

9.1 Consortium Classification and Rationale for Authorization

HAP Academy OIC is seeking authorization as an ABE program that was previously a member of an approved ABE consortium and is now applying as a restructured and independent consortium. HAP Academy OIC was formerly part of the St. Paul ABE Consortium and transitioned out of that structure in 2019 to better align programming with the needs of its learners and community. Seven years ago, HAP primarily served Hmong English Language Learners and was finding that most members of this community had learned English, so the need to continue offering ESL was negligible.

Since 2019, HAP has refocused its efforts on uplifting the Hmong community through the advancement of generational wealth-building strategies. One of the primary ways the organization has pursued this goal is by expanding access to high-skill, high-wage, in-demand career training that creates sustainable economic mobility for the communities it serves. In alignment with this vision, HAP Academy OIC was launched in 2024 to directly meet this need by providing integrated education, career training, and support services designed to prepare learners for long-term success in the workforce and beyond.

The proposed consortium is designed to meet significant unmet needs within the community, particularly for adult learners who require integrated academic, career, and wraparound support services to successfully transition into postsecondary training and employment. A key unmet need is that HAP Academy OIC is currently funded primarily to provide career training, yet we are seeing large numbers of applicants who also require ABE services while simultaneously participating in or preparing for career-specific training programs. This gap highlights the need for a more fully integrated model that combines foundational academic instruction (such as reading, math, and English language development) with career pathway training in healthcare, IT, business, and other high-demand sectors. Additional unmet needs include accessible instruction for immigrant and refugee populations, culturally responsive education, and coordinated support services that address barriers such as transportation, childcare, housing instability, and digital access.

The decision to establish a restructured consortium is driven by the need for greater organizational alignment, responsiveness, and flexibility in serving HAP Academy OIC's target population. Since separating from the previous consortium structure in 2019, HAP Academy OIC has developed a more integrated service model that combines instruction, student advising, and workforce development under one coordinated system. This structure allows for more direct alignment between program design and community needs, more efficient use of resources, and stronger employer and community partnerships. The restructured consortium model reflects a continued commitment to improving learner outcomes through a cohesive, student-centered

approach that is responsive to both local workforce demands and the lived experiences of the communities served.

9.2 Familiarity with the Minnesota ABE System and Collaboration

The proposed consortium has taken several deliberate actions to ensure staff are knowledgeable about and aligned with the Minnesota Adult Basic Education (ABE) system. Leadership and instructional staff bring direct, long-standing experience within the Minnesota ABE framework, which provides a strong foundation for understanding system requirements, policies, and instructional expectations.

The Director of HAP Academy OIC has over 20 years of experience in the Minnesota ABE system, including deep familiarity with consortium operations, funding structures, reporting requirements, and instructional models. In addition, two faculty members have previously taught within the Minnesota ABE system, bringing direct classroom experience with ABE learners, standards-based instruction, and assessment practices. These faculty members have also been actively engaged in ongoing professional learning and have attended the annual Summer Intensive ABE Conference over the past two years, further strengthening their understanding of current instructional practices, statewide initiatives, and system expectations. This internal expertise has supported the organization in building systems that align with ABE expectations, including data-informed instruction, learner goal-setting, and integration of CCRS, ACES/TIF, and digital literacy standards.

To further build staff awareness and alignment, HAP Academy OIC has engaged in both formal and informal training related to ABE system operations. This includes participation in statewide ABE professional development opportunities, internal onboarding processes focused on ABE policies and procedures, and ongoing collaboration among staff to ensure consistent understanding of who is served, how services are delivered, and how learner success is measured through state-approved assessment and reporting systems.

The consortium has also begun and continues to strengthen collaboration with other consortia and providers in the geographic area through professional networks, shared workforce development initiatives, and participation in regional ABE discussions and training opportunities. These collaborations have supported alignment with best practices in instruction, assessment, and learner support services. If approved, the consortium plans to expand these partnerships further by increasing participation in consortium-level meetings, shared training opportunities, and coordinated service strategies to ensure strong integration within the broader Minnesota ABE system.

Overall, the combination of extensive leadership experience, prior ABE teaching experience among faculty, and active engagement in statewide and regional collaboration positions the

proposed consortium to operate effectively and in alignment with Minnesota ABE system expectations.

9.3 Proposed Consortium Providers and Fiscal Agent

The proposed consortium will consist of a single provider entity: HAP Academy OIC. HAP Academy OIC will serve as the sole member and provider within the consortium, responsible for all ABE instructional services, programming, reporting, and operational delivery.

HAP Academy OIC will also serve as the fiscal agent for the consortium, holding responsibility for all financial management, grant administration, compliance, and reporting requirements associated with ABE funding. As both provider and fiscal agent, the organization will ensure streamlined decision-making, efficient use of resources, and strong alignment between instructional programming and administrative operations.

There are no school districts proposed as members or providers within this consortium. The structure is intentionally designed as a single-organization consortium model in order to support integrated programming, reduce administrative fragmentation, and maintain direct alignment between HAP Academy OIC's career pathway training, student support services, and ABE instructional delivery.

9.4 Available Information/Data for First Prior Year Contact Hours

HAP Academy OIC maintains detailed attendance records for ABE instructional classes; however, the organization recognizes that some important ABE-fundable contact hours were not fully captured during the first prior year period of May 1, 2025 – April 30, 2026. Despite these limitations, HAP Academy OIC believes the available attendance and participation data will allow the state to reasonably determine the first prior year contact hours.

The organization currently tracks comprehensive attendance data for all ABE-funded instructional courses. These records include daily attendance, instructional hours delivered, and student participation in scheduled class sessions, ensuring accurate documentation of eligible instructional contact hours in alignment with ABE reporting requirements.

Beginning in October 2025, HAP Academy OIC also implemented attendance tracking procedures for career pathway and career training classes, including healthcare, IT, business, transportation, and other workforce training programs. Before October 2025, the organization did not systematically capture or report contact hours associated with enrollment and intake activities, orientation sessions, meetings with Student Advisors, or Career Specific Training courses delivered outside of formal ABE instructional structures or prior to implementation of Integrated Education and Training (IET) reporting procedures.

While these student support, advising, and career pathway preparation services were consistently provided to participants, the associated contact hours were not formally documented for state reporting purposes. HAP Academy OIC has since implemented enhanced tracking and reporting procedures to better capture participation hours related to student advising, orientation, enrollment support, career navigation, and IET-aligned career training activities. Across nearly 500 students, these previously undocumented activities represent a significant undercount of the organization’s total participant contact hours.

This combined data infrastructure positions HAP Academy OIC to more accurately report instructional and participant contact hours moving forward while supporting the organization’s continued transition toward a fully integrated education and workforce training model that aligns ABE instruction with career-specific training and postsecondary pathway services.

Although HAP Academy OIC is not currently approved as an Integrated Education and Training (IET) provider through Minnesota Adult Basic Education, the organization has successfully implemented programming models that closely align with IET principles by integrating foundational academic skill development, career readiness, digital literacy, employability skills, and workforce training within high-demand career pathways. Contact hours as part of IET programming are NOT included in any of our totals. During the reporting period of May 1, 2025 through April 30, 2026, students participating in healthcare, information technology, business, transportation, and skilled trades programming demonstrated strong outcomes through industry-recognized credential attainment and workforce preparation activities. HAP Academy OIC began formally tracking attendance and participation data for career pathway training programs in October 2025 to better align future reporting with IET structures and state guidance. The organization anticipates continued growth in integrated programming capacity as systems for attendance tracking, instructional alignment, and reporting processes continue to mature.

Industry-Recognized Credentials Attained

May 1, 2025 – April 30, 2026

(Certificates of completion excluded)

Program/Credential	Credentials Attained
Certified Nursing Assistant (CNA)	122
Certified Phlebotomy Technician (CPT)	43
CompTIA Tech+	37
CompTIA A+	19
CompTIA Security+	4

CompTIA Network+	5
CompTIA PenTest+	1
QuickBooks Certification	12
CDL (B)	13
Boiler License	1
Total Credentials Attained	257

9.5 Low-Performing Program Status

It is unknown whether the program was previously identified as a low-performing program or placed in provisional approval status while HAP Academy OIC was a member of the St. Paul ABE Consortium (SPCLC) before 2019. HAP Academy OIC does not currently have access to formal documentation indicating a low-performance designation during that period, and the organization is not able to verify the accuracy of informal or anecdotal information regarding past consortium performance classifications.

Since separating from SPCLC in 2019 and launching HAP Academy OIC as its current organizational structure in 2024, the program has undergone significant redesign and expansion focused on improving instructional quality, strengthening career pathways, and integrating comprehensive student support services. Importantly, no current HAP Academy OIC employees were employed by the organization prior to 2020, and therefore, the current leadership and staffing structure reflects a new operational team with no direct continuity from the pre-2019 period.

Since re-establishing programming, HAP Academy OIC has implemented a strengthened service model that includes integrated academic and career training, structured student advising and case management, and expanded employer-aligned programming. The organization continues to focus on data-informed instruction, consistent attendance tracking, and alignment with CCRS, ACES/TIF, and digital literacy standards to support improved learner outcomes.

If any historical performance concerns are identified through state records, HAP Academy OIC is committed to addressing them transparently and ensuring continuous improvement through strengthened instructional systems, enhanced staff capacity, and ongoing alignment with Minnesota ABE accountability expectations.