

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	St. Paul Community Literacy Consortium (SPCLC)
Time Period	FY 26- FY27
Consortium Manager	Renada Rutmanis (SPPS) and Matt Miller (SPCLC Facilitator)
PD Planning Team Members	Renada Rutmanis, Matt Miller, and Anne Soerens (SPCLC Instructional Support Consultant)

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Hours for the consortium have generally been increasing for the past several years, although not always consistently across sites. However, current data shows a downward trend that will likely continue due to changes to immigration policy.
What are our measurable skill gain trends (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	MSGs have been increasing over the past several years: 2022-2023: MSGs totaled 27.3% 2023-2024: MSGs totaled 29.8% 2024-2025: MSG totaled 35.9%
How well are we post-testing students (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	Post-test percentage has been steady and growing recently: 2022-2023: 51% 2023-2024: 50.5% 2024-2025: 56.4% This increase likely reflects an increase in remote testing.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Additional data trends in SPCLC look positive across the board: GEDs completed have increased: 2022-2023: 10 2023-2024: 31

	2024-2025: 32 High School Diplomas have increased: 2022-2023: 18 2023-2024: 19 2024-2025: 27 Industry-recognized credential completion also increased, likely in part because of better tracking: 2022-2023: 6 2023-2024: 128 2024-2025: 310
How do we compare to similar programs on the state ABE report card?	What stands out the most on the report card is that SPCLC serves a lot of students – 7056 participants compared to only 3700 in Minneapolis. We were just slightly below the NRS target for MSG's with both ABE and ESL students.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Both SPPS and SPCLC's community-based organization (CBO) member programs hire and retain teachers with a wealth of expertise and training. A significant number of teachers in SPCLC have been in the ABE profession for over 20 years. They are well-educated, experienced, diverse, and often share their knowledge at state and even national conferences. In the summer of 2025, SPCLC's Instruction Committee surveyed teachers across its nonprofit member programs to collect information on trends in education, experience, and PD needs. These teachers, although working within programs that don't require a teaching license (some do have licenses, as well), have a strong teaching background and are highly educated: • Over half have been teaching in ABE for more than 5 years. • 75% have been teaching (ABE, K-12, etc.) for more than 5 years. • 79% have a Master's degree or higher.

What strengths and needs are notable from staff observations or evaluations?	One of the salient features of the vast majority of our teachers is their interest in continued growth. Teachers are hungry for opportunities to learn more, discuss ideas with colleagues, reflect on their lessons with the Instructional Support Consultant, and implement feedback. In some of our smaller CBO programs, there is less built-in time for this collaboration and it is in these programs that staff turn over more regularly. It is beneficial for all SPCLC members to have some of our professional development built in through the Instructional Support Consultant and the Instruction Committee and available equally to all programs. In the 2025 SPCLC CBO Teacher Survey, a few opportunities stood out as desired tools for growth: • 63% indicated interest in participating in a study circle based on a particular practice of interest (pronunciation instruction, trauma-informed practices, etc.). • 55% indicated interest in participating in peer observations. • 53% indicated interest in a community of practice with other SPCLC teachers teaching similar content or in a similar context.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Overall, programs have been able to respond to most of the needs identified from student feedback. When that is not possible, members refer students to other programs within the consortium that better meet their needs. We are fortunate to have a broad range of classes, times and instructional modes available within the consortium to meet the needs of most students. Recently, SPCLC has actively responded to student feedback by offering more online classes. The quick shift to online classes in early 2026 during Operation Metro Surge kept students connected to their schools and learning at a time when it was unsafe for many of them to leave their homes. Many SPCLC programs also organized wrap-around services including food delivery and legal aid referrals during this time.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	The Regional Transition plans focus on key industries in our region, such as Health Care, Childcare, Hospitality, Information Technology, and Education. SPCLC Integrated Education and Training IET programs to align with those fields. Programs offered include ParaPro,

	Certified Nursing Assistant and Personal Care Assistant, Childcare provider licensure. Career Counseling opportunities are included in many of these training and some can lead to college certificates and degrees.
Any additional needs identified from other data?	

Staff PD Needs

What challenges and PD needs have staff identified?

Key Professional Challenges	Primary PD Needs
1. There are new managers/coordinators in some programs who have a lot to learn in a short amount of time. Some have expressed interest in more manager support.	Connect new managers to the ATLAS Statewide Mentoring Connect new managers to the Administrators and Managers Mighty Networks Online Group Following these opportunities, see what gaps still exist and respond accordingly with SPCLC-led efforts
2. Teachers in small programs are often isolated and usually have no known colleagues teaching the same level	Intentional connection of teachers teaching similar levels in different programs (meet-ups, communities of practice, peer observations, etc.)
3. The need for remote testing has grown.	We now have an SPCLC program who proctors remote testing for any programs in SPCLC but some additional training is needed for staff to get these remote testing appointments set up.

Looking Toward the Future

Initiatives, Trends, and Outside Factors
--

What are your district/organization priorities?	● Increase use of distance learning platforms to supplement in-class instruction ● Professional career pathways programs - braiding DEED grants to ABE services ● Creating an internal referral process ● Better external referrals ● Increase cross-consortium connections ● Offer additional opportunities for teachers to grow in their practice
What partnerships are potential opportunities?	● Partnerships across SPCLC programs ● The non-ABE programs that already exist within the CBOs that comprise SPCLC (housing, immigration legal services, employment supports, etc.) ● St. Paul Libraries - a current associate member ● Employer partnerships
What are the state and/or national ABE initiatives and priorities that could impact our consortium?	● Are our offerings in line with what will be funded by federal dollars? Funding restrictions? ● Do we continue to offer citizenship training if they can't get an interview, etc? ● Fewer new ESL and ABE students - serving them more. ● Seeing more women than men in classes. Are we serving that population well?

ABE Consortium Professional Development Plan

Name of Consortium:

Date Developed	April 2026	SMART goals are: • Specific – What? Why? How? • Measurable – How will I measure progress & know when I've achieved my goal? • Action-Oriented – Can I take actions to accomplish this goal? • Realistic – Is my goal challenging but still possible to achieve? • Time-bound – What is my timeframe for this goal?
Time Period for Plan	FY26-28	
Consortium PD Lead(s)	Renada Rutmanis, Anne Soerens, Matt Miller	

Directions: Refer to your data analysis on the previous pages to articulate your consortium goals with PD implications.

Priority Consortium Goals (List 3-5 priority goals for your consortium that have PD implications.)	PD Activities (How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)	Target Participants (Who will participate?)	Target Date (When will the activities take place?)	Resources (What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)	Outcomes/Evaluation (What specific measurable outcomes do we want to see?)
Increase SPCLC programs' capacity to use distance learning and increase proxy hours from distance learning. <i>Offering more distance learning options is both an opportunity to increase level gains, allow students to focus on improving the skills that they most desire to address</i>	Increase the percentage of ABE staff who have completed required and recommended DL training including DL Basics and DL 101 and beyond. Resource Sharing: • Provide a regular opportunity for SPCLC programs to share successes and challenges and ask questions related to offering DL, especially during program closures. • Keep records on what each program is using so that others can connect in between	Teachers and managers	2026-2030	Paid PD time for completing trainings SPCLC-wide DL contest with prizes	Teachers will feel confident in administering distance learning. More students will participate in distance learning options in SPCLC.

<i>through targeted DL, and increase student hours.</i>	meetings for additional support using specific platforms and approaches.				
Increase support for new coordinators and managers in SPCLC <i>This is in response to a direct ask from newer managers in SPCLC programs.</i>	Connect new managers to the ATLAS Statewide Mentoring Project Connect new managers to the Administrators and Managers Mighty Networks Online Group	Managers and Coordinators	2026-2027	Paid time for managers to participate in mentoring and discussion groups.	Managers and coordinators will report increased knowledge, resources, and connections to others in similar roles.
	Following the above opportunities, see what gaps still exist and respond accordingly with SPCLC-led efforts	Managers and Coordinators SPCLC Facilitator	2027-2028	Depends on remaining needs. TBD	
Offer additional ways that SPCLC teachers can connect to one another and grow in their practice. <i>This is an ongoing effort of the SPCLC Instruction Committee.</i>	Pilot SPCLC-wide peer observation system.	Teachers across SPCLC	Oct 2026 and beyond	SPCLC Instruction Committee	Teachers will have additional colleagues to use as a resource in their teaching role and new ideas to implement in their instruction.
	Offer a community of practice or study circle for SPCLC teachers to connect to others teaching similar content or in a similar context. We will pilot this with those who are teaching beginning literacy for ELLs.	Beginning Literacy teachers from the CBO sites	Jan- May 2027	Paid teacher time to observe other classes ATLAS Study Circle Materials	