

Document F.

**Adult Basic Education Consortium Professional Development (PD) Plan**

<b>Consortium</b>	<b>South Suburban ABE</b>
<b>Time Period</b>	July 1, 2024-June 30, 2025
<b>Consortium Manager</b>	Jeanne Zehnder
<b>PD Planning Team Members</b>	Kori McKibben - Building Instructional Leadership Team (BILT) Representative and Jeanne Zehnder

**Preparation: Looking at the Data**

<b>Data Review Questions</b>	<b>Response and Possible PD Implications from Data</b>
What are our trends with contact hours (Table A)?	<p>2022-2023 12,539.25  2021-2022 10,584.25  2020-2021 9,500.38  2019-2020 14,974.66</p> <p>Contact hours declined after the 2019-20 academic year due to moving to on-line only courses across the program and state consortiums. The last three academic years with the program offering in-person and some online options, the program has seen an increase in contact hours and remains in a rebuilding stage.</p>
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	<p>Measurable skill gains (MSGs)  2022-2023 ABE MSGs: 50.9 % EL MSGs: 50.5 %  2021-2022 ABE MSGs: 41.0% EL MSGs:36.1 %  2020-2021 ABE MSGs: 7.1 % EL MSGs: 7.4 %  2019-2020 ABE MSGs: 36.7 % EL MSGs: 29.3 %</p> <p>Measurable skills gain (MSGs) declined with the 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 and only limited testing was done in 2020-2021. With the return of in-person classes in 2021-22, MSGs improved.</p>
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	Post -test rates for students with 40+ hours (state program improvement benchmark is 60%)

	<p>2022-2023: 50.5% 2021-2022: 38.7% 2020-2021: 7.2% 2019-2020: 33.1%</p> <p>Measurable skills gain (MSGs) declined with the 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 and only limited testing was done in 2020-2021. With the return of in-person classes in 2021-22, MSGs improved.</p>
<p>What additional program performance data trends do we see (all NRS tables and SiD reports)? SSABE Trend of Distance Learning</p>	<p>2022-2023 DL hours: 426 Student participation: 27 out of 224 2021-2022 DL hours: 401.3 Student participation: 29 out of 209 2020-2021 DL hours: 1,073.5 Student participation: 71 out of 215 2019-2020 DL hours: 9,654.8 Student participation: 218 out of 385</p> <p>The data indicates when the only program option was online our DL hours were substantial. With the return of in person and online, our data would indicate that our students prefer in person learning. As a program, an area of growth would be to set a more standard DL expectations of students and staff.</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 2022-2023</p> <ul style="list-style-type: none"> <li>● MSG <ul style="list-style-type: none"> <li>○ GED 36.5% compared to statewide consortium</li> <li>○ EL 28.4% compared to statewide consortium</li> </ul> </li> <li>● Post-Testing Rates <ul style="list-style-type: none"> <li>○ GED/EL 77.4% compared to statewide consortium</li> </ul> </li> <li>● Retention and Persistence <ul style="list-style-type: none"> <li>○ GED 64.7%</li> <li>○ EL 51.4%</li> </ul> </li> </ul>
<p>What expertise do we have with our local staff? (background characteristics, education, experience, etc.)</p>	<ul style="list-style-type: none"> <li>● SSABE staff are licensed instructors in K-12, adult basic education, or K-12 ELL. All of the teaching staff hold master's degrees in education and one teacher has her Doctorate of Education in Reading and Literacy. One instructor has specialized licenses in learning disabilities and reading. Two instructors have designed and taught and taught EL Civics programming in prior program years. SSABE's teachers are highly qualified for the unique delivery of our current programming.</li> </ul>

- Our ABE Administrator is the current Community Education Director and holds a Masters in Educational Leadership and a K-6 teaching license, and 30 years of programming/administrative experience.
- Our program teachers, support staff and administrator who give assessments have received CASAS implementation and/certification training.
- Our official GED test administrator is certified by Pearson Vue.
- Two of our teachers, the support staff and administrator are trained proctors of NorthStart Digital Literacy.
- Our teachers and administrator have taken DL101 and DL102.
- Two of our teachers are certified in the Distance Learning Teacher Verification Model (TVM).

Qualifications of the programs' individual staff:

(Teacher 1)

- Masters in education degree
- Current K-12 teaching license
- More than 25 years teaching ABE
- Completed the year-long STAR training
- Received CASAS implementation/certification training
- Trained proctor for the Northstar Digital Literacy assessments

(Teacher 2)

- Masters in Adult Education
- Current ABE teaching license
- Have more than 15 years teaching ABE
- Completed the year-long STAR training
- Received CASAS implementation/certification training
- Trained proctor for the Northstar Digital Literacy assessments
- TVM certified instructor

(Teacher 3)

- Masters in Special Education - Learning Disabilities
- Masters in Reading and Literacy - K-12 Reading Specialist
- Doctor of Education - Reading and Literacy

	<ul style="list-style-type: none"> <li>• TVM certified instructor</li> <li>• Received CASAS implementation/certification training</li> <li>• 14 years teaching experience</li> <li>• Instructional coach and literacy coordinator experience</li> <li>• Orton-Gillingham, LETRS, and LETRS local facilitator trained</li> </ul> <p>(Teacher 4)</p> <ul style="list-style-type: none"> <li>• Hamline student completing Masters in Teaching - ABE (proj. Fall, 2025)</li> <li>• Current ABE Teaching license</li> <li>• 3 years ABE experience as a volunteer and instructor</li> <li>• Received CASAS implementation/certification training</li> <li>• Undergraduate in Economics</li> <li>• 30+ years business and financial services experience</li> </ul> <p>(Teacher 5)</p> <ul style="list-style-type: none"> <li>• Bachelor's Degree in Science in Foreign Language, Education and Linguistics</li> <li>• Master's Degree in Education</li> <li>• K-12 ESL License</li> <li>• 30+ years of experience in teaching English as a Foreign/Second Language</li> <li>• Received CASAS implementation/certification training</li> <li>• Trained in WIDA/ACCESS</li> </ul>
What strengths and needs are notable from staff observations or evaluations?	<ul style="list-style-type: none"> <li>• Teachers have integrated technology in our classes the last four years and continue to offer and extend the programs on-line course offerings.</li> <li>• Teachers continue to support and navigate the needs of the program students with fidelity.</li> <li>• The program's EL teachers have been challenged with expanding differential instruction due to the number of students in the class and the range of reading levels.</li> </ul>
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	<ul style="list-style-type: none"> <li>• The majority of students prefer in-person classes; however, our GED/TEAS students like the option of the GED on-line course.</li> <li>• EL students like the Conversation and Citizenship course on-line option.</li> <li>• Students appreciate the access they have to devices and DI platforms to work at home.</li> <li>• Students appreciate how quickly they can be assessed and begin class.</li> </ul>

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	<ul style="list-style-type: none"> <li>• We will continue our TEAS prep course in partnership with IHCC.</li> <li>• Continuation with the Math 840 Introduction to Algebra in partnership with IHCC</li> <li>• We are planning to offer a ParaPro prep course and partner with our consortium's school districts in 2024.</li> <li>• Over the next 5 years, we are planning for Introduction to Healthcare Careers, Pre-CNA/PCA prep and Workplace language in transportation/hospitality.</li> <li>• The offerings align with our local WIOA (development of career pathways in target sectors).</li> </ul>
Any additional needs identified from other data?	<ul style="list-style-type: none"> <li>• While program contact hours are increasing, funding and staffing challenges makes it difficult for a small consortium to expand/implement Career Pathways courses due to budgetary challenges.</li> </ul>

### PD Survey Data

Key Professional Challenges	Primary PD Needs
Implementation with fidelity of ABE Content Standards CCRS, ACES/TIF, Northstar Digital Literacy	ABE Foundations CCRS Foundations ELA ACES Foundations Northstar Digital Literacy Foundations CCRS training with Kristine Kelly
Increasing Student Academic Achievements	BILT lead teacher and program administration lead monthly meetings (incorporated into monthly staff meetings and PD days) with the teachers to discuss data, and practices that support the integration of standards and update course content and teaching practice. The team creates the yearly Site Continuous Improvement Plan (SCIP).  The goal areas of the SCIP plan that drive yearly PD plans are: Student Academic Growth and Achievement Goal <ul style="list-style-type: none"> <li>• Literacy Goal</li> <li>• Math Goal</li> </ul> Equity Goal in <ul style="list-style-type: none"> <li>• SEL/Behavior</li> </ul>

	Professional Development centered and around PLC and BILT organized by the Department of Learning staff including the Executive Director of Learning, Peer Coaches, District Instructional Coordinator and Instructional coaches.
Provide an equitable, inclusive and welcoming environment to all students	District supported/led cultural/proficiency/equity/belonging/anti-bias training provided to staff Book Study: Studies on Diversity and Social Justice Education by Paul Gorski and Seema G Pothini. State ABE/Minnesota Community Education Association (MCEA) equity training.

## Looking Toward the Future

Initiatives, Trends, and Outside Factors	
<b>What are your district/organization priorities?</b>	<ul style="list-style-type: none"> <li>• Creation of a 3 year Academic Strategic Plan <ul style="list-style-type: none"> <li>◦ Building Instructional Leadership Team (BILT) <ul style="list-style-type: none"> <li>■ Site Continuous Improvement plan- <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Equity/Social Emotional/Academic</li> </ul> </li> </ul> </li> </ul> </li> <li>• Creation of Equity Strategic/Vision Plan <ul style="list-style-type: none"> <li>◦ South St. Paul Public Schools believes and is committed to providing an environment where open communication and the celebration of differences are accepted and appreciated.</li> <li>◦ Under the leadership of the Executive Director of Learning and consultation with Studors consultation Spring 2024</li> </ul> </li> <li>• Desired Daily Experience created in 2022-2023 <ul style="list-style-type: none"> <li>◦ The Desired Daily Experiences serves as a guide for our SSPPS teachers and staff when working with students and families. Leaders from South St. Paul Schools (2022-23) engaged with stakeholder groups (students, families, and staff) to understand their desired daily experiences and how we can better support their needs. The findings were used to create the <a href="#">Daily Desired Experience</a>.</li> </ul> </li> </ul>
<b>What partnerships are potential opportunities?</b>	<ul style="list-style-type: none"> <li>• Continued Partnership with Inver Hills Community College (IHCC)</li> <li>• Continued partnership with Dakota County CareerForce Center</li> <li>• Continued partnership with Dakota County Library</li> <li>• Continued partnership with District 6, 197 &amp; 199</li> <li>• Potential partnerships with local business within our consortium</li> <li>• Potential partnership with Dakota County Technical College (DCTC)</li> </ul>

<p><b>What are the state and/or national ABE initiatives and priorities that could impact our consortium?</b></p>	<ul style="list-style-type: none"> <li>• Implementation of ABE Content Standard <ul style="list-style-type: none"> <li>◦ CCRS</li> <li>◦ ACES (TIF)</li> <li>◦ Northstar Digital Literacy Standards</li> </ul> </li> <li>• Career Pathways - The BILT Lead Teacher and the Community Education director/ABE administrator participated in the Career Pathways Cohort in 2022. Budgetary limits have stalled the implementation of a Career Pathways class for SSABE. However the member districts that SSABE is composed of have approached the program asking for a ParaPro prep class to be offered in 2024 and discussion on how the members would support/partner with the program from a financial point and employability of the participants.</li> </ul>
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Name of Consortium:

**ABE Consortium Professional Development Plan**

Date Developed	April 12, 2024	<b>SMART</b> goals are: <ul style="list-style-type: none"> <li>• <b>S</b>pecific – What? Why? How?</li> <li>• <b>M</b>easurable – How will I measure progress &amp; know when I've achieved my goal?</li> <li>• <b>A</b>ction-Oriented – Can I take actions to accomplish this goal?</li> <li>• <b>R</b>ealistic – Is my goal challenging but still possible to achieve?</li> <li>• <b>T</b>ime-bound – What is my timeframe for this goal?</li> </ul>
Time Period for Plan	July 1, 2024-June 30, 2029	
Consortium PD Lead(s)	Administrator and BILT Lead Teacher	

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

Priority Consortium Goals (List 3-5 priority goals for your consortium that have PD implications.)	PD Activities (How will you accomplish the goal? What specific <b>training/PD activities</b> 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?)
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/TIF and Northstar Foundations within the first 3 years	Funding to pay for content standards PD and additional PD time for staff  Funding to pay for Kristine Kelly to lead CCRS training	Teachers will embed ABE content standards in their classes  Continually updated content that will include outline of sequence, themes, content standards and resources



	CCRS training with Kristine Kelly	All teachers	Annually	Professional Development centered and around PLC and BILT organized by the Department of Learning staff including Executive Director of Education, Peer Coaches, District Instructional Coordinator and Instructional Coaches	New teachers will complete ABE Foundations in their first year and CCRS, ACES and Northstar Foundations within 3 years.
Site Continuous Improvement Plan	Teachers PLC groups 18 hours are allotted each academic year for PLCs which is equivalent to 2 hours per month to discuss, study and implement/integrate the standards and update course content based on the Site Continuous Improvement plan (SCIP)	BILT lead teacher Program administration All teachers	PLC meetings 2 hours per month during the academic year	Professional Development centered and around PLC and BILT organized by the Department of Learning staff including Executive Director of Education, Peer Coaches, District Instructional Coordinator and Instructional coaches	<p>Informal and formal teacher observations data will indicate successful teaching practice and alignment (Individual teacher)</p> <p>Walkthroughs data (program wide) collected will indicate goal accomplishment</p> <p>Literacy, Math and Equity goals will be met or exceeded the goal expectations</p>
	<p>A total of 30 hours are allocated to the BILT team.</p> <p>The Department of Learning hosts 3 retreat days per academic year to lead and support the work</p>	BILT lead teacher Program administration All teachers	Annually 2 retreat days in August for data digs and planning for the upcoming		

	<p>BILT Lead teacher and program administration lead monthly meetings (incorporated into monthly staff meetings and PD days) with the teachers to discuss data, and practices that support the integration of standards and update course content and teaching practice</p> <p>The goal areas of the SCIP that drive yearly PD plans Student Academic Growth and Achievement</p> <ul style="list-style-type: none"> <li>• Literacy Goal</li> <li>• Math Goal</li> </ul> <p>Equity Goal in</p> <ul style="list-style-type: none"> <li>• SEL/Behavior or</li> <li>• Academic</li> </ul>		<p>academic year 1 day retreat for data dig and finalization of the SCIP Plan in June</p>		
Provide an equitable, inclusive and welcoming environment to all students	District supported/led cultural/proficiency/equity/belonging/anti-bias training provided to staff	All Staff	Professional Development days	Books purchased fall of 2023. Staff are assigned chapters to read prior to PD days and be prepared to discuss	<p>Equitable achievements outcomes for students</p> <p>Cultural proficiency, equity, belonging, anti-bias training for all staff</p>
	Book Study Case Studies on Diversity and Social Justice Education - Paul Gorski and Seema G Pothini	All teachers and administrator	Professional Development days		
	State ABE/Minnesota Community Education equity trainings	All Staff	Professional Development days		

				Potential funding if fees are occurred for trainings	
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