

Section Five: Integration and Collaboration

Narrative Items

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

5.2: Describe the methods of referral between local workforce development partners (e.g. CareerForce) and the consortium, addressing both how the consortium refers learners to workforce development partners, and how workforce development partners refer clients to the consortium.

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

5.3: Describe how instructional programming is developed and delivered in coordination and collaboration with other educational, training, social services, and employment resources in the community. Partner entities could include K-12 schools, postsecondary institutions, local workforce development boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and faith communities. (Refer to data collected about student barriers in item 2.4)

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

- A brief description of the instructional content and schedule(s) of ABE programming occurring in local and county correctional facilities (refer to document J as appropriate).
- Description of all support received from the correctional institution, including financial.

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

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

5.7: Indicate the individual who currently serves as the Regional Transitions Coordinator (RTC) for the consortium, and the individual who currently serves as the ABE Representative to the Local Workforce Development Board. If the consortium boundaries are in several workforce development areas, please list each representative to each board. How does the RTC communicate the information from the quarterly regional transition meetings to the entire transitions region? How does the ABE representative to the local workforce development board communicate the information from the Local Workforce Development Boards to the entire Workforce Development Area?

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5.1 Alignment to Local and Regional Workforce Needs

HAP Academy OIC aligns Adult Basic Education programming with local and regional workforce priorities identified in the regional Workforce Innovation and Opportunity Act (WIOA) plans and through ongoing collaboration with workforce development partners. Programming is intentionally designed to support high-demand industries identified by regional Workforce Development Boards, including healthcare, transportation, information technology, and manufacturing.

HAP Academy OIC offers integrated education and training pathways that align with these regional priorities, including Certified Nursing Assistant (CNA), Phlebotomy, Commercial Driver's License (CDL), Information Technology, Manufacturing, and Business programs. These programs reflect labor market demand and provide career pathways with advancement opportunities. Healthcare training, particularly CNA and Phlebotomy, addresses critical workforce shortages identified in regional WIOA plans, while CDL and Manufacturing programs support transportation and production industry needs.

HAP Academy OIC also uses labor market data to inform program design and ensure alignment with regional workforce demand. Staff review data from Real Time Talent, Ramsey County Workforce Solutions, Hennepin County Workforce Development, and Lightcast to identify high-demand occupations, wage trends, hiring projections, and required skills. This data is used to guide program selection, enrollment targets, and career pathway development. Labor market information is also shared with participants during career exploration and advising to support informed decision-making and transitions into occupations with strong employment prospects.

The consortium maintains ongoing communication with workforce partners including CareerForce staff, workforce development boards, employers, and community-based organizations to ensure programming remains aligned with evolving labor market needs. Labor market information, employer feedback, and regional workforce planning discussions inform program development, scheduling, and recruitment strategies. HAP Academy OIC also participates in collaborative workforce initiatives and regional planning efforts to ensure adult learners have access to training that leads to employment in in-demand occupations.

Through these coordinated efforts, HAP Academy OIC supports regional workforce goals by preparing adult learners for employment, career advancement, and postsecondary training aligned with local economic priorities.

5.2 Referral Methods and Coordination with Workforce Development Partners

HAP Academy OIC maintains strong referral partnerships with CareerForce, other workforce development partners, and postsecondary institutions to ensure participants are connected to appropriate education, training, and employment services. Referrals occur in both directions and are supported through direct communication and coordinated intake processes.

County CareerForce staff and WIOA partners regularly refer individuals directly to HAP Academy OIC to enroll in career-specific training programs, including healthcare, CDL, IT, business, and manufacturing pathways. Many of these participants are co-enrolled in WIOA Title I Adult, Youth, or Dislocated Worker programs. Through this coordination, WIOA programs frequently provide tuition assistance and supportive services that allow participants to enroll in occupational training at HAP Academy OIC. This collaboration ensures that participants can access training aligned with regional workforce needs while receiving financial and case management support.

CareerForce staff also refer individuals needing basic skills instruction, English language support, diploma completion, or contextualized career pathway training to HAP Academy OIC. These referrals are primarily conducted through email referrals and warm handoffs between staff. HAP Academy OIC also receives referrals from Vocational Rehabilitation Services, county human services, and community-based organizations using similar methods.

Similarly, HAP Academy OIC refers participants to CareerForce for employment services including job search assistance, WIOA Title I training funds, career counseling, and supportive services. Staff actively promote concurrent enrollment by informing participants about WIOA Title I Adult, Dislocated Worker, and Youth programs. When appropriate, participants are also referred to Vocational Rehabilitation (Title IV) for disability-related services and supports.

HAP Academy OIC also maintains a strong partnership with Takoda Institute to support participants seeking career training opportunities. When HAP Academy OIC programs reach capacity, staff refer participants to Takoda Institute training programs to reduce wait times and ensure individuals can access timely workforce training.

To ensure referrals are effective, HAP Academy OIC staff provide warm handoffs, including direct email introductions between agencies and coordinated follow-up. Staff monitor referrals and confirm that participants successfully connect with partner services. Regular communication between partner staff supports coordination and reduces duplication of services.

HAP Academy OIC promotes concurrent enrollment by discussing workforce services during intake, incorporating career planning into advising, and maintaining communication with

workforce partners regarding shared participants. This coordinated approach ensures participants access comprehensive education, training, and employment supports.

5.3 Coordination with Educational, Workforce, and Community Partners

Instructional programming at HAP Academy OIC is developed and delivered in coordination with a range of educational institutions, workforce partners, employers, and community organizations. These partnerships support participant success by addressing academic, employment, and personal barriers identified through intake and ongoing advising.

HAP Academy OIC collaborates with workforce development partners including CareerForce, Vocational Rehabilitation Services, and regional workforce development boards to align programming with employment opportunities. Partnerships with employers inform curriculum development and support job placement opportunities in healthcare, transportation, IT, and manufacturing sectors.

The consortium also coordinates with community-based organizations, social service agencies, and nonprofit partners to address participant barriers such as transportation, housing instability, childcare, and financial needs. Staff provide referrals and coordinate services to ensure participants can remain engaged in programming.

HAP Academy OIC collaborates with postsecondary institutions and training providers to support transitions to further education and career advancement. Integrated education and training models combine basic skills instruction with occupational training, workforce preparation, and career navigation support.

HAP Academy OIC also maintains strong relationships with postsecondary institutions to support participant transitions into credit-bearing education and advanced training. These partners include Metropolitan State University, Saint Paul College, Dakota County Technical College, and St. Catherine University. HAP Academy OIC maintains an articulated college credit agreement with Metropolitan State University for Information Technology coursework, allowing participants to transition into postsecondary programs with recognized prior learning. The consortium also coordinates referrals to Saint Paul College for CNA and Phlebotomy training, referrals to St. Catherine University for CNA programming, and referrals to Dakota County Technical College for Boiler License training. These partnerships support clear postsecondary pathways and ensure participants can continue their education and advance along career ladders aligned with regional workforce needs.

These collaborative efforts ensure instructional programming reflects community needs and supports participants in achieving employment and postsecondary goals while addressing identified barriers to participation.

5.4 Collaboration with Correctional Facilities

HAP Academy OIC does not currently provide Adult Basic Education or other programming within local or county correctional facilities. Therefore, no instructional programming, schedules, or institutional supports are applicable at this time.

If future opportunities arise to provide services in correctional settings, HAP Academy OIC will coordinate with correctional partners to ensure programming includes sufficient intensity, duration, and transition planning to support successful reentry.

The national OIC organization, OIC of America, has a federal grant called the Sullivan Training Network to support justice-involved adults. HAP Academy OIC is not currently participating in this grant, but we are exploring ways to collaborate more effectively with national OIC organizations.

5.5 Collaboration with Tribal Nations

HAP Academy OIC does not currently have formal partnerships with Tribal Nations within the geographic service area. However, services are available to all eligible participants, including members of Tribal Nations. The consortium remains open to developing partnerships with Tribal organizations as opportunities arise and will coordinate services to support educational and employment goals of Tribal members when appropriate.

5.6 Role in the Regional Transitions Plan

HAP Academy OIC plans to participate in the regional transitions planning process and support the implementation of regional transitions strategies. Staff will contribute to discussions focused on career pathway development, integrated education and training, workforce alignment, and postsecondary transitions.

HAP Academy OIC supports transitions by providing industry-specific career pathway programming, workforce preparation activities, and connections to employment and postsecondary opportunities. Staff assists participants with goal setting, career exploration, and transition planning to ensure movement into employment, training, or further education.

The consortium also collaborates with regional partners to share best practices, coordinate programming, and support consistent transition services across the region.

5.7 Regional Transitions Coordinator and Workforce Board Representation

HAP Academy OIC will participate in regional transitions coordination through designated staff who will attend regional transitions meetings and share information with program staff. Information from transitions meetings will be communicated through staff meetings, email updates, and internal coordination to ensure alignment with regional strategies.

HAP Academy OIC maintains representation and communication with local workforce development partners. Information from workforce development board discussions and partner meetings is shared internally to inform program planning, partnerships, and service delivery.

This communication ensures that HAP Academy OIC remains aligned with regional workforce priorities and transition strategies while supporting participants' movement into employment and postsecondary opportunities.

Documents

L: Most recent Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA) with the local Workforce Center

M: List of local Workforce Development Board (WDB) members

N: Current year ABE Regional Transitions Plan

O: Current Regional/Local WIOA Plan for the local Workforce Development Area(s) (WDA) served