiveness • Study Skills

Eligibility

Must be 16 and over, not enrolled in secondary school, and seeking a secondary credential or functioning below the 12th grade level in any of the basic academic areas including reading, math, writing and speaking English.

Enrollment

74,736 ABE Enrollees in Program Year 2013 (May 1, 2012 through April 30, 2013)

ESL	27,261 (36%)	Unemployed	14,479 (19%)
Conditional Work Referrals	3,555 (5%)	On Public Assistance	8,559 (11%)

Incarcerated 7,590 (10%)
 (Duplicate counts among the enrollment categories above)

Objectives and Outcomes

Adult Basic Education addresses a variety of learner goals. ABE helps learners to:

- Attain employment and/or better their current employment;
- Achieve high school equivalency (GED or Adult High School Diploma);
- Attain skills and certificates necessary to enter postsecondary education and training;
- Exit public welfare and become self-sufficient;
- Learn to speak and write the English language;
- Master basic academic skills to help their children succeed in school;
- Become U.S. citizens and participate in democratic society; and
- Gain self-esteem, personal confidence and sense of personal and civic responsibility.

Selected Outcomes

- The Minnesota ABE system has exceeded its federally set performance targets (academic level completion, employment, GED attainment, and transition to postsecondary) every year since 2002.
- The average Minnesota ABE participant received more than 124 hours of instruction in Program Year 2013.
- 9.2% of all diplomas issued in Minnesota during 2012 were either a GED or an Adult High School Diploma.
- The average annual cost per enrollee for ABE is \$704. In comparison to both K-12 and postsecondary per pupil expenditures, ABE is highly cost-effective.
- 11.2% of ABE participants were enrolled in credit courses at postsecondary institutions either during, within the first year after or within the second year after they participated in ABE.

Quick Statistics			
GED's earned	5,587	Entered employment*	4,979
High School Diplomas	218	Retained employment*	8,906
Entered Postsecondary Education*	5,102	* Under-reported due to follow-up issues such as mobility and data privacy	

Program Delivery

The Minnesota Department of Education funds **46 ABE consortia** that serve the entire state geographically. The consortia deliver ABE programming at hundreds of local ABE sites at public schools, workforce centers, community/technical colleges, prisons/jails, libraries, learning centers, tribal centers, and non-profit organizations. ABE consortia hire **more than 1,400 staff (1,149 teachers, 177 paraprofessionals and 179 administrators)** and work with **2,400 trained volunteers** to provide high quality instruction. Public school ABE programs are required to use K-12 licensed teachers or teachers with a college degree in ESL. **73% of paid instructors are part-time.**

Staff Development & Program Support Services

Statewide and regional staff development for ABE educators is typically coordinated by Minnesota Department of Education Adult Basic Education staff using federal ABE funds and state ABE supplemental service funds. By law, two percent of the state ABE appropriation may support supplemental services that address the needs of ABE programs across the state. Using these funds, the state ABE office awards grants to organizations that provide services in the areas of professional development, volunteer training, educational technology, disabilities, assessment, distance learning, workforce collaborations, and program quality. For a list of current supplemental service providers, visit www.mnabe.org.

Adult Basic Education Law

ABE operates under both state and federal law. The state law (which provides 89% of ABE funding) is Minnesota State Statute 124D.51-52. No operating or administrative monies are provided to the MN Department of Education (MDE) under the state ABE appropriation. Federal funds are provided under Title II of the Workforce Investment Act. Title II is called the "Adult Education and Family Literacy Act". Administrative policies are established by the Adult Basic Education Office at MDE.

ABE Funding

Currently, state funds are distributed to approved consortia using a mandated aid formula integrating school district population, LEP counts, census no-diploma data, and prior year learner contact hours. Competitive grant funds (one-time appropriations) and ongoing federal ABE funds are also allocated.

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
State ABE Aid	\$43,125,585	\$44,864,723	\$45,628,787	\$46,495,881	\$47,658,278
Federal ABE Aid	\$5,299,077	\$4,918,864	\$5,022,396	\$5,085,523	\$4,804,353
EL/Civics Grants	\$866,787	\$982,196	\$1,018,670	\$1,012,407	\$913,794

Total	\$ 49,291,449	\$ 50,765,783	\$51,669,853	\$52,593,811	\$53,376,425
Enrollment	78,480	74,847	73,323	74,736	
Student Contact Hours	5,827,860	5,775,962	5,986,652	5,931,207	
Average Annual Cost	\$628	\$678	\$705	\$704	

Critical Literacy Needs/Facts in Minnesota

- According to the American Community Survey of the US Census, 10% (388,074) of Minnesotans over 18 years old lack high school equivalency. Also, about 6,000 high school students aged 16 and 17 drop out each year without attaining a diploma and as experience proves, some high school graduates may still lack basic skill competency. The percent of MN adults without high school equivalency varies by ethnic group: Hispanic – 40%, Native American – 37%, Black – 21%, Asian – 14%, White – 13%. *US Census-ACS 2008*
- MN's immigrant and refugee population has expanded to record levels, especially Asian, Hispanic and African population groups; 7% (339,236) of all Minnesotans are foreign born; and an estimated 250,000 residents are in need of ESL services. One in ten Minnesotans over 5 speak a language other than English in the home and over 35,000 permanent Minnesota residents lack US citizenship. *2003 DHS and 2008 US Census-ACS*
- Of Minnesota's 3.3 million working age adults, 60% have not completed college and are ABE potential clients. Of these adults:
 - 251,210 have not completed high school;
 - 892,744 have completed high school but have not entered college (most require remedial math or reading);
 - 832,371 have some college but no degree or credential (48% need remedial math or reading);
 - 61,327 speak 'little or no' English;
 - 346,968 earn less than a living wage (twice the federal. poverty level)*Council for Adult and Experiential Learning (CAEL) 2009*
- 48% of all 2008 MN high school graduates enrolling in MN colleges took one or more remedial college courses. This rate of remedial need has increased every year since 1999. Students needing remediation pay tuition and access financial aid and are often unaware that free ABE services exist to provide remedial academic instruction necessary to enter credit bearing programs. *2008 Getting Prepared report-MnSCU*
- Northwestern University's Center for Labor Market Studies shows joblessness rate during 2008 of 54 percent nationwide for young high school dropouts was 22 percentage points higher than that of high school graduates and 33 percentage points higher than that of young adults who had completed 1-3 years of postsecondary study. The study shows that the average cost to taxpayers, including incarceration costs, over the working life of each high school dropout is \$292,000. *Northwestern University 2009*
- 42% of the MFIP (public welfare) caseload do not have a high school degree or the equivalent. Many participants who have completed a high school education have reading and math abilities far below the 12th grade level. It is difficult for this group to find and retain jobs due to low literacy levels. *2007 DHS*
- Public schools report that the numbers of parents are growing, not declining, whose lack of basic skills are barriers to the success of their children. *MDE*
- Major MN employers report large costs to train and retrain employees whose lack of basic skills or ability to speak English are liabilities to productivity. The average dropout earns about \$7,000 less annually than the average high school or GED graduate. *MN Bus. Partnership and 2000 Census*

NARRATIVE ITEM TWO: Core Indicators of Performance

Describe any significant findings from the Eligible Agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Title II of WIA requires that all approved Adult Basic Education (ABE) programs establish **quantifiable performance levels** for three sets of **core performance indicators**.

Minnesota National Reporting System (NRS) Outcomes: Negotiated Targets and Actual Results (2010 – 2013)

NRS Educational Functioning Level and Core Indicator Goals	FY 2010		FY 2011		FY 2012		FY 2013	
	% Completing Each Level/Goal		% Completing Each Level/Goal		% Completing Each Level/Goal		% Completing Each Level/Goal	
	Target	Actual	Target	Target	Actual	Target	Target	Actual
Beginning ABE Literacy	52%	57%	58%	52%	57%	58%	62	66
Beginning Basic Education	48%	56%	51%	48%	56%	51%	55	58
Low Intermediate Basic Education	48%	48%	44%	48%	48%	44%	52	52
High Intermediate Basic Education	37%	38%	38%	37%	38%	38%	43	44
Low Adult Secondary	36%	39%	39%	36%	39%	39%	43	45

Beginning ESL Literacy	53%	54%	53%	53%	54%	53%	56	55
*Beginning ESL(Low)	61%	66%	59%	61%	66%	59%	65	69
Beginning ESL High	53%	55%	53%	53%	55%	53%	59	61
Low Intermediate ESL	46%	47%	46%	46%	47%	46%	49	52
High Intermediate ESL	43%	45%	44%	43%	45%	44%	47	49
Low Advanced ESL	21%	24%	23%	21%	24%	23%	25	29
Entered Employment	61%	74%	57%	61%	74%	57%	32	34
Retained Employment	74%	80%	65%	74%	80%	65%	62	68
Receipt of Secondary Diploma or GED	68%	88%	57%	68%	88%	57%	60	60
Placement in Postsecondary Education or Training	61%	79%	71%	61%	79%	71%	17	30

*FY 2011 actual data subject to final audit

The table above provides core performance information for the past four years. In general, changes in Minnesota results reflect continued improvements in compliance with NRS requirements. Minnesota has exceeded its targets every year since 2004-05. Steadily improving outcomes likely resulted from a combination of better compliance with pre- and post-testing requirements (more students tested at appropriate intervals) along with improvements in the alignment between the instruction and assessment content domains.

Overall, the results in the past four years suggest that Minnesota is nearing uniform NRS compliance and showing improved instructional alignment with program goals.

NARRATIVE ITEM THREE: Integration/Coordination of Activities

Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.

Federal funding note: Minnesota's share of Adult Basic Education federal funding has declined most years since 2004-05 (\$6.8M) through 2011-12 (\$6.1) which represents a loss of **11%**.

1. Minnesota is one of a handful of states that prepare a **unified** state plan for WIA. Quarterly meetings have been held with other state level WIA partners to ensure the integration of Title II plans and services. These meetings are a part of the Governor's Workforce Development Council structure and are hosted by the MN Department of Employment and Economic Development office. At these meetings significant WIA issues such as the incentive grant process and categorical Workforce Education support are discussed in a collaborative way.
2. The state ABE office continues to work with other WIA partners and the state post-secondary system on the Minnesota FastTRAC initiative. This nationally recognized initiative is developing and implementing career pathway programming that is targeted to all levels of ABE learners and features bridge (ABE pre-occupational classes) and integrated (co-taught ABE and post-secondary instruction) programming in high demand occupational areas. The initiative is partially funded through the Joyce Foundation (Shifting Gears program) and also receives support from ABE leadership funds and funds from other WIA partners. During FY 2012-13, over \$1,500,000 were contributed by multiple partners, both public and private, to support the FastTRAC Initiative. In addition, in spring of 2013 the Minnesota Legislature approved an annual appropriation of \$1.5 to support FastTRAC. <http://mnfasttrac.org>
3. All local Workforce Centers (one-stops) have MOU's with their local ABE providers. Seventeen ABE programs have services co-located with their local Workforce Center. The majority of Workforce Centers refer ABE clients to their local provider (under their MOU agreement). The availability of classroom space in local Workforce Centers is a barrier to the co-location of ABE services.
4. At the state level, the Minnesota Department of Education is represented by the commissioner of education on the state WIB, called the Minnesota Governor's Workforce Development Council. There is also one local ABE representative (an ABE program provider) on the state WIB. The MN State Director of Adult Education serves on one of the committees to the GWDC called the Resource Alignment Committee. In 2010, the state legislature passed a law requiring all local WIB's to include an ABE representative (not just a school superintendent).
5. During FY 2012-13, 41 of Minnesota's 46 consortia worked directly with their local one-stops to deliver skills and training to unemployed adults in content areas of computer literacy, work readiness skills, and transition to post-secondary skills.
6. Since FY 2010, the MN State Director of Adult Education has participated in extensive discussions and conferences to position Adult Basic Education as a key player in the state's economic development planning. This effort has resulted in the leveraging of private foundation funding through the Joyce Foundation and the United Way

organization to implement a career pathway initiative designed to create career pathways and build collaborations between Adult Basic Education providers, MN State Colleges and Universities, workforce development providers, and local employers. This comprehensive initiative has led to the development of a “policy agenda” which if implemented successfully, has and will lead to policy and system changes that will enable more Minnesotans to access affordable career pathway training in post-secondary institutions.

NARRATIVE ITEM FOUR: EL/Civics

Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of learners served.

Minnesota has a significant ESL-eligible population. Twenty-one grants were funded during 2010-11 under a competitive application process. The grant providers served approximately 2,000 learners. Here is a brief summary of programs:

Agency:	Bloomington (Metro So./Community Services Center [CSC]) Award: \$40,000.00
Contact:	Tamra Sieve Phone: 952-681-6119 Email: tsieve@bloomington.k12.mn.us
Target Population:	Asian, Latin and African
Services Provided:	SHAPE will offer 3 courses at our CSC SHAPE main campus. These 3 courses offer career pathways that meet the needs of our working learners. These courses include CNA Prep, Child Development Associates (CDA) and Retail Sales and Service-National Retail Federation (NRF). These courses offer the beginning steps to enable students to obtain credentials that lead to good paying jobs with advancement opportunities in businesses and services that are important to the local economy in the Twin Cities south metro area. The outlook for health care careers remains positive. There should also be an increased demand for childcare workers, especially those who take care of infants. Positions in retail establishments open doors to many careers. We recognize that these are three potential career pathways for many of our students and we would like to bridge our students to the workforce by offering these courses.

Agency:	Bloomington (Metro South/Mall of America) Award: \$40,000.00
Contact:	Tamra Sieve Phone: 952-681-6119 Email: tsieve@bloomington.k12.mn.us
Target Population:	Asian, Latin and African
Services Provided:	The EL/Civics-Work classroom will continue to operate at their Mall of America classroom 4 days per week for 40 weeks. The program will offer English language learning combined with EL Civics-Work and Community Engagement to low/high intermediate level learners (CASAS 201-220). This site was chosen because of its proximity to potential employers as well as being an excellent location to conduct field trips. Students will have the opportunity to visit employers and learn about job skill requirements for positions in retail, restaurant and service industries. The instructor will provide focused instruction in job skills and the workplace as well as learning how to access community resources and become actively engaged in the community.

Agency:	Communications Services for the Deaf (CSD) Award: \$29,410.00
Contact:	Jessalyn Frank Phone: 651-964-2051 Email: jfrank@c-s-d.org
Target Population:	Hmong, African American and Southeast Asian.
Services Provided:	The Deaf Civics program will offer intensive, bilingual and culturally competent English, Civics and math literacy while simultaneously studying job related computer skills, job search strategies and work correlated soft skills. These skills are developed specifically to meet the learning needs of deaf individuals. Incorporating “hands on” practical civics training into the existing curriculum allows content for deaf immigrants and refugees, while English is their second language. The benefits derived from the use of sign language interpreters to access programs, services, community resources is the first step in the enculturation process. At the same time, gaining citizenship through their learning about American history, social and government systems facilitates the transition to community integration, personal independence and civic participation.

Agency:	Hmong American Partnership (HAP) East Side of St. Paul Award: \$40,000.00
Contact:	Bao Vang Phone: 651-495-1507 Email: baov@hmong.org
Target Population:	Hmong, Karen, African American and SE Asian.
Services Provided:	HAP's Proactive American Civics Training (PACT) program provides English Language Learners with language instruction in the context of the work world in Minnesota. The multi-faceted PACT curriculum includes ten educational units that incorporate both Civics education & work-focused instruction, including: Citizenship, Government & Voting; Knowing your Community in Preparation for Employment; Work as a Civic Responsibility; Qualities of an Effective Worker and many more useful topics. Classroom activities include traditional instruction, role playing, group learning

	exercises, guest speakers, field trips and a variety of other learning techniques.
Agency:	Hmong American Partnership (HAP) Frogtown Neighborhood Award: \$40,000.00
Contact:	Bao Vang Phone: 651-495-1507 Email: baov@hmong.org
Target Population:	Hmong, Karen, African American and SE Asian.
Services Provided:	HAP's Proactive American Civics Training (PACT) program provides English Language Learners with language instruction in the context of the work world in Minnesota. The multi-faceted PACT curriculum includes eight educational units that incorporate both Civics education and work-focused instruction. Units include: New Americans; Living and Working in the Community (Parts 1 & 2); Interviewing and Communicating Effectively; Managing Time, Education and Money; Succeeding in the Workplace (Parts 1 & 2); and Staying Healthy and Safe. Classroom activities include traditional instruction, interactive computer practice, role playing, group learning exercises, guest speakers, field trips and a variety of other learning techniques.
Agency:	Hopkins (Adult Options in Education) Award: \$40,000.00
Contact:	Jane Kono Phone: 952-988-5344 Email: jane_kono@hopkins.k12.mn.us
Target Population:	Recent immigrants & refugees and a substantial number of migrant workers & Somali.
Services Provided:	AOIE's Civics program will provide English language instruction in listening, speaking, reading and writing English with instruction appropriate to the adults' English skill levels. The course content will teach language & culture skills needed to succeed in the American workplace: Component A—Career exploration & learning job seeking skills. Component B—Work Place Communication skills for employees to be successful & increase potential for workplace success and advancement. Component C—Community Connection to understand & access resources to support employed individuals & their families. Literacy goals will be to improve language skills. Teaching grammar & vocabulary in the context of the world of work will relate instructional content to the vital goals of succeeding in obtaining & retaining employment with the strong civics component of understanding government & community support for workers & their families.
Agency:	Institute for New Americans Award: \$40,000.00
Contact:	Jodi Versaw Phone: 612-871-6350 Email: jversaw@iecmnnesota.org
Target Population:	Somalia, Mexico, Ecuador and Ethiopia
Services Provided:	The EL Civics class will be embedded into our adult ESL programming at the high-intermediate level. The overarching goal for this class will be simultaneous development of English language skills and workplace/civics knowledge and participation. Major themes covered in class will include exploring career/employment options, assessing personal skills and qualifications, setting and meeting realistic employment goals, seeking employment, networking, filling out applications, writing resumes, preparing for interviews, employing culturally appropriate soft skills, using telephone etiquette, recognizing and resolving conflict at work, understanding signage and asking for explanation or clarification on the job. Another important aspect of the content is understanding career pathways and what steps learners must take to reach their career goals. Activities and information presented in the classroom will be supported and enhanced by the following resources and/or staff members: 1) computer lab & online resources, 2) an AmeriCorps VISTA member working to create relationships between potential employers and the Institute for New Americans, 3) an AmeriCorps CTEP (Community Technology Empowerment Program) member working to enhance our students' ability to utilize technology in order to obtain employment and improve civics and social opportunities.
Agency:	International Institute of Minnesota Award: \$40,000.00
Contact:	Dominique Winders Phone: 651-647-0191 ext. 340 Email: dwinders@iimn.org
Target Population:	Program will serve refugees and immigrants from many ethnic groups such as: Afghan, Bhutanese, Burmese, Cambodian, Cameroonian, E. Indian, Iraqi, Hmong Iranian and several others.
Services Provided:	The Civics, Communication and English for Work (CCEFW) classes provide language acquisition, employment readiness skills & computer training necessary for effective communication for employment in the Minnesota workplace. The program offers instruction that integrates language development, work-culture related activities & computer skills training. During the nine-week sessions, students will be introduced to topics that present the vital employment, linguistic, technological & cultural information that will help them be more successful in finding employment and further employment training opportunities. The curriculum also includes activities that develop employment planning & researching skills, critical thinking & problem solving skills required for the

	workplace. Activities are delivered in thematic units & presented sequentially in order of difficulty.
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Agency:	Lao Family Community of MN, Inc.	Award: \$40,000.00
Contact:	Choua Lee	Phone: 651-757-3138 Email: choualee@laofamily.org
Target Population:	Hmong, Karen, Karenni, Egyptian, Somali, Vietnamese, Lao, Mexican, Ethiopian, Togo and Thai	
Services Provided:	Lao Family is proposing to serve 70 English Language Learners (ELL) in the New Americans Ready for Work program during the grant period. Enrollment will be limited to 15 students per each of two classes held each quarter. Maximum capacity—30 per quarter. The New Americans Ready for Work provides work-focused English language, employment readiness, and civics/citizenship computer-based classroom instruction for English Language Learner (ELL) adults. Work Readiness Instructors collaborate and consult with the ELLs' Employment Counselors to assure that instruction prepares ELLs to apply for and accept available jobs for which they are qualified.	

Agency:	Mankato	Award: \$40,000.00
Contact:	Bev Mountain	Phone: 507-207-3055 Email: bmount1@isd77.k12.mn.us
Target Population:	White, African American, Hispanic, Asian and American Indian	
Services Provided:	The overall goal of this program is to upgrade the skills of low level ESL students so they will be better prepared to enter a career pathway & improve their chances for success in employment and postsecondary education. In program year (PY) 2010-2011 we offered a pilot healthcare program of Bridge Prep classes for students with CASAS scores 201-210 (Grade equivalents 2.0—3.9) and Bridge I classes for students with CASAS scores 211-220 (Grade equivalent 4.0-5.9.) We will continue to offer Bridge Prep employment preparation classes but we will not be requesting grant funding for this portion of the project. We are proposing to enhance the Bridge I course by creating a learning community that will advance a cohort of learners through healthcare programming during the two 16-week semesters. The programming will include contextual healthcare instruction in the areas of introduction to careers in healthcare, reading, writing, listening, pronunciation, citizenship and math.	

Agency:	Marshall	Award: \$40,000.00
Contact:	Pat Thomas	Phone: 507-537-7046 Email: pthomas@starpoinet.net
Target Population:	Hmong, Somali, Hispanic and Karen.	
Services Provided:	As we shift from traditional life skills and literacy instruction for our adult ELL learners to transitioning learners to work and postsecondary training/education, a shift in curriculum, instructional methods and learner outcomes must follow. Such a shift requires an immense amount of work and know-how. With this in mind, as part of the 2011-13 EL Civics grant SE ABE—Marshall will participate in a mentorship program with the St. Paul ABE program. This program will primarily focus on serving our EL Civics staff but with the invitation to other SE ABE staff to participate and benefit from this training. St. Paul ABE will provide two mentoring instructors to provide leadership and support. These mentoring teachers will offer two four-hour workshops for each grant year focusing on our primary EL Civics objectives of curriculum development, effective instruction of curriculum objectives, and integration of technology in the classroom both as an instructional tool and as student learning objectives.	

Agency:	Minnesota Literacy Council (MLC) (Arlington Hills)	Award: \$40,000.00
Contact:	Cathy Grady	Phone: 651-645-2277, ext. 208 Email: cgrady@themlc.org
Target Population:	Open to adult English Language Learners of all ethnicities. Based on current demographics, MLC projects they will serve 98% Karen and Karenni, and 2% Latino and Asian.	
Services Provided:	In the EL/Civics Employment Readiness program at MLC's Arlington Hills site, students will develop English language skills while studying job search strategies, "soft" skills for work, work-related computer & math skills and job-specific pre-occupational skills in retail & health care. Students will also learn about social & government systems and develop skills for community integration & civic participation. The Employment Readiness program will incorporate classroom instruction, community-based work internships, field trips and one-to-one job search tutorials. Classroom instruction will include small and large group reading and writing instruction, role plays, journals and use of authentic materials such as online job ads and applications. Students will have opportunities to apply work and language skills by volunteering with community agencies (such as local social services and the neighboring public library).	

Agency:	Minnesota Literacy Council (MLC) (Lake Street)	Award: \$40,000.00
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Contact:	Cathy Grady <u>Phone: 651-645-2277, ext. 208</u> <u>Email: cgrady@themlc.org</u>
Target Population:	East African, Hispanic, Asian and Caucasian. The class is open to adult English language learners of all ethnicities.
Services Provided:	The skills and knowledge necessary to thrive in work, educational advancement and community life are at the core of the English for Career Advancement and Sustainable Employment (ECASE) course at the Minnesota Literacy Council—Lake Street Learning Center. The proposed 12.75 hour-per-week class for Intermediate to Advanced English language learners will integrate English language learning with career exploration, basic algebra and communication, negotiation, diplomacy, and pronunciation as well as practical academic and career specific skills and vocabulary. The course will be held Monday through Thursday from 12:00 p.m.—2:30 p.m. and 10:30 a.m.—2:30 p.m. on Fridays and will consist of six dedicated “blocks” of study: reading/writing; listening/speaking; project-based learning; computer-based learning; math; and pre-occupational skills for medical careers. Through these blocks, students will participate in a well-planned array of lessons and activities, collaborative projects, field trips, guest speakers, small group discussions that reinforce work skills & volunteer community involvement experiences.

Agency:	Neighborhood House	Award: \$40,000.00
Contact:	Kara Schommer <u>Phone: 651-789-2526</u> <u>Email: kschommer@neighb.org</u>	
Target Population:	Latino, African, Asian, Pacific Islanders and Caucasian.	
Services Provided:	The Neighborhood House English Literacy & Civics curriculum is designed to incorporate all elements of the SCANS (Secretary’s Commission of Acquired Necessary Skills) Competencies as identified by the U.S. Dept. of Labor for the encouragement of a high-performance economy. By making use of community resources & partnerships through field trips, guest speakers & referrals, the program fosters civic participation & simultaneously connect students to the world of work in Minnesota. This is further enhanced by a quarter-long experience development project designed by each class. On a weekly basis, lessons are taught via computer and specific technological competencies are developed to ensure a high baseline of comfort and skill for all students. Additionally, participants are supported and held accountable for progress through the creation of a Personal Education Plan, regular teacher/student conferences and optional employment services offered through our partnerships with SPPL and others.	

Agency:	Osseo Area Schools	Award: \$40,000.00
Contact:	Julie Pierce <u>Phone: 763-585-7321</u> <u>Email: piercej@district279.org</u>	
Target Population:	Hispanic, Southeast Asian and African	
Services Provided:	The Osseo Work Connections program will focus on teaching the skills necessary for success & advancement in the American workplace. Through direct, evidence-based instructional strategies, classroom-based instruction & role-play, technology, research & guest speakers, learners will gain knowledge & develop increased skills & abilities to help them succeed in the American workplace. Through four 10-week modules, learners will learn & practice the communication skills for each topic area. These modules will be 1) Workplace Culture, 2) Job and Career Skills & Abilities, 3) Career Pathways & Training Opportunities and 4) Getting & Keeping a Job. Additional work in modules will focus on reading, writing, grammar and critical thinking skills necessary for learner success, as well as providing information on the importance of civic participation in the community and the citizenship process.	

Agency:	Rosemount-Apple Valley-Eagan (Rahnclyff Learning Center)	Award: \$39,850.00
Contact:	Eric Lind <u>Phone: 952-431-8316</u> <u>Email: eric.lind@district196.org</u>	
Target Population:	Primarily Hispanic, Russian, Southeast Asian, Chinese and Somali	
Services Provided:	ESL learners at all levels at the Rahnclyff ABE site will have the opportunity to increase their understanding and comprehension of successful work place communication and to increase their understanding of American government and civics. Special topic classes will include learning about specific job duties, job search strategies, including filling out an application, writing a resume, preparing for an interview; successful communication in the workplace, and improving basic keyboarding and computer skills to seek out career, educational, civics and work information. In addition to improving their English skills, many students are also interested in learning more about American history, government and what is needed to become a good citizen. Several learners indicated an interest in working in the health care industry. EL Civics funding would allow us to pilot a class on <i>English for Healthcare Services</i> . We believe this would be a valuable class serving both the interests of our learners & the demands of our aging population.	

	We hope to receive FASTRAC funding for a pre-certified nursing assistant program in the future and this class would prepare learners for future healthcare classes.	
Agency:	Roseville	Award: \$37,837.00
Contact:	Tim O'Brien	Phone: 651-604-3553 Email: tim.obrien@isd623.org
Target Population:	Hmong, Somali, Eritrean, Ethiopian, Latin, Bhutanese, Nepalese and Karen (from Burma) and other immigrant groups in smaller numbers.	
Services Provided:	This program will design & implement programming to empower learners at various skill levels to participate effectively in their communities, to make informed education & career decisions, to find and retain jobs and to advance in their careers. Students will become knowledgeable about the current needs & expectations of employers and learn to develop & adapt their skills based on the constantly changing job market. The goal is to develop life-long learners who will develop goals & plans that lead to career success and that will help them become self-sufficient contributions to families and society. Students will gain practical and marketable workplace skills, verified by recognized credentials where applicable.	
Agency:	St. Paul Public School	Award: \$39,985.79
Contact:	Jennifer Weaverling	Phone: 651-290-4796 Email: jennifer.weaverling@spps.org
Target Population:	Asian, African American, Hispanic and Caucasian.	
Services Provided:	This two-year project will develop curriculum and instructional materials and provide instruction in two distinct program areas: Workplace Numeracy and Critical Life Skills. The Workplace Numeracy project will focus on developing a bi-level math curriculum including an EL Math A course to align with the California Adult Student Assessment System (CASAS) Math A assessment and an EL Math B course to align the CASAS Math B assessment. The Critical Life Skills project will address critical needs of low-level EL learners that impede their ability to obtain and retain employment and be active and productive participants in their communities. The project will develop nine thematic teaching modules that focus on teaching life skills that can directly impact the student's ability to get a job, retain a job, be involved in his/her community and children's school and learn independently. In addition, these modules will teach students to access online resources that pertain to each module's theme.	
Agency:	Vietnamese Social Services of MN	Award: \$ 35,641.00
Contact:	Lynne Croes	Phone: 651-641-8904 Email: lynne@vssmn.org
Target Population:	Mostly Karen (from Burma) and small number of Somali and Vietnamese. Accept students from any ethnicity, particularly MFIP recipients.	
Services Provided:	The <i>Work and Civics Immersion</i> class will provide students with opportunities to learn about and experience the many aspects of working in the U.S.: work categories; skills and education need for work in which they show interest; resources for finding education and employment opportunities; skills identification; completing employment related forms and documents; interviewing; "good employee skills" (soft skills); employment and safety rights; individual development and job advancement. There will be lessons and activities that will teach students about living in the U.S.: health/safety, transportation, housing, government, community and financial systems. They will have site visits, guest speakers and class projects that will allow them to learn how to access these resources on their own and become more independent. In addition to the work and life units, students will study American history as a means of becoming ready to study for citizenship.	
Agency:	Worthington Public Schools	Award: \$40,000.00
Contact:	Marty Olsen	Phone: 507-372-1239 Email: marty.olsen@isd518.net
Target Population:	Latinos, Mexican (& people from Central/South American counties), SE Asia and East Africans.	
Services Provided:	Our program will provide EL Civics programming by infusing employment-centered curricula in our established ESL classes. The instruction will be packages in units of 50-60 hours which will be scheduled over a 12-14 week period. Designed to promote the development of the students' English literacy skills, the lessons will focus on employment concepts ranging from traditional job-seeking and job-keep skills to career exploration preparation through "bridge prep" classes. Over the course of the year, we plan to present 12 ES/Civics units in 7 of our different ESL classes. We expect 120 adult students to participate in this programming for a continued total of 5,000 classroom contact hours.	