Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	**Minneapolis Adult Education**
Time Period	2016-2021
Consortium Manager	Hope Patterson
PD Planning Team Members	Anthony Newes, Angela Hanson-Huff, Kathryne Chiqui, Mara Martinson

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Although MPS consortium saw a modest growth in the number of distinct students in level ABE 1 during SY 2017-18 and SY 2019-20, like most ABE programs around the state, MPS consortium continues to experience low enrollment of students, and thus adversely affecting the consortium's contact hours Table A reports (2016-2021) . This trend of low enrollment is most likely due to the strong labor force participation rate in the state, and most recently the impact of the pandemic on our students' lives. Although we have not seen a significant increase in contact hours, we have seen a continued uptick in the total monthly DL proxy hours, as well as interest in the hybrid model. The interest was most likely prompted by a concern to return to in person learning while COVID-19 remained active in the community, as well as changes in the workplace or family needs. In order to address that interest, more PD and training such as TVM certification would be necessary. Student contact hour trends have driven our PD planning by bringing up issues of inequity in education in the context of distance education.

What are our measurable skill gain trends (SID "Level Gains with Post-Test Rates" Report)?	Compiled Level Gain Reports for MPS consortium can be found here FY2016-FY2020. Between 2016-2018, MPS consortium has consistently met the NRS targets for ABE level 1 and ELL 2 [and continued to make modest progress on all other levels]. Moreover, the consortium improved % retention for ABE students - a targeted population per MDE Report Card. Betwee PY18 and PY19, MPLS underwent multiple changes at the program level. One of the changes in TABE delivery from paper-based to online testing. Students at all ABE EFL levels reported difficulties navigating the software due to a combination of inexperience with the software and emerging digital literacy among students. In early 2018, the new version of the TABE test was published. Students reported that the content of the new version was more difficult that previously expected. Another program-wide involved a schedule change -from a quarterly schedule to a trimester schedule. The move to trimesters was largely driven by course content and curriculum, which instructors, curriculum team, and other PLCs believe will improve MSGs over time (less testing, more instruction and more time to cover curriculum). Another level change that occurred was related to instructors and curriculum team recommendations for all incoming ELL 6 be pre-tested and post-tested with a TABE test rather than CASAS Life and Work. Following the series of changes and the impact of the COVID-19 pandemic, has significantly affected post-testing opportunities. As in-person testing resumes, MPS will monitor how the trimester schedule affects MSGs.
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	Over the past five years, the consortium's post-testing rates have been consistently above 68% thus meeting statewide threshold.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	it is expected that has changes are fully implemented and the effect of the pandemic lessens, the program will be able to look for correlations between level gains, attendance and teacher success observed in SOEI.
How do we compare to similar programs on the state ABE report card?	ABE Report cards: 16-17, 17-18, 18-19, 19-20, MPS info only, comparing past 5 report cards here. 2019-2020 shows trends in the following areas: State Aid ● MPS ranks 2nd most in state financial aid ● MPS ranks 3rd most participants

	Measurable Skills Gains ● 25.7% of ABE level participants earned MSG (statewide average: 27.9%) ● 34.4% of ESL level participants earned MSG (statewide average: 33%) Post-testing Rates: ● 76.9% participants post-tested (statewide average: 74.4%) Retention: ● ABE level: 67.7% participants retained for 40+ hours. (statewide average: 61.3%) ● ESL level: 77.1% participants retained for 40+ hours. (statewide average: 71.8%)
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Minneapolis Public Schools Adult Education program utilizes staff expertise in multiple training events. Instructional strategies professional development is coordinated or facilitated by Instructional Coach TOSAs. All instructional coaches are trained in the following: ● Trained in the Standards of Effective Instruction (SOEI) observation and feedback process provided by the Minneapolis Public School district. ● Trained in creating and responding to formative assessments by Solution Tree. ● Trained in Professional Learning Communities (PLC) and data cycles by Solution Tree. As a team, these additional areas of expertise are represented: ● EBRI ● STAR ● ENVoY Observation ● MNI ● CASAS/TABE test proctor Curriculum development and instruction on creating formative assessments is facilitated by Curriculum Lead TOSAs. As a team these areas of expertise are represented: ● MNI ● CCCRS ● STAR/EBRI

	● ACES ● UDL ● Northstar DIgital Literacy Proctor Distance learning and technology training is coordinated or facilitated by Technology Lead and Distance Learning TOSAs. As a team, these areas of expertise are represented. ● Schoology platform (?) ● Distance Learning Coordinator training ● Distance Learning: Basics, Platform Training, Distance Learning 101 and 102 ● Northstar Certificate proctor ● Curriculum alignment: STAR, EBRI, ACES, CASAS/TABE test proctor (?) Equity training is coordinated and facilitated by our program's Equity Team along with instructional coaches. Members of the equity team can utilize district equity training. The equity leads received training in mindfulness training with an equity lens. TABE and CASAS administration is coordinated and facilitated by our learner services staff in correlation with our ABE/ESL orientation instructional staff. ● CASAS/TABE proctor training All instructors hold a Minnesota teaching license in one or more the following content areas: K-12 and Adult Education. Each instructor has unique strengths based on their content area and/or professional training attended outside of our program. Teachers with training and/or institutional experience that falls within the scope of targeted professional development goals are identified and invited to present best practice during monthly site team meetings.
What strengths and needs are notable from staff observations or evaluations?	Program administration, TOSAs, and district initiatives all help form the professional development plan based on observations and evaluations. Site supervisors conduct full and short Standards of Effective Instruction (SOEI) observation every year for probationary staff. They conduct a short observation for non-probationary teachers each year as well as a full SOEI observation every 3 years. Instructional Coaches

	conduct a class visit and SOEI focus observation for all instructional staff each year. Based on these observations, Instructional coaches identified staff strengths and next steps. Next steps and exemplary practices were collected and used to create the upcoming professional development plan and address program gaps in the professional development plan during site team meetings. Staff were encouraged to share exemplary instructional strategies, identified by coaches and/or administration, to all staff at site team meetings, PLC shareouts, or in class visits facilitated by instructional coaches. In the 2016/2017 school year, Minneapolis Public Schools Adult Education instructional staff received training on the Mutually Adaptive Learning Paradigm (MALP) led by Dr. Andrea Decuapa. This training was identified as a need based on instructor observations using the SOEI rubric. Frequent next steps in full and focus steps on communicating learning targets and directions (3Aii) confirmed a program need for shared expectations of scaffolding and communicating instructions. The 2016/2017 request for professional development in MALP due to student survey results was validated as an area of need in a 2015/2016 student survey response to a question, “I understand what my teacher explains” in which 17 percent of the students responded between sometimes to never. College and Career Readiness Standards was chosen as a professional focus for the 2017/2018 school year based on program and state initiatives. Responses to the student survey question, “ I think about complicated ideas in class”, in which 60 percent of students responded between sometimes to never, influenced the program to provide further professional development to support staff in creating rigorous learning activities with CCRS as a framework. The training was developed and facilitated by Dr. Betsy Parrish and Dr. Patsy Egan to be taught alongside the instruction of CCRS in 2017/2018. In the 2018/2019 school year, the instructional staff received training in instructional agility. The training was identified as a need based on the 2017/2018 pre-observation forms and identified next steps.Instructional coaches and administration noted a trend in teacher next steps in two connected areas: Plans formative and summative assessments (1Ci) and uses formative assessments to inform instruction (3Ci). It was confirmed as a programmatic need to better understand formative assessments and differentiated responses.

	In the 2019/2020 school year, the instructional staff continued to work with instructional agility in the context of their curriculum teams. This work continued because staff surveys made it clear that the work wasn't finished and that teachers and curriculum teams needed more time to do the work of creating and implementing formative assessments. During the 2019/2020 school year, there was additional training around intercultural communication based on some concerns that were brought forward by the Learner Services Staff surrounding student complaints and other communication issues. There was also evidence of communication issues in student surveys. In addition, this training also fell under the larger focus area of equity, which was a push from the district at large. In the 2020/2021 school year, the instructional staff received training in both distance education and equity. The training on distance learning focused on improving our strategies for distance learning with the larger goal of increasing accessibility for our learners. The equity training focused on recognizing the places where deficit ideologies limit our expectations for students. It gave teachers opportunities to start reflecting on this in their practice, making sure that they have high expectations for all students and that they are providing the necessary scaffolds when they are needed. The distance education focus was primarily due to Covid-19 and the clear need of improving online instruction for our learners; informal observations in online classes made it clear that teachers needed more support. Equity continues to be both a district and program focus and distance learning has brought this need to the center; it exposes inequities even more clearly. In the years 2016-2020, all staff expertise was used as a part of the Professional Learning Community (PLC) process. Teachers collaborated on a shared strategy and shared the strategies, results, and suggestions for implementation in two professional development events per year. In the years 2016-2020, teachers had the opportunity to share their expertise at monthly site team meetings. Instructors with exemplary teaching strategies and relationship building identified by administration and/or instructional coaches are invited to share on a range of topics including conferencing, using technology in the classroom, UDL, and many more.

Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Student surveys are administered yearly, with the exception of 2020 due to building closure, to collect site and class level data and suggestions. Programmatic trends are correlated and aligned with elements of the Standards of Effective Instruction rubric and used to help determine or support areas of professional development needed. Questions on the survey include questions like 'I understand when my teacher explains things' or 'I feel respected by my teacher' or 'Students listen to me when I speak in class' or 'I think about complicated ideas in class' or 'What I learn in class helps me in my life.' Class level data that displayed areas for improvement that were not identified programmatically were addressed through teacher reflection and individual instructional coaching. Additionally, class specific student feedback forms are documented and matters are addressed 1:1 with the instructor or as a whole staff when trends emerge. ● Student surveys influence PD choices (a few examples): ○ I think complicated things in class= Rigor/CCRS ○ I learn new things that help me in my life => CCRS/Group Assessment building time ○ I know how I am doing in class => conferencing PD/Schoology Gradebook PD Our program's PD is not as greatly influenced by students as it could be. In other words, once we get student input in our student survey it is the end of the year and it is challenging to apply that information to classroom/program changes immediately.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	The Minneapolis Transitions Region includes various ABE programs: Minneapolis Adult Education, English Learning Center, Learning in Style, Cedar Riverside Adult Education, American Indian OIC, Summit Academy, and Somali Success School. The proposed activities which align with our local/regional plan include curricula to fit distance learning models, the implementation of IT pathways, and the continuation of the Minneapolis College Partnership. Adult Career Pathways programs that will be offered include Childcare ASsistant, Child Development Associate, English For Child Care, Career and Business Prep, Math for Manufacturing, Microsoft Office Specialist, Accuplacer Prep course, College and Career Readiness Bridge course.

Any additional needs identified from other data?	The data shows the results of unprecedented programmatic changes due to school closure with the COVID-19 pandemic. Moving forward, MPS identifies a need for a stronger emphasis on technology access, digital literacy, wellness, and equity.

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	• Equity • Technology Integration/Instruction • Literacy (as part of the Birth to Adult Literacy Plan)
What partnerships are potential opportunities?	There are different organizations that could bring opportunities for our program to reach further, some organizations can help us expand our service by bringing potential diverse staff in the form of Americorps, other organizations can help us reinforce our Pathways programs by providing employment counselors and connecting our students with a job, these opportunities can also come from the private sector (hiring companies in the area where our students live); other educational institutions like colleges or universities can also become the next step for students who complete their GED or Adult Diploma and also provide additional continuing education for our instructional and administrative staff. We are currently working on expanding those partnerships by leading a big effort that includes 170 members of different organizations serving the community, it includes public, non-profit and private organizations. We hold monthly meetings, keep an updated roster that includes contact information of those members and links to different web pages of organizations they are part of, a general chat group made to keep constant communication, give and receive information of opportunities and a web page that basically keeps record of meetings, notes and presentations from partners. We also work with anchor partners in our 800 West Broadway campus, our partners are DEED-Career Force and NorthPoint, and with them we are part of the 800 West Broadway coalition that follows a logic model to revitalize the area where our students live and get educated. Next step is to follow through with our partners and make more intentional connections.

What are the state and/or national ABE initiatives and priorities?	State priorities include: ● implementation of the Teacher Verification Model (TVM) for asynchronous learning National priorities include increasing access to Adult Education programs (as evidenced by COABE strategic priorities "MoveAhead with Adult Ed" and "Educate and Elevate")

Program Staff PD Activity Participation to Date

Initiative	staff -	% of staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
Core Professional Development				
ABE Foundations	7	≈11%	Kathryne Chiqui	low
ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	0	0	The program sees the value and need to ensure that ACE skills are more intentionally integrated into class lessons across the program to support students in developing and refining these skills.	high-within the next 5 years
CASAS Assessment Certification (5-years)	18	29%	High priority for our Learner Support Staff	high
CCRS Foundations-ELA	10	≈16%	Staff will be receiving training during the 2021-2022 school year and focused PLC groups to support this work.	High -
CCRS Foundations-Math	4	6.5%	Staff will be receiving training during the 2021-2022 school year and focused PLC groups to support this work.	High -
DL Basics - Distance Learning Basics online course	10	≈16%	Our teachers have gone through an intense in-house PD on equitable blended learning.	low
Northstar Foundations: Digital Literacy Integration for ABE online course	0	0%	Program has worked over the past year to improve instructor and student skills in Digital Literacy, with the goal of continuing this work at the local level.	low
Northstar Digital Literacy - take assessments	17	27.5%	High priority for our Learner Support Staff and instructors teaching this focus class	high
SiD (State ABE Database) Training	7	≈11%	staff receive in house training of SID database training	low

TABE Assessment Certification (5-years)	16	≈26%	High priority for our Learner Support Staff (LSS)	high
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities	2	≈3%	This is a focus of the program's in the next 5 years. ACES/TIF	high - within the next 5 years
ACP Course Design Cohort - Adult Career Pathways curriculum writing	2	≈3%	we already have an established career pathways curriculum	low
ACP Program Development Cohort - Adult Career Pathways programming for managers	2	≈3%	we already have an established career pathways program	low
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	1	1%	Send our Career pathways teachers to training to help support them in teaching.	medium-within next 5 years
CCRS Implementation Cohort-ELA	0	0%	In 2021-2022 school year we will focus on a CCRS PLC/cohort model. Staff will be able to focus in depth.	high
CCRS Implementation Cohort-Math	0	0%	In 2021-2022 school year we will focus on a CCRS PLC/cohort model. Staff will be able to focus in depth	high
CSI – Content Standards Integration Cohort	0	0%	encourage teachers on an individual basis to participate	low
DL 101 - Distance Learning 101	8	≈13%	Our program is focused on TVM trainings.	high- but TVM preferred
DL 102 - Distance Learning 102	6	≈7%	Our program is focused on TVM trainings.	high- but TVM preferred
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles	10	≈16%	This has been a priority for our program. We continue to implement EBRI and send teachers to get trained.	high-continued participation
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	1	≈1%	encourage teachers on an individual basis to participate	low
SPARC - Support Professional's Certificate	2	≈3%	Completion of certificate is encouraged for LSS staff	n/a
Standard Adult Diploma 101 Training	1	≈1%	Aim to have at least one other staff member trained in depth, followed by in-house training of AD requirements.	within the next year

STAR- STudent Achievement in Reading	14	≈23%	This has been a priority for our program since STAR began. We continue to implement STAR and send teachers to get trained.	high - continued participation
Technology Integration Initiative (TII)	3	5%	Instructional Technology Team and an Administrator completed. Will share necessary information through local PD.	medium
Technology Leadership Academy (TLA)	0	0%	Not a priority at this time	low
UDL - Universal Design for Learning	11	≈18%	Staff are encouraged to implement UDL practices in their classrooms.	medium
Annual Events - data not collected for these events				
ABE Math Institute	n/a	n/a	Program pays for a limited amount of staff to attend the conference.	annual
ABE Summer Institute	n/a	n/a	Program pays for a limited amount of staff to attend the conference.	annual
ABE Volunteer Management Conference	n/a	n/a	not attended	low
Language and Literacy Institute	n/a	n/a	Program pays for a limited amount of staff to attend the conference.	annual
MN Council of Teachers of Math (MCTM) Conference	n/a	n/a	Program pays for a limited amount of staff to attend the conference.	annual
Support Services Conference	LSS	LSS	Program sends LSS staff.	annual
Additional Local (or Other) Professional Development				

Name of Consortium: Minneapolis Adult Education

ABE Consortium Professional Development Plan

Date Developed	Spring 2021
Time Period for Plan	Spring 2021-Fall 2023
Consortium PD Lead(s)	Hope Patterson and Kelly O'brien

SMART goals are:

- **S**pecific – What? Why? How?
- **M**easurable – How will I measure progress & know when I've achieved my goal?
- **A**ction-Oriented – Can I take actions to accomplish this goal?
- **R**ealistic – Is my goal challenging but still possible to achieve?
- **T**ime-bound – What is my timeframe for this goal?

Directions: *Refer to your data analysis and PD inventory 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?)*
Literacy Goal (district's plan)	District identified PD	All staff	2021-2022	Resources from Community Education	Accomplishment of 90% completion
Increase access to AE offerings using asynchronous lessons developed under the TVM model	MPS will offer 3-4 TVM and distance learning PD cohorts/year. Cohorts include the Literacy MN online TVM certification course as well as weekly activities and discussions surrounding how to use TVM and evidence-based best practices for online learning to	MPS instructors, coaches, curriculum team leads, and managers. Invitation to consortium members to be involved in	Fall, Winter, and Spring 12-week cohorts, with a shorter 6-week summer session	Distance and Blended Learning Basics for Minnesota Adult Education course, note-taking guide, with MPS-specific edits, Teams conferences, Schoology platform (or member site's LMS),	90% cohort members become TVM certified by the state, and credentialed in SID system Increase in distance learning proxy hours for sites

	develop high-quality, rigorous lessons.	their chosen capacity.		curriculum materials, and MPS Distance Learning supervisor and Technology Integration team for presenting and moderating	
	Ongoing training through Professional Learning Communities (PLC's) throughout the year	TVM-certified instructors	at least 2x/year meetings		

Please refer to the following for consortium member's site specific Document E information:

Cedar Riverside Adult Education

English Learning Center

Summit Academy OIC

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Cedar Riverside Adult Education Collaborative
Time Period	2021-2022
Consortium Manager	Seyou Nurie
PD Planning Team Members	Jamie Kreil, Seyou Nurie, Amy Van Steenwyk

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Table A: The total hours for CRAEC is considerably down during COVID 19 pandemic. As of March 31, 2021, CRAEC is at about 46% of previous year's total hours.
What are our measurable skill gain trends (SiD "Level Gains with Post-Test Rates" Report)?	MSG: We have not been post testing since the start of COVID-19 pandemic. The trend on this information is not available at the moment.
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	[Consortium level response]
What additional program performance data trends do we see (all NRS tables and SiD reports)?	[Consortium level response]
How do we compare to similar programs on the state ABE report card?	[Consortium level response]
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Teaching staff: All CRAEC teachers have state license (ABE or K12) and have at least 3 years of teaching experience. Admin or Support staff : ● CASAS certified ● Attend support staff conferences every year. ● Attend regular trainings on the use of SiD

What strengths and needs are notable from staff observations or evaluations?	Strengths: ● Guidelines followed ● Learners' motivation and progresses observed ● Detailed lesson plans Needs: ● Outdated teaching material (such as old books) ● Inconvenient facility and tools (for example - traditional whiteboard)
Are there specific needs identified from our student feedback (**instructional time**, **programming**, **staffing**, etc.)?	These are a few needs identified with regards to DL option: ● Limited or no access to WiFi connection ● Difficulty using devices for DL ● Lack of devices for DL learning
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Prior to COVID, we had recently implemented a First Aid certification pilot class. Before that, we offered a pre-childcare prep course. We also plan to partner with EMERGE, which we have done in the past, to offer basic employment skills courses. We will continue to collaborate with Riverside Plaza Tenants Association which connects residents and learners to employment and training in the same building complex where most of our courses are held.
Any additional needs identified from other data?	Data from the last year shows a downward trend in the age of participant learners indicating that many of our older learners did not make the transition to distance learning. Outreach to those students as well as precautions given their vulnerability to COVID will be a main focus when we return to offering in-person learning.

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	Integrating Adult Career Pathways Increased access to digital learning Increasing contact and proxy hours
What partnerships are potential opportunities?	Cedar Riverside Opportunity Center Consortium members with the same goals EdTech Center through World Education
What are the state and/or national ABE initiatives and priorities?	Adult Career Pathways College and Career Readiness Standards ACES/TIF Northstar Digital Literacy Distance Learning

Program Staff PD Activity Participation to Date

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
Core Professional Development				
ABE Foundations	Managers and coordinators without significant ABE experience in MN; Teachers	~0 - The majority of our staff have been in ABE for several years, but there are a few new staff who could benefit	We would highly recommend this training to those recent hires new to the ABE field in general or to MN ABE specifically	Medium

ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	Teachers and managers without significant PD in ACES/ TIF	~66%	Almost all teachers have been through this training; however, those who haven't have been exposed to it. We want to ensure they have completed this training by the end of the year.	Medium
CASAS Assessment Certification (5-years)	Any ABE staff who administer CASAS tests	~66%	Most of the current staff is certified; however, we will be looking for recertification (and certification of newer staff) very soon through Minneapolis.	High
CCRS Foundations-ELA	Teachers and managers	~50%	All staff have been exposed to CCRS ELA, but we are asking those who haven't completed the Foundations course to do so by Spring 2022	High
CCRS Foundations-Math	Teachers and managers who teach math	~33%	All staff have been exposed to CCRS Math, but we are asking those who haven't completed the Foundations course to do so by Spring 2022	High
DL Basics - Distance Learning Basics online course	Teachers, managers, and support staff who work with DL	~43%	A small percentage of staff have completed this, but all teachers stated that they would like to complete this training. It is a program goal to increase access to digital literacy and this will help.	High
Northstar Foundations: Digital Literacy Integration for ABE online course	Teachers	~0%	No staff have completed this, but all teachers stated that they would like to complete this training. It is a program goal to increase access to digital literacy and this will help.	High
Northstar Digital Literacy - take assessments	Teachers, managers, and support staff	~33%	Our new staff who teach higher levels would like to complete this PD activity and would greatly impact the ability of teachers to effectively teach to Northstar.	Medium
SiD (State ABE Database) Training	Any staff who use SiD	66%	Since understanding SiD and various reports that can be generated is critical to running a successful program based on real program data, we require SiD training by those who use it regularly as an administrator (those with a teacher account are encouraged to participate in this training as	Medium

			well).	
TABE Assessment Certification (5-years)	N/A	N/A	N/A	N/A
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities	Teachers	~0%	This is not something we've considered, but with some newer staff, it might be worth offering within the next year.	Low
ACP Course Design Cohort - Adult Career Pathways curriculum writing	Managers and teachers connected to career pathways programming	~14%	One staff member participated and created 2 levels of curriculum in the education career pathway. There is interest in developing courses at our site in other pathways, but little capacity to accomplish this.	Low
ACP Program Development Cohort - Adult Career Pathways programming or managers	Managers connected to career pathways programming	~0%	There is interest in developing courses at our site in other pathways, but little capacity to accomplish this.	Low
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	Teachers	~14%	There is interest in developing courses at our site in other pathways, but little capacity to accomplish this.	Low
CCRS Implementation Cohort-ELA	ELA Teachers	~0%	We currently don't have the capacity to send teams to the CCRS Implementation Cohort. However, we believe it may be feasible to encourage participation in the CCRS in Action PLC that is a light version of the cohort, as it is practical for us, having not previously sent a team to the CCRS cohort.	Medium
CCRS Implementation Cohort-Math	Math Teachers	~0%	We currently don't have the capacity to send teams to the CCRS Implementation Cohort. However, we believe it may be feasible to encourage participation in the CCRS in Action PLC that is a light version of the cohort, as it is practical for us, having not previously sent a team to the CCRS cohort.	Medium
CSI – Content Standards Integration Cohort	Teachers	~0%	There is a strong interest in the program to better understand how to integrate all 3 sets of content standards. We will try to make an CRAEC team for the next time this cohort is offered	High
DL 101 - Distance Learning 101	Teachers or managers involved with DL in any capacity	~29%	With a growing need for DL instruction, we highly recommend programs complete this training during program closures, as they increase their DL offerings.	High

DL 102 - Distance Learning 102	Teachers or managers deeply involved in DL	~29%	With a growing need for DL instruction, we highly recommend programs complete this training during program closures, as they increase their DL offerings.	High
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles	ELA Teachers	~0%	There is some interest in learning EBRI among teachers of the higher levels. We will recommend this study circle for them when it is offered.	Low
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	Teachers	~33%	There is a strong interest in these types of study circles. If an ESL study circle is happening in the Metro area, we will encourage participation of our teachers.	High
SPARC - Support Professional's Certificate	ABE Support Staff	~0%	This is relevant for us, as we have support staff. We will encourage our support staff to participate.	Medium
Standard Adult Diploma 101 Training	N/A	N/A	N/A	N/A
STAR- Student Achievement in Reading	N/A	N/A	N/A	N/A
Technology Integration Initiative (TII)	Teachers	~0%	There is increased interest in this from the outset of the pandemic. We will encourage teachers to attend when it is offered.	High
Technology Leadership Academy (TLA)	Teachers	~0%	Teachers, collectively, will be able to decide if this is a good fit	Medium
UDL - Universal Design for Learning	Teachers	~33%	There is some interest and it has the ability to greatly impact instructional effectiveness. The head of PD will recommend this to teachers when interest and need is indicated.	Medium
Annual Events				
ABE Math Institute	Math Teachers	~0%	No staff have attended this event, but there is definitely interest. When it occurs, we will encourage teachers who emphasize numeracy to attend.	Low
ABE Summer Institute	All ABE staff	~43%	At least two staff attend every year. We would like to increase numbers within the next year.	High
ABE Volunteer Management Conference	Volunteer Managers/ Coordinators	~14%	We have a teacher/volunteer coordinator on staff who attends this conference when it is offered.	Medium
Language and Literacy Institute	ELA teachers	~33%	At least two staff attend every year. We would like to increase numbers within the next year.	High

MN Council of Teachers of Math (MCTM) Conference	Math teachers	~17%	Staff have attended this in the past. With attention to CCRS Math, it may be beneficial to promote it. We will notify all teachers when it occurs,	Low
Support Services Conference	Support Staff	~29%	Some support staff have attended this in the past. It will be advertised and encouraged for all support staff.	Medium
Additional Local (or Other) Professional Development				
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Name of Consortium:

ABE Consortium Professional Development Plan

Date Developed	**3-30-21**
Time Period for Plan	**2021-2022**
Consortium PD Lead(s)	**Minneapolis ABE**

SMART goals are:

- **S**pecific – What? Why? How?
- **M**easurable – How will I measure progress & know when I've achieved my goal?
- **A**ction-Oriented – Can I take actions to accomplish this goal?
- **R**ealistic – Is my goal challenging but still possible to achieve?
- **T**ime-bound – What is my timeframe for this goal?

Directions: *Refer to your data analysis and PD inventory 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 the consortium's capacity to offer distance learning options to allow for more opportunities for students to access education and increase MSG.	Research apps and apply for proxy hour verification, have more staff attend DL trainings offered through the state	Administrators assisting with onboarding	Spring 2021-Spring 2022	Subscription to EdTech mLearning email list for webinars, MN ABE Connect newsletter listing when DL 101/102 and TII are being offered. Holding PLCs in DL, having someone from MPS who coordinates DL assist us in creating an expansive DL program Access to student data reports from each tool we use determine efficacy	Increase in contact and proxy hours Increase in number of teachers using apps in addition to Zoom and/or WhatsApp Higher registration numbers
	DL 101 and 102, Technology Integration Initiative, onboarding webinars offered through the EdTech Center	Teachers using apps actively in instruction			

Increase opportunities to capture proxy hours to prepare for the likelihood of needing to return to pre-COVID contact hour totals.	TVM Certification	Teachers	Spring 2021 -Summer 2021	Funds to reimburse time teachers will spend on online modules and curriculum development. Time to meet and plan which may require canceling classes to open up our schedules or using an annual PD day	Increase in proxy hours Improved quality of instructional materials that meet the high standards of TVM: assessment, timely feedback, varied instruction Each level will have only one DL platform to focus on primarily. Student usage and proxy hours will increase.
	Form teams by class level to plan and align TVM curriculum that can be used across classes.	Teachers, Lead teachers	Summer 2021 – Fall 2021		
	Choose one distance learning platform per level to purchase and use. Review best practices and effective strategies for increasing student usage. Survey learners for feedback from DL platforms used in the past year.	Teaching staff, program coordinator, tech coordinator, learners with DL platform experience	Summer 2021		
Increase the number of staff that have had recent cultural competency. All licensed staff will need to meet the 8-hour licensure requirement for cultural competency.	Share knowledge and recommendations of available option, including ABE-specific training through ATLAS or Literacy MN. Decide together whether we want to all do the same training together or enroll in separate trainings.	Teaching staff, program coordinator	Fall 2021-Spring 2021	Time to attend training Extended staff meeting time Possibly may need funds and time to host on-site training from an outside organization or to facilitate discussion	Increase in the percentage of teachers, support staff and admin that have recent cultural competency training 100% of licensed teaching staff will have the cultural competency requirement completed.
	PD all-staff time to share knowledge and resources as well as to discuss possible next steps.	All staff and admin	Spring 2021		
	Identify and schedule support staff cultural competency training.	Support staff and admin	Fall 2021		

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	**English Learning Center**
Time Period	2020-2021
Consortium Manager	
PD Planning Team Members	Jennifer Compton, Jenne Nelson

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Contact hours are down due to a shift from in-person instruction to distance learning-only instruction. The hours of instruction the ELC offers are down, especially for lower level learners as it is harder to onboard new lower level learners to distance learning.
What are our measurable skill gain trends (SiD "Level Gains with Post-Test Rates" Report)?	We are currently not post-testing any students due to the pandemic, and therefore not currently measuring Level Gains with Post-Tests.
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	We are currently not post-testing any students due to the pandemic.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	None.
How do we compare to similar programs on the state ABE report card?	We are generally in the middle of the pack or slightly above compared to similar programs on the state ABE report card.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	First language communication in Spanish, Somali, French, and Arabic, among others. Two program alumni on staff Two staff TEFL certified Program leadership has master's degree and certificate in nonprofit management All staff have experiences living and working outside of the U.S. We have numerous collective years of experience in volunteer management, program delivery, student services, project management, and more.
What strengths and needs are notable from staff observations or evaluations?	Working with learners- compassionate, patient, and understanding staff willing to go the extra mile for student success. High level of technical expertise- excellent understanding of best practices in relevant areas (curriculum and instruction, volunteer management, student support, etc.)

Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Students have expressed a need for continuity in their teachers and increased opportunities for evening classes. Students sometimes occasionally request topic specific programming, driver's education, for example. Housing is a main concern and priority for many students. Digital literacy is another aspect of student programming students hope for us to increase, this has improved since the onset of the pandemic.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Healthcare career pathways on ramp infused into our Levels 2, 3, and 4 classes.
Any additional needs identified from other data?	

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	1) Provide both **online and paper/phone based distance learning** options that are high quality in order to demonstrate student learning gains in speaking, listening, reading, and writing English. (and citizenship, and math at some future moment) 2) Advocate for and work to provide **technology and access for students** to participate in online learning. 3) **Internally address our white supremacy**, looking at ways that we benefit from and perpetuate racist structures and systems, and diversify our staff and volunteer base.
What partnerships are potential opportunities?	1) TEFL programs and universities that train educators with shared experiences to our student body. 2) Our sister program, Our Saviour's Housing, to gain support for students with housing. 3) Lutheran Social Services, who's job placement services could well compliment our own programming, but this partnership needs to adapt to a distance-learning environment. 4) University of Minnesota- a developing partnership with a group of medical students and their advisor to provide input to our healthcare career pathways classes.
What are the state and/or national ABE initiatives and priorities?	

Program Staff PD Activity Participation to Date

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
Core Professional Development				
ABE Foundations	All	100%		
ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	Curriculum Specialist Manager	0		
CASAS Assessment Certification (5-years)	All	100%		
CCRS Foundations-ELA	Curriculum Specialist Program Director	50%		
CCRS Foundations-Math				
DL Basics - Distance Learning Basics online course	Digital Learning Specialist, Program Director	100%		
Northstar Foundations: Digital Literacy Integration for ABE online course	Digital Learning Specialist	0		
Northstar Digital Literacy - take assessments				
SiD (State ABE Database) Training	All	100%		
TABE Assessment Certification (5-years)	None	NA		
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities				

ACP Course Design Cohort - Adult Career Pathways curriculum writing				
ACP Program Development Cohort - Adult Career Pathways programming for managers	Program Director	100%		
CCI - Career-focused Contextualized Basic Skills Instruction Cohort				
CCRS Implementation Cohort-ELA	Curriculum Specialist	100%		
CCRS Implementation Cohort-Math				
CSI – Content Standards Integration Cohort				
DL 101 - Distance Learning 101	Program Director, DL specialist	50%		
DL 102 - Distance Learning 102	Program Director, DL specialist	50%		
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles				
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	Volunteer coordinators	0%		
SPARC - Support Professional's Certificate				
Standard Adult Diploma 101 Training				
STAR- STudent Achievement in Reading	Instructional staff	0%		
Technology Integration Initiative (TII)	Program Director 3 Instructional Staff	in progress		
Technology Leadership Academy (TLA)				
UDL - Universal Design for Learning	Program Director Instructional Staff	75%		

Annual Events				
ABE Math Institute				
ABE Summer Institute				
ABE Volunteer Management Conference	Volunteer Coordinators	100%		
Language and Literacy Institute	Instructional Staff			
MN Council of Teachers of Math (MCTM) Conference				
Support Services Conference	All staff	100%		
Additional Local (or Other) Professional Development				
Literacy MN Social Justice Certificate	Instructional staff	in progress		
Safe Zone Training	All Staff	100%		

Name of Consortium:

ABE Consortium Professional Development Plan

Date Developed	**1/20/2021**
Time Period for Plan	**One year?**
Consortium PD Lead(s)	**Jennifer Compton, Sara Venjohn**

SMART goals are:

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- **T**ime-bound – What is my timeframe for this goal?

Directions: *Refer to your data analysis and PD inventory 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?)*
Provide both **online and paper/phone based distance learning** options that are high quality in order to demonstrate student learning gains in speaking, listening, reading, and writing English. (and citizenship, and math at some future moment)	Other trainings for distance learning (look at ATLAS)				
	Northstar Foundations: Digital Literacy Integration for ABE online course				
	DL 101 and 102				

Advocate for and work to provide **technology and access for students** to participate in online learning.	Tech Integration Initiative				
Internally address our white supremacy, looking at ways that we benefit from and perpetuate racist structures and systems.	Literacy MN Social Justice Certificate				
	Safe Zone Training				

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	**Minneapolis: Summit Academy OIC**
Time Period	2021
Consortium Manager	Kelly O'Brien
PD Planning Team Members	Kelly O'Brien, Tony O'Brien, Abbi Mayland

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Contact hours dropped this year, likely due to COVID-19 implications and schedule changes with a fully-online schedule.
What are our measurable skill gain trends (SiD "Level Gains with Post-Test Rates" Report)?	MSGs are currently lower than in the past. This could be due to COVID-19 implications, with fewer students coming in to post-test.
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	MSGs are at about 67% for students who post-test, but decrease to about 25% for overall. We are not getting many students to the post-test level, and may need to improve either retention or academic progress.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	N/A
How do we compare to similar programs on the state ABE report card?	We will continue working towards increasing MSGs to improve this metric.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Our 3 GED instructors all have Masters in Education, and the Summit Prep Coordinator is currently pursuing a mathematics doctorate. We have a vast amount of education and experience on staff. All staff also attend ongoing PD that directly pertains to their jobs.
What strengths and needs are notable from staff observations or evaluations?	Strengths: Community building, student engagement Needs: Multi-level differentiation
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Needs: Request for in-person learning again (to be considered per COVID-19 state health guidelines). Request for more tutoring opportunities (volunteers)

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	N/A
Any additional needs identified from other data?	N/A

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	Focus on continuing to credential ABE students throughout COVID-19 pandemic and increase GED obtainment rate among retained students.
What partnerships are potential opportunities?	Continue to strengthen relationships within the consortium partner sites.
What are the state and/or national ABE initiatives and priorities?	Continued compliance with WIOA legislation and improving alignment with CCRS, ACES TIF, and NorthStar standards.

Program Staff PD Activity Participation to Date

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
Core Professional Development				
ABE Foundations	N/A			
ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	N/A			

CASAS Assessment Certification (5-years)	N/A			
CCRS Foundations-ELA	N/A			
CCRS Foundations-Math	N/A			
DL Basics - Distance Learning Basics online course	N/A			
Northstar Foundations: Digital Literacy Integration for ABE online course	N/A			
Northstar Digital Literacy - take assessments	N/A			
SiD (State ABE Database) Training	All	75%	New instructor needs to complete this training. Timeline- next Summer Institute or regional training. She has had informal SID training in the meantime	Medium
TABE Assessment Certification (5-years)	Program Manager	100%	Our school-wide testing coordinator also had this training. Both Program Manager and Testing Coordinator are certified through 2025.	Low
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities	N/A			
ACP Course Design Cohort - Adult Career Pathways curriculum writing	N/A			
ACP Program Development Cohort - Adult Career Pathways programming for managers	N/A			
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	N/A			
CCRS Implementation Cohort-ELA	N/A			
CCRS Implementation Cohort-Math	N/A			
CSI – Content Standards Integration Cohort	N/A			

DL 101 - Distance Learning 101	GED Instructors	75%	Program Manager and 2 instructors completed in 2020. New instructor has not been trained, but has prior education on distance learning.	Low
DL 102 - Distance Learning 102	N/A			
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles	N/A			
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	N/A			
SPARC - Support Professional's Certificate	N/A			
Standard Adult Diploma 101 Training	N/A			
STAR- STudent Achievement in Reading	N/A			
Technology Integration Initiative (TII)	N/A			
Technology Leadership Academy (TLA)	N/A			
UDL - Universal Design for Learning	GED Instructors	0%	Program Manager and 2 instructors are currently enrolled. They will share information with new instructor.	High
Annual Events				
ABE Math Institute	Math teachers	0%	Depending on schedule, would like to send both math instructors	Medium
ABE Summer Institute	All Instructors and Program Manager	0%	Need to send all in August of 2021	High
ABE Volunteer Management Conference	Summit Prep Coordinator and Program Manager	0%	Depending on schedule, would like to send both Summit Prep coordinator and Program Manager to the conference.	Medium
Language and Literacy Institute	N/A			
MN Council of Teachers of Math (MCTM) Conference	Math Teachers	0%	Need to send math teachers in May 2021	High

Support Services Conference	N/A			
Additional Local (or Other) Professional Development				
Tuesdays for Teachers GED.com Webinars	All	100%	Instructors and program manager choose sessions quarterly to attend and share knowledge.	Medium
ATLAS ABE offerings	All	50%	Instructors and program manager choose sessions to attend quarterly and report back.	Medium
AVID trainings	All	100%	Summit Academy pays for an AVID subscription and has 2 AVID trainings per year on campus	High
Canvas trainings	All	100%	Summit Academy pays for a Canvas help subscription, and has had multiple Canvas corporate-led trainings in 2020. We will continue to house Canvas trainings with in-house trainers throughout 2021.	High

Name of Consortium:

ABE Consortium Professional Development Plan

Date Developed	**January 2021**
Time Period for Plan	**January 2021-December 2021**
Consortium PD Lead(s)	**Kelly O'Brien**

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Create engaging asynchronous lessons and assignments in the Canvas platform utilizing AVID strategies for online learning.	AVID training at staff development days	All	2021 staff development days	AVID membership and AVID trainers, Curriculum Specialist organizes trainings, in-house distance learning task force to help design trainings, Canvas support pages, and AVID materials	We want to find an increase in utilization of Canvas platform by students and teachers (measured in Canvas) and consistently high student survey ratings with the switch to Canvas (from in-person and Google Classroom)
	Canvas trainings at monthly all-instructor meetings and weekly Q&A with in-house distance learning team	Instructors	Monthly instructor meetings, weekly GED team meetings		
Identify students academically behind, and develop interventions to improve student progress.	UDL Training through PANDA	Some instructors, Program Manager	January-February 2021	PANDA online resources, AVID resources	Increase in TABE and GED pass rates (in turn increasing MSGs)

	AVID trainings at staff-development days	All	2021 staff development days		
Create a welcoming environment for volunteers both in-person and online, and create a cohesive plan for volunteer engagement.	Volunteer Management training through Literacy Minnesota	Summit Prep Coordinator Program Manager	2021	Literacy MN, relationships with other consortium partners	Re-engagement with volunteers, and having volunteers return to teaching classes (which has halted since the move to full distance learning)
	Volunteer-management topics at Managers Meetings	Program Manager	Regional Manager's Meeting, Summer Institute		