

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Northwest Service Cooperative ABE
Time Period	July 1, 2023 - June 30, 2024
Consortium Manager	Kirsten Fuglseth, ABE Coordinator
PD Planning Team Members	ABE Coordinator, ABE Specialist, and ABE Instructors participated in PD planning for the consortium

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	FY24 contact hours were down from the prior year. The consortium received a one time adjustment to funding under the Service Disruption clause, increasing the state contact hours funded from 17,274.25 to 19,580.5 for the FY24 funding year. It will be imperative in the coming year to increase the contact hours in order to maintain the current level of programming.
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	The consortium has met or exceeded NRS Targets for measurable skills gains between 7/1/22 and 6/30/23 in all areas overall. The following individual EFL’s fell below the 27% goal and will become areas to focus on in the coming year: ABE Level 2 (14.3%), ESL 5 (25%) and ESL 6 (22.2%)
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	Between 7/1/22 and 6/30/23, post test rates for ABE level students was 31.8% and for ESL students was 52.5%, with an overall post test rate of 39%. It appears that the program is doing a good job of post-testing students who have reached a minimum of 40 hours between tests, however, there are many students who fall between 12 and 40 hours of attendance who don’t stay long enough to post-test, especially in the ABE levels. Much of this may be due to online GED prep classes, where the students are not attending in person instruction and disappear from the program after completing their online class. Retention strategies are being investigated to address this situation.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	The program has made excellent strides over the past year in achieving MSGs through credential attainment, primarily through GED or Adult Diploma completions. The program had more GED graduates in the 7/1/22 - 6/30/23 program year than in the previous three years combined! GED Boot Camps have been an effective strategy implemented by the consortium to increase the number of GED completers.
How do we compare to similar programs on the state ABE report card?	Northwest Service Cooperative routinely ranks above the statewide average on the MN ABE Report Card and often exceeds outcomes generated by other consortia of similar size and scope. The consortium is most similar in size the AEOA ABE and most similar is students and scope to Moorhead ABE, locally.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Northwest Service Cooperative is staffed with the ABE instructors with a variety of backgrounds and expertise, including: K-12 certification in Emotional Behavior Disorders and Learning Disabilities, PreK Family Education and Early Childhood Family Education, Parent Education, and B-6 Early Childhood Special Education, Elementary Education, ServSafe Instructor/Proctor certification, 7-12 Life Science, 7-12 Mathematics, K-12 English as a Second Language, 1-6 Elementary Education, and K-12 Communication Arts

	and Literature. Additionally, several teachers have taken advanced courses such as Linguistics Courses in 2nd Language Acquisition, Adult Literacy, Sociolinguistics, Phonetics, Syntax & Morphology, Phonology and Field Linguistics, and hold a TEFL (Teaching English as a Foreign Language) certificate.
What strengths and needs are notable from staff observations or evaluations?	Strengths of the staff are noted in their varying background and ability to assist others in their areas of weakness or knowledge gaps. The staff and students have access to robust technology resources and all have completed training in content standards integration. Several have served on larger instructional cohorts to develop content standards integration plans, technology plans, etc... for the consortium. Many have taken on specialized support roles in their areas of strength (Distance Learning, Adult Diploma, online instruction, GED subtest areas, etc....) and serve as resources to their colleagues in this capacity.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Students continue to ask for online and virtual learning options despite the fact that on-site and in person classes are back and available in many areas. We are making every effort to add evening online options that operate outside of traditional daytime classroom hours, and we continue to make instructional technology devices available to students as needed and appropriate.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Current target sectors include manufacturing, education, and healthcare. We currently implement no training directly aligned to those sectors as that work is done primarily by higher education and we provide instruction and resources to bridge adult learners to that programming, however, there is a new initiative underway in the area to increase the number of workers in the region with Child Development Associate certificates, and the consortium is working with local partners to address this need.
Any additional needs identified from other data?	

PD Survey Data

Key Professional Challenges	Primary PD Needs

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	Currently there is only one GED Testing Center available to learners within the consortium's boundary lines and it is located at Northwest Technical College in Bemidji. Our learners find it difficult to schedule GED tests because there are so many learners vying for very limited GED testing spots, and the test center is open not only to our students, but students from neighboring consortia as well. Currently, many classroom sites offer up their computers and testing rooms for students to come in and take the On Vue proctored assessment, but this also has many pitfalls for students. The consortium has paid for access to a mobile testing lab from a neighboring consortium during GED Boot Camps which has proved to be a successful venture. To address the shortage of testing center access within the consortium, the purchase and establishment of a mobile GED testing lab will be explored. This lab could also serve as a HISET testing lab in the future, which is another test not yet offered anywhere in the area.
What partnerships are potential opportunities?	The consortium continues to partner with local refugee resettlement coordinators in the greater Grand Forks community in addition to workforce agencies and local employers. Potential partnership might include area county jails in Roseau, Pennington, Marshall and Beltrami counties.
What are the state and/or national ABE initiatives and priorities that could impact our consortium?	HISET testing isn't currently available anywhere in this region of Minnesota. If the consortium secures a mobile GED testing lab, it might be worth pursuing the ability to offer the HISET test in the future along with the GED.

Name of Consortium: Northwest Service Cooperative ABE

ABE Consortium Professional Development Plan

Date Developed	October 20, 2023	SMART goals are: <ul style="list-style-type: none"> • 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	July 1, 2023 - June 30, 2024	
Consortium PD Lead(s)	ABE Coordinator, ABE Teachers and Specialists	

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

Priority Consortium Goals <i>(List 3-5 priority goals for your consortium that have PD implications.)</i>	PD Activities <i>(How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)</i>	Outcomes/Evaluation <i>(What specific measurable outcomes do we want to see?)</i>
TVM Certification Training: Online GED Fast Track instructors have set a goal to become TVM certified in effort to adjust the design of the GED Fast Track courses by shortening their duration but supplementing content with TVM lessons.	Complete Distance and Blended Learning Basics online course	Erin Marsyla Dana Louw Laura Bjerk	June 23 through July 30, 2023	Teachers will be provided up to 11 PD hours to complete the required online course. Following completion of the course, they will submit a sample lesson plan to their TVM trainer for review, then participate in the followup virtual meeting to receive comments and input.	Teachers will become TVM certified and will begin producing TVM lessons to accompany the online Fast Track GED courses beginning after January 1, 2024. Teacher certification will be noted in SiD.
	TVM Certification Training follow up meeting with Kelly O'Brien, Minneapolis ABE	Erin Marsyla Dana Louw Laura Bjerk	August 4, 2023		
CASAS eTest training and implementation at all classroom locations across the consortium	CASAS eTesting Cheat Sheet / Quick Guide development	ABE Coordinator and Specialist	October 31, 2023	Staff will need access to their User Accounts in TOPSpro. They will need to participate in refresher training, utilizing their teacher laptops along with a student/teacher iPad.	Upon completion of the training, staff will assess 1 to 5 learners at their classroom sites to put the training into practice and will share their experiences

	CASAS eTesting Refresher training for staff followed by computer based testing of 1-5 students over the next month/site	All ABE Staff, led by ABE Specialist	November 10 - December 15, 2023		with the larger staff at a subsequent training or meeting. Ultimately, they will begin utilizing the remaining site licenses available for eTesting in place of paper based testing as a time saving strategy.
TABE Online training and implementation at all classroom locations across the consortium	TABE / DRC Directo apps deployed to all iPads via Mosyle Device Management	ABE Technology Coordinator	October 27, 2023	Staff will need access to their User Accounts in the DRC Direct Portal. They will need to participate in refresher training, utilizing their teacher laptops along with a student/teacher iPad to access the pre-loaded DRC Direct testing app.	Upon completion of the training, staff will assess 1 to 5 learners at their classroom sites to put the training into practice and will share their experiences with the larger staff at a subsequent training or meeting. Ultimately, they will begin utilizing the remaining site licenses available for computer based testing in place of paper based testing as a time saving strategy. The consortium has approximately 580 test administration units available for use through September of 2024
	TABE Online Quick Start Guide shared with ABE Staff	TABE Administrator	December 1, 2023		
	TABE Online Refresher training for staff followed by computer based testing of 1 to 5 students over the next month.	All ABE Staff led by TABE Administrator	December 15, 2023 - January 19, 2024		