

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Rosemount-Apple Valley-Eagan ABE
Time Period	July 1, 2023 - June 30, 2024
Consortium Manager	Eric Lind
PD Planning Team Members	Rosemount-Apple Valley-Eagan ABE Leadership Team

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	<p>2018-19: 69,302.00 contact hours 2019-20: 66,718.75 contact hours 2020-21: 32,704.75 contact hours 2021-22: 60,222.75 contact hours 2022-23: 69,931.50 contact hours</p> <p>Contact hours declined with the Covid pandemic and the move to online classes only from March 16, 2020 through June 30, 2021. In-person classes resumed in July 2021 and contact hours increased, reaching pre-Covid levels again in 2022-23. We have continued to offer online synchronous (Zoom) and asynchronous distance learning class options.</p>
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	<p>2018-19: ESL MSGs: 40.3%, ABE MSGs: 34.9% 2019-20: ESL MSGs: 32.8%, ABE MSGs: 26.4% 2020-21: ESL MSGs: 4.7%, ABE MSGs: 9.9% 2021-22: ESL MSGs: 32.7%, ABE MSGs: 28.7%</p> <p>Measurable skill gains (MSGs) declined with the Covid pandemic and the move to online classes from March 16, 2020 through June 30, 2021. No pre- and post-testing was done from March 16, 2020 through June 30, 2020 and only limited testing was done in 2020-21. With the return of in-person classes in 2021-22, MSGs improved again but are still below</p>

	<p>pre-Covid levels. A major factor seems to be the decrease in student persistence. See the data below that shows the lower percentage of participants with 40+ contact hours since Covid.</p>
<p>How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?</p>	<p>Post-test rates for students with 40+ hours (state program improvement benchmark is 60%) 2018-19: 83.2% 2019-20: 80.3% 2020-21: 19.6% 2021-22: 79.7%</p> <p>Post-test rates declined with the Covid pandemic and the move to online classes from March 16, 2020 through June 30, 2021. No pre- and post-testing was done from March 16, 2020 through June 30, 2020 and only limited testing was done in 2020-21. With the return of in-person classes in 2021-22, post-test rates increased to near pre-Covid levels.</p>
<p>What additional program performance data trends do we see (all NRS tables and SiD reports)?</p>	<p>Rate of persistence - percent of participants with 40+ contact hours 2018-19: ESL Levels 72.6%, ABE Levels 60.2% 2019-20: ESL Levels 67.2%, ABE Levels 56.6% 2020-21: ESL Levels 54.2%, ABE Levels 51.0% 2021-22: ESL Levels 61.4%, ABE Levels 57.7%</p> <p>Rates of persistence declined with the Covid pandemic and the move to online classes from March 16, 2020 through June 30, 2021. With the return of in-person classes in 2021-22, rates of persistence increased again but they are still below pre-Covid levels, especially for ESL participants. Several factors may be in play. One is the increase of students in the evening compared to in the morning, and evening classes are held twice per week versus four times per week in the morning. Another is the continuation of online synchronous classes, which continue to be successful but are shorter in duration compared to in-person classes. Student challenges to consistent attendance are more absences due to sickness of students (or student family members) and inconsistent student work schedules.</p>

<p>How do we compare to similar programs on the state ABE report card?</p>	<p>Looking at three key areas on the ABE Report Card in 2021-22:</p> <ul style="list-style-type: none"> ● Measurable Skills Gains (MSGs) <ul style="list-style-type: none"> ○ Rosemount-Apple Valley Eagan ABE was above the state average and the PY23 NRS target rate for both ABE and ESL Level participants. ● Post-Testing Rates <ul style="list-style-type: none"> ○ Rosemount-Apple Valley Eagan ABE was above the state average post-testing rate and Program Improvement Benchmark for both ABE and ESL Level participants. ● Retention and Persistence <ul style="list-style-type: none"> ○ Rosemount-Apple Valley Eagan ABE was below the state average but in the top half of consortia of participants with 40+ contact hours for ABE Level participants. Rosemount-Apple Valley Eagan ABE was below the state average and in the bottom half of consortia of participants with 40+ contact hours for ESL Level participants.
<p>What expertise do we have with our local staff? (background characteristics, education, experience, etc.)</p>	<ul style="list-style-type: none"> ● All of our 17 teachers have a current Minnesota K-12 or ABE teaching license and our ABE manager has a current Community Education Director license and K-12 teaching license. <ul style="list-style-type: none"> ○ 4 teachers have an ABE license ○ 4 teachers have a K-12 English as a Second Language license ○ All teachers who teach ABE diploma in our program have a secondary license in the area they teach ○ 12 teachers have more than 3 years of ABE experience ○ ABE manager has 25 years of ABE experience ● Three teachers have completed the year-long STAR training ● All of our staff members who give assessments have received CASAS implementation/certification training. ● Our official GED test administrators are certified by Pearson Vue.

	<ul style="list-style-type: none"> ● Our technology staff members are trained proctors for the Northstar Digital Literacy assessments. ● Our distance learning teachers have all completed the Distance and Blended Learning Basics online course and our manager has taken and facilitated DL101 and DL102. ● Three of our teachers are certified in the Distance Learning Teacher Verification Model (TVM)
What strengths and needs are notable from staff observations or evaluations?	<ul style="list-style-type: none"> ● Integration of technology in our classes has increased and become more seamless since the experience of teaching online during Covid. ● Teachers have been challenged with expanding their differentiated instruction in our English language (EL) classes with larger ranges of reading levels.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Most students now prefer in-person classes, but we continue to see strong demand for our online classes. The demand for evening and beginning level English language classes has increased in the last two years.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	We plan to continue to offer healthcare related career pathway classes, such as Introduction to Healthcare Careers, Pre-CNA/PCA Prep, and TEAS/HESI prep, which aligns with our local WIOA plan (development of career pathways in target sectors). Health care is the second highest employment sector in the region (just slightly behind retail trade) and is projected to have the highest growth in the next decade.
Any additional needs identified from other data?	n/a

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	<p>Rosemount-Apple Valley-Eagan School District Strategic Plan</p> <ul style="list-style-type: none"> ● Strategy One: Teaching and Learning <ul style="list-style-type: none"> ○ Deliver a high-quality instructional program that anticipates and meets the needs of all learners. ● Strategy Two: Early Learning <ul style="list-style-type: none"> ○ Provide a well-aligned continuum of high-quality, culturally responsive, early learning (birth to grade 3) services to meet the needs of all students.

	<ul style="list-style-type: none"> ● Strategy Three: Educational Equity <ul style="list-style-type: none"> ○ Implement a systemic process that increases achievement for all students by addressing equitable access to opportunities in our schools and programs. ● Strategy Four: Partnerships <ul style="list-style-type: none"> ○ Develop and implement sustainable strategies to increase collaboration between the district and community partners. <p>Rosemount-Apple Valley-Eagan ABE directly applies strategies 1, 3 and 4 and supports strategy 2 through its Family Literacy program and partnership with iSD196 Early Childhood Family Services.</p>
<p>What partnerships are potential opportunities?</p>	<p>Continued partnerships with Dakota County Technical College (DCTC), Dakota County CareerForce locations, local businesses, ISD 196 Early Childhood Family Education (Family Literacy Program), and ISD 196 high schools.</p>
<p>What are the state and/or national ABE initiatives and priorities?</p>	<ul style="list-style-type: none"> ● Implementation of ABE Content Standards - <ul style="list-style-type: none"> ○ CCRS ○ ACES (TIF) ○ Northstar Digital Literacy Standards ● Career pathways

Program Staff PD Activity Participation

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	New teachers	100%	Within the first year of employment	high
ACES (Academic, Career & Employability Skills) Foundations Online Course	New teachers	33%	Within the first 3 years of employment. Several teachers have taken the in-person ACES 101 training. All teachers have received internal training on ACES and many have also	high

			attended ACES workshops at Summer Institute, regional and other ABE conferences or webinars.	
CASAS Assessment Certification (5-years)	All staff who give administer the CASAS test	100%	New staff take the CASAS training at the Support Services Conference or through an online offering if available. Our program schedules the 5-year recertification CASAS training for our on-going staff every 5 years in-house.	high
CCRS Foundations-ELA	New teachers	27%	Within the first 3 years of employment. All teachers receive annual CCRS training with ATLAS Literacy Coordinator Kristine Kelly at our site and participate in PLC groups that focus on CCRS.	high
CCRS Foundations-Math	Math teacher	100%	Within the first 3 years of employment	medium
Distance and Blended Learning Basics Online Course	All distance learning staff.	100%	Before teaching online.	high
Northstar Digital Literacy Foundations Online Course	Teachers and tech staff	0%	Within the first 3 years of employment. Staff also receive internal training and many have attended workshops or webinars on Northstar.	medium
Northstar Digital Literacy - take assessments	Teachers and tech staff	33%	Technology staff and several teachers have taken the test to become more familiar with the assessments.	medium
SiD (State ABE Database) Training	All staff	100%	Within the first month of employment	high
TABE Assessment Certification (5-years)	n/a		We don't give the TABE test.	low
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities	Teachers	33%	Teachers are encouraged to participate if interested.	low
ACP Course Design Cohort - Adult Career Pathways Curriculum Writing	Career pathway teachers	0%	Will further investigate this PD.	low
ACP Program Development Cohort - Adult Career Pathways Programming for Managers	Manager/lead teacher	0%	Will further investigate this PD.	low

Document E

CCI - Career-focused Contextualized Basic Skills Instruction Cohort	Teachers/manager	0%	Will further investigate this PD.	low
CCRS Implementation Cohort-ELA	Teachers/manager	0%	All teachers receive annual CCRS training with ATLAS Literacy Coordinator Kristine Kelly at our site and participate in PLC groups that focus on CCRS.	low
CCRS Implementation Cohort-Math	Math teacher/manager	0%	Current math teacher is very experienced with math standards.	low
CSI – Content Standards Integration Cohort	Teachers/manager	0%	Internal trainings and PLCs focus on content standards integration.	low
DL 101 - Distance Learning 101	Distance learning teachers and administrator	33%	ABE program manager participated and facilitated DL 101 in the past.	low
DL 102 - Distance Learning 102	Distance learning teachers and administrator	33%	ABE program manager participated and facilitated DL 101 in the past.	low
Distance Learning – TVM Certification	Distance learning teachers.	100%	As needed	low
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles or Webinar Series	Teachers	40%	Teachers are encouraged to participate if interested.	low
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	Teachers	13%	Teachers are encouraged to participate if interested.	low
IET Academy	Manager, lead teacher and career pathways teachers	0%	Will further investigate this PD.	low
SPARC - Support Professional’s Certificate	Clerical staff	0%	Our program secretary is working towards this certificate with a goal to finish in the fall of 2023.	low

Document E

Standard Adult Diploma 101 Training	Diploma teachers, lead teacher and manager	0%	Will further investigate this PD. Currently, we are focused on our credit completion and GED diploma programs.	low
STAR- Student Achievement in Reading	High level EL and GED teachers	50%	Have shifted focus from STAR to more general EBRI training.	med
Technology Integration Initiative (TII)	Teachers and tech staff	0%	Staff has received technology training through other types of PD.	low
Technology Leadership Academy (TLA)	Tech staff, lead teacher and manager	0%	Staff has received technology training through other types of PD.	low
UDL - Universal Design for Learning	Teachers	0%	Will further investigate this PD.	low
Annual Events				
ABE Math Institute	Math/GED teachers	0%	Teachers are encouraged to participate if interested.	low
ABE Summer Institute	Teachers/manager	50%	Teachers are strongly encouraged to attend.	high
ABE Volunteer Management Conference	Volunteer connector	100%	Volunteer connector attends every year and manager attends most years if able.	medium
Language and Literacy Institute	EL/GED teachers	47%	EL/GED teachers are strongly encouraged to attend.	high
MN Council of Teachers of Math (MCTM) Conference	Math teacher	100%	Math teacher has utilized the ATLAS scholarship offered the past few years.	medium
Support Services Conference	Clerical staff	100%	Conference is built into the clerical staff members' schedules.	high
Additional Local (or Other) Professional Development				

Document E

Cultural Proficiency/Equity/Belonging/Anti-Bias Training	All staff	100%	District supported/led training provided to all staff each year.	high
Cognitive Coaching	Manager	100%	Training was completed in 2020.	high

Name of Consortium: Rosemount-Apple Valley-Eagan ABE

ABE Consortium Professional Development Plan

Date Developed	April 3, 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, 2026	
Consortium PD Lead(s)	Manager and lead teacher	

Directions: Refer to your data analysis and PD inventory 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>
Implementation of ABE Content Standards (CCRS, ACES/TIF, Northstar Digital Literacy)	ABE Foundations CCRS Foundations - ELA ACES Foundations Northstar Digital Literacy Foundations	New teaching staff	ABE Foundations in first year, CCRS, ACES and Northstar Foundations within first 3 years	Funding to pay for content standards PD and PLC time for staff. Funding to pay Kristine Kelly to lead CCRS training.	Teachers will imbed ABE content standards in their classes. Continually updated curriculum maps for classes that include outline of sequence, themes, content standards and resources. New teachers will complete ABE Foundations in their first year and CCRS, ACES
	CCRS training with Kristine Kelly	All teachers	Annually		
	Teacher PLC groups	All teachers	Meet quarterly to review curriculum, integration of standards, and		

			update curriculum maps		and Northstar Foundations within three years.
Provide an equitable, inclusive and welcoming environment to all students	District supported/led cultural proficiency/equity/belonging/anti-bias training provided to all staff each year.	All staff	Fall and winter workshops	District 196 has contract with AmazeWorks to lead training.	Equitable achievement outcomes for students.
	State ABE equity trainings such as the ABE PELSB Cultural Competency Training	Teachers	Ongoing - as offered. Several teachers have completed the ABE PELSB Cultural Competency Training.	Funding to pay for PD time for staff.	Cultural proficiency/equity/belonging/anti-bias training for all staff. Increase in knowledge and application of culturally and linguistically responsive teaching and communication with ABE students.
Improve engagement and persistence in ABE diploma program for young adults	Training/workshops in engaging teaching strategies and building curriculum that connects with students	ABE diploma teachers and lead teacher	High school diploma and alternative educational settings workshops and conferences, such as the MCTM conference for math, the MCSS conference for social studies, the MCTE conference for English and language arts, the MnSTA (MnCOSE) conference for science, and the MAAP conference for alternative learning settings.	Funding to pay for PD time and conferences/workshops for staff.	Increase in students who earn a high school diploma. Increase in credits earned by students. Increased knowledge and application of teaching strategies that engage student participation. Increase in connection of curriculum to students' interests and background.

	ABE diploma teacher PLC	ABE diploma teachers and lead teacher	Meet monthly to review teaching strategies and curriculum to better engage students.		
--	-------------------------	---------------------------------------	--	--	--