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4.1 Provide an explanation of how high-quality educational services are developed by the consortium. Address the following:

- How are decisions made about what kinds of courses and instruction to offer?

Programming at Lakeville ABE is guided by data from the Student Information Database (SID), what students are asking for, their needs and goals, local community needs, eligible core instructional content, ABE content standards, Adult Education activities outlined in WIOA, instructional best practices, and the budget.

English Language (EL) and GED are our core courses, with requests for English Language classes far exceeding those of GED or basic skills. Under the direction of the ABE manager and CE leadership, teachers meet regularly in staff meetings and professional learning communities (PLCs) to share best practices, discuss ways of improving learning, increase student achievement, and learn from one another. PLC agendas are aligned with ABE content standards and informed by student needs and goals. *Future and Ellii* are the core curricula of our EL courses and were chosen by ABE teachers and the manager, and are in alignment with CCRS, ACES/TIF, and the MN ABE content standards. Curriculum is supplemented with a variety of other sources including *Ventures*, *English Unlocked*, and Northstar Digital Literacy. *TABE Tutor* is the core curriculum for GED and is also aligned with ABE content standards.

- How are courses and instruction evaluated to determine whether they are high quality?

The quality of courses, pedagogy, and instruction are evaluated in a variety of ways, including:

- The district Q-Comp process
- Charlotte Danielson [Framework](#)
- Teacher observations by a Q Comp peer leader and/or ABE Manager 2-3 times per year depending on their FTE and tenure status
- Teacher developed Individual Development and Goals Plan including SMART Goals (specific, measurable, achievable, realistic, time-bound)



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- Formal staff meetings
 - Informal, frequent check-ins with ABE Manager and other team members
 - Professional Learning Community
 - Student Contact Hours and retention data
 - Measurable Skills Gain (MSG) data
 - Student assessment scores
 - Student feedback, formal and informal, including surveys
 - Teacher feedback
- How does the consortium ensure that all students have access to sufficient intensity of instruction in order to make learning gains?

Lakeville Adult Basic Education is a small program. Our classes are multilevel and rely heavily on teachers to prepare and provide multi-leveled instruction, and on volunteers to provide tailored instruction under the guidance of the teacher. Each of our classes have between one and three volunteers per class. Volunteers are thoroughly vetted before entering the classroom, as the goal is to have consistent, reliable volunteers who know the students, are comfortable following the teacher's lead during whole-group instruction and teaching on their own with scaffolded lessons, and are trained by our Volunteer Coordinator and the [Literacy Minnesota volunteer training curriculum](#). Whenever possible, we pair students with volunteers who speak their first language.

Students can choose morning, afternoon, or evening classes, and because of our small size, enrollment is open and ongoing, although it is generally by appointment. We accept students throughout the year. Students are also given the option of enrolling in online, synchronous virtual tutoring or asynchronous, independent distance learning to supplement their instruction. This is an area we hope to grow.

In addition, our staff work hard to remove any barriers that may impede a student's ability to meet their goals, whether that means helping them find transportation or childcare, connecting them to other school district resources, helping them complete forms, providing gas or grocery cards (not purchased with ABE funds), or merely being accessible and remaining in frequent contact



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with them by texting and talking throughout the week. ABE staff work with a variety of community partners to help students access resources beyond the school district when barriers are identified.

- How does instruction incorporate the essential components of reading instruction (alphabetics, fluency, vocabulary and comprehension)?

Lakeville ABE classes incorporate instructional best practices and standards including the CCRS English Language Arts/Literacy Standards three shifts in reading instruction: Complexity and engaging with complex text, Extracting evidence from text, and Building knowledge through nonfiction. Teachers incorporate the components of reading such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, and employ teacher modeling, repeated reading, and read-alouds. Every teacher in our program is an experienced, licensed educator and we provide as much training and development as our budget will allow. This may include ABE Foundations, Language & Literacy Institute, Summer Institute, Atlas Writing Study Circles, Reading Fluency, Pronunciation, MELEd, or other trainings. Lakeville ABE teachers incorporate alphabetics, comprehension, and vocabulary with the help of trainings and curricula such as English Unlocked. Formal and informal diagnostic reading assessments are conducted throughout the year and are used to guide instruction and to provide direct and explicit reading instruction. Learning is contextualized and linked to real world applications, and students receive one-on-one, small group, and whole class instruction in every class.

4.2 Describe how the consortium's distance/hybrid learning programming has expanded over the past 2 years. Address the lessons learned and best practices adopted in recent years, as well as intentions and plans for continued improvement

While the 2020-21 COVID pandemic created a significant decline in our student contact hours, the year also ended with a sharp increase in the number of online course offerings we had. The process was a bit confusing to begin as we tried several different things to determine what students wanted and were able to access. From January 2020 to January 2021, synchronous and asynchronous online options included:



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- Basic Skills Full Distance
- Basic Skills Enhancement Hybrid
- Edmentum
- ESL AM Distance Office/ Phone Hours
- ESL AM Full Distance
- ESL AM Hybrid
- ESL PM Full Distance
- ESL/ Skype
- GED Full Distance
- Google Meet ESL Family School
- MobyMax DL
- NorthStar Online
- Online Conversation
- Online Writing
- Plato Proxy
- ReadTheory
- Technology

While in-person classes remain the bulk of our hours today, we've since narrowed our options and are focusing on the distance learning options that seem to work best for our students. The most successful of these include:

- Moby Max
- Virtual Tutoring

This winter, our teachers held a competition and gave an award to the student with the most distance learning hours in each class.



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4.3 Give an overview of how the consortium has integrated all three sets of the state's content standards for ABE (CCRS, ACES/TIF and Northstar) into instruction to date. Address the following. Refer to document J as appropriate.

- What content standards training have staff participated in? What percentage of instructional staff have participated in Foundations Training for each of the three sets of content standards: CCRS Foundations, ACES Foundations, and Northstar Foundations?

100% of our current teaching staff have participated in CCRS Foundations. No teachers have yet completed ACES or Northstar training, however the manager has completed all three sets of trainings. Our goal is to have all teaching staff complete these trainings within the first three years of employment, however the pace at which this happens will be determined by the teaching contract and how many PD hours are assigned to them according to their FTE. ABE Teachers are also required to use their assigned PD hours to fulfill all other State and ISD194 district requirements such as Equity Training, Positive Behavioral Intervention, Reading Preparation, Suicide Prevention, American Indian History and Culture, Mental Health training, and more. Teachers also meet quarterly in professional learning communities (PLCs) and a key component of these meetings is planning and documenting standards integration into their lessons.

Our PD goal for ABE Foundations is 100% of staff by the end of their first year.

Our PD goal for College and Career Readiness training is 100% of Instructional Staff by Year 3.

Our PD goal for ACES/TIF training is 100% of Instructional Staff and by Year 3.

Our PD goal for Digital Literacy training is for 100% of Instructional Staff to receive training and integrate distance learning into their instruction by Year 3.

- How are the standards used to plan for instruction and course offerings?



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ABE standards are used to guide the content, format, and structure of all classes. All course offerings meet specific standards including the core instructional content of Adult Basic Education:

- Reading
- Writing
- Mathematics
- Speaking
- Listening
- English as a Second Language/English Language Learning
- GED prep/secondary (high school) credential attainment

And conditional content which can include:

- Citizenship/civics
- Basic technology skills
- Employability
- Health Literacy
- Study skills
- Critical thinking/learning how to learn
- Personal and group effectiveness
- Financial literacy

Content is delivered in ESL and GED preparation classes and integrates critical thinking skills, effective communication, learning strategies, digital literacy, and soft skills like time-management. Classes are designed to meet the unique needs of the local community and what students are asking for.

- How does the consortium ensure that instructional materials are aligned to content standards?

All Lakeville ABE English classes use the *Future* Adult English Language Learner curriculum for the core content of their lesson planning. *Future* is aligned with CCRS, the integration of which is intended to provide all adult students with the opportunity to be prepared for postsecondary training and/or education and to advance their lives.

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In addition, teachers use the Literacy Minnesota *English Unlocked* English language literacy curriculum, and Ellii, formerly ESL Library, both of which are aligned with the College and Career Readiness Standards for English Language Arts.

All GED classes use the *TABE Tutor* for the 2014 GED Test series which is aligned to the 2014 GED and the CCRS standards curriculum for the core content of their lesson planning.

- CCRS Key shifts in the English Language Arts and Literacy standards include:
 - Shift 1 – Complexity: Regular practice with complex text and its academic language
 - Shift 2 – Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational
 - Shift 3 – Knowledge: Building knowledge through content-rich nonfiction
- CCRS Key shifts in the Mathematics standards include:
 - Shift 1 – Focus: Focusing strongly where the standards focus
 - Shift 2 – Coherence: Designing learning around coherent progressions level to level
 - Shift 3 – Rigor: Pursuing conceptual understanding, procedural skill and fluency, and application—all with equal intensity

In addition, all classes integrate ACES/TIF soft skills necessary to transition into employment or post-secondary training. These include skills such as critical thinking, effective communication, learning strategies and self-management, as well as digital literacy skills like using email and navigating the internet. Example lessons include how to compose an email and how to schedule a ride on the bus shuttle.

4.4 Give an overview of college and/or career-focused programming, including Integrated Education and Training (IET) programming, transitions to postsecondary



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programming or programming that helps students attain a recognized postsecondary credential. Refer to document I where appropriate.

All classes incorporate employability skills and career awareness into instruction, and use content standard-aligned curriculum to inform lesson planning.

Although we do not currently have any Career-specific or Integrated Education and Training (IET) programming, in the previous two years, we have offered Bridges to Healthcare. Enrollment was modest and it was not continued this year. The class was designed to help students explore healthcare careers, learn essential healthcare vocabulary and communication skills, and study for and take the Community First Services and Supports (CFSS) exam. CFSS is a new Minnesota health care program that allows people greater independence in their homes and communities. It will replace personal care assistance (PCA) and covers:

- Activities of daily living, such as eating, bathing, grooming and transferring
- Health-related tasks
- Instrumental activities of daily living, such as shopping, cooking, laundry and assistance with self-administered medications
- Observation and redirection of behavior

4.5 Give an overview of any current adult diploma programming, which allows ABE students to complete a high school diploma (not high school equivalency assessment prep, such as the GED®/HiSET®). Include credit completion adult diploma programming, as well as Standard Adult Diploma programming. Refer to Document I as appropriate.

We offer Adult Diploma in conjunction with our GED classes but have not had much interest. Although students have not chosen this option, we have a relationship with the Lakeville Pathways Academy. If a student is interested, their transcript will be reviewed by the LPA Director and students under 21 years old who are interested in credit recovery for a HS diploma may review options for either a HS diploma with credit recovery classes, or a GED. If the student chooses a HS diploma they will be invited to attend classes at the LPA and will be an LPA student. If the student decides they will



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not pursue a High School diploma, they will be directed to ABE to pursue their GED. Students over 21 years old who are interested in credit recovery for a HS diploma will schedule an appointment to register and test with ABE. Once the transcript review is complete, representatives from the LPA and ABE will discuss whether the individual would be a good candidate for either a HS diploma through credit-recovery or a GED. If a student has more than 4 credits needed to graduate, the LPA Director and ABE Manager will meet with the student to determine an individualized plan.

4.6 Give an overview of the consortium's process to effectively serve eligible adults with disabilities, including learning disabilities (this could include a referral process when appropriately needed).

- How are providers identifying and utilizing appropriate accommodations for students (and staff)?
- What are the results or outcomes of the consortium's efforts to appropriately serve eligible adults with disabilities?

Lakeville ABE classrooms are located in the Juniper Path Building in Lakeville, which meets the standards required by the Americans with Disabilities Act (ADA) and allows our program to serve people with disabilities. All Lakeville ABE teachers are licensed by the State of Minnesota and have undergone training, both at the time of their initial licensure, and in ongoing training sessions held by the school district, to enable them to better serve students with physical and learning disabilities. Teachers are familiar with Minnesota Adult Basic Education Physical And Nonapparent Disability Assistance (PANDA), the state ABE supplemental service provider for disability training and support services, and know how to request resources to meet individual student needs. A recent example of an accommodation we have made is the extension of testing time for a student with dyslexia.

4.7 Describe how volunteers are utilized and trained in the consortium. Address the following:

- What are common activities and roles for volunteers?

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Lakeville ABE is fortunate to have several very dedicated volunteers who serve both under the direct supervision of a classroom teacher and as virtual tutors who work with students online. Volunteers assist teachers with classroom activities, help students navigate technology, tutor subgroups or individuals within the class needing additional reading, vocabulary, writing, speaking, or math help. Additionally, virtual tutors often meet once a week with students for an hour for direct, focused instruction on specific student needs such as citizenship or driver's test preparation, to practice speaking or reading, or academic writing. From July 1, 2023 to May 16, 2024, 18 volunteers served Lakeville ABE with 1082 volunteer hours.

- How do volunteers enhance student success in the consortium?

Lakeville volunteers bring a wealth of skills and experience to serve our students. We have several longtime, experienced and dedicated volunteers, including retired staff members and a volunteer who has been with us for more than a decade. Our volunteers enhance student success in several ways. They:

- Volunteers help teachers provide leveled and scaffolded instruction to help meet the individual, educational needs and goals of students.
- Volunteers build trusting relationships with students which increases student persistence and learning.
- Volunteers allow us to hold larger classes and serve more students.
- Bilingual and multilingual volunteers help create a learner-friendly, more equitable classroom environment, thus reducing learner anxiety and facilitating learning.
- Volunteers give students a connection to the community, something that is particularly important for newly arrived immigrants. An example is participating with students in the recent International Day of Living Together in Peace in Lakeville.





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- How are the consortium's volunteers oriented and trained? (Training requirements are outlined in the [Volunteer Training Standards Policy](#).)

Lakeville ABE has a Volunteer Coordinator who facilitates the training, participation, and management of volunteers in our classroom in accordance with the Volunteer Training Standards Policy. This individual is a current classroom teacher who understands current classroom needs and is readily equipped to work closely with other classroom teachers. Recruitment is by referral from current volunteers, the Lakeville ABE website and social media pages, through the Literacy Minnesota volunteer hotline, and VolunteerMatch.org, where potential volunteers can find general information about opportunities on our VolunteerMatch [website](#).

After a follow-up phone call or email from the Volunteer Coordinator, the potential volunteer is asked to complete an application and sign a code of conduct waiver. Following the background check and completion of the application, the potential volunteer is contacted again and interviewed by the Coordinator to assess the candidate's skills and interests, share training information, and provide more information about volunteer opportunities in our program. If the volunteer meets our qualifications, they are assigned a schedule that matches our classroom/student needs with the skills, interests, and availability of the volunteer. Teachers provide the specific training needed for



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the classroom work of the volunteer. The Volunteer Coordinator checks back with teachers and volunteers and offers support, as needed.

All of our volunteers receive the required training expected by the State. Per the MDE Volunteer Training Standards Policy updated on June 18, 2021, volunteers who began with us since October 1, 2021 are asked to complete the required 4-hour Initial Training requirement through Literacy Minnesota and must complete it within 6 months to volunteer in our program. Volunteers who work with learners one-on-one as virtual tutors are expected to complete the 12-hour training outlined by the State.

A [spring training](#) and get-together for all volunteers in the program provides an opportunity for volunteers to share stories, exchange experiences and ideas, and learn from one another, as well as receive a refresher of best practices.

- What training is provided and/or required on an ongoing basis for volunteers, locally and/or through other entities? (Volunteers who have tutored for more than one year are required to participate in a minimum of 2 hours of professional development annually after initial training, as outlined in the [Volunteer Training Standards Policy](#).)

All volunteers in Minnesota Adult Education are required to receive the appropriate training to do their work effectively and ensure high quality adult education services. Volunteers must receive provider-specific orientation and training by the host adult education program. Volunteers who work with adult learners are required to receive either Foundations of Adult Education Tutoring (12 hours) or Foundations of Volunteering in the Adult Education Classroom (4 hours), depending on their role. These trainings are offered by [Literacy Minnesota](#) in a variety of formats (in-person, webinar, asynchronous course). In addition, several of our volunteers are licensed or retired teachers, and have a good understanding of educational best practices. Returning volunteers complete a two-hour training that aligns best to their unique volunteer situation. This may take the shape of an in-house training, relevant community education class, webinar, Zoom class, or in-person class through Literacy Minnesota.

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Documents

Document J: Instructional Program Description Lakeville

The following questions will be used to evaluate this document:

- Does instructional content align with core and conditional ABE content, as outlined by the [Eligible Content Policy](#)?
- Does instructional content align to the content standards (CCRS, ACES/TIF, Northstar)?
- Does instructional content align to the 8 allowable Adult Education activities outlined in WIOA (as listed on the [WIOA Regulations and Definitions](#))?
- Does instruction align to best practices as identified in rigorous and scientifically valid research? (Including but not limited to: career pathways, IET, distance/hybrid learning, STAR/EBRI, IELCE, family literacy)

Document K: Content Standards Implementation Plan Lakeville