

Section Two: Accountability

Attachment A – E

2.1 Describe the governance and decision-making processes in place between the fiscal agent and its members. Address the following:

- **Indicate** the fiscal agent and all additional members of the consortium.

The Fiscal Agent is SouthWest Metro Intermediate District.

Additional member districts of the consortium include:

- Belle Plaine | District 716
- Buffalo-Hanover-Montrose | District 877
- Central | District 108
- Eastern Carver County | District 112
- Jordan | District 717
- New Prague | District 721
- Prior Lake-Savage | District 719
- Shakopee | District 720
- Tri-City United | District 2905
- Waconia | District 110
- Watertown-Mayer | District 111

Associate Member Districts

- Bloomington | District 271
- Janesville-Waldorf-Pemberton | District 2835
- New Richland-Hartland-Ellendale-Geneva (NRHEG) | District 2168
- St. Michael-Albertville | District 885
- Waseca | District 829
- Waterville-Elysian-Morristown | District 2143

- Which members are ABE providers? (ABE providers are members, including the fiscal agent, that receive funding to run ABE programming).

- **Describe** consortium meetings, including frequency, typical agenda items, and invited/required participants with expectations for their attendance.

The Community Education Directors (CE Directors) of the SWMetro ABE Consortium meet bi-monthly beginning in September, but are open to scheduling additional meetings if necessary. They have several standing agenda items:

- ✓ Review of minutes from previous meeting
- ✓ Sharing & updates from each member
- ✓ ABE update/discussion items
- ✓ Magnifying Abilities update
- ✓ Legislative update
- ✓ MCEA update (at least one person attends these regional meetings and reports back to the group)
- ✓ Other

The expectation of the consortium leaders is that SWMetro will have an ABE representative at each meeting; either the SWMetro Executive Director of Teaching and Learning and/or the Director of Adult Learning attend all meetings. ABE updates shared with the CE Directors include student attendance, student progress, emerging trends for the year, marketing in the Community Education brochures or other resources, and updates or changes from MDE or the federal program.

If any changes that would result in less, additional, or new programming at any site are indicated, the SWMetro director submits a proposal to the consortium leaders well in advance of the upcoming meeting in preparation for discussion.

- **How** and when is the annual consortium agreement developed and signed by the consortium and its members?

SWMetro always hosts the final meeting of the school year in May where the directors reflect on the current year, and discuss potential changes for the upcoming year. The directors sign the agreement for the upcoming school year at this meeting, or the agreement is mailed to those who were not in attendance.

2.2 Describe the **program quality and accountability plans and procedures** for consortium fiscal agents and all members. Address the following:

- How does the fiscal agent ensure that ABE providers in the consortium spend funding appropriately and exclusively for the purposes of running adult education services, and how does the fiscal agent ensure that caps on spending for administration are not exceeded?

- How does the fiscal agent ensure that ABE providers in the consortium adhere to all federal and state ABE law, policy, and guidance for operating ABE programming?

SWMetro is the fiscal agent for the consortium. Its director reviews the assurances each year when the grant is renewed, and shares that document with the Community Education Directors along with highlights of any changes. She also provides an update on MDE or federal policies at that time. The document is always available for review in a shared Google folder.

- How is program performance data (especially information about attendance, pre- and post-testing, measurable skills gain, level gains, and other outcome achievement) monitored at the fiscal agent, provider, site, teacher, and/or class levels?

The Director of Adult Learning oversees all performance data for the program. The program has a full-time ABE program specialist who reports to the Director. The ABE specialist is responsible for coordination of day-to-day program operations, which includes student intake, SiD management, and is the main contact for all incoming students and locations. Teachers are responsible for submitting attendance in SiD at the end of each month, and they are responsible for progress testing when students reach 40 hours of instruction.

The ABE specialist is responsible to:

- ✓ monitor attendance and communicate with teachers if needed to ensure data is up to date
- ✓ prepare verification of student attendance for state and county agencies as needed
- ✓ prepare a test list for all classes
- ✓ input student test scores as testing occurs
- ✓ track non-progressing students and notify teachers per state policy
- ✓ manage wait lists
- ✓ compile all data to create a monthly report and share with ABE Director
- ✓ coordinate the schedule of Pearson Vue Testing Center
- ✓ provide information to the district Communications Specialist who creates flyers and other marketing tools for the program

- How and when is program performance data shared and communicated with staff and other partners?

The Director of Adult Education provides a summary report on ABE to the staff at a bi-monthly meeting, and with the SWMetro administrative team at their monthly meeting. The report includes current student participation hours and numbers compared to previous years. The Executive Director of Teaching and Learning also provides this report to the member district superintendents who meet monthly with the SWMetro superintendent. This is an opportunity to share new initiatives, student success stories, and celebrations. Superintendents appreciate hearing about adults from their communities who earned a GED, passed the citizenship test, or achieved other milestones. This program update is repeated at the monthly SWMetro Governing Board of Directors' meeting.

2.3 Describe the process(es) used in the consortium to help students develop realistic goals and timelines for educational progress, secondary credential attainment, enrolling in college, and/or gaining or improving employment. Refer to Document A as appropriate. Address the following:

How do these processes vary for different types of students, or for students enrolled in different types of programming?

The process of assisting students in developing personal goals begins with the Program Specialist, who serves as the primary point of contact for inquiries related to Adult Basic Education (ABE). She responds to requests for information from staff, students, external agencies, and community members regarding academic programs. Additionally, she conducts interviews with prospective students to assess program eligibility.

As a welcoming presence, whether in person or over the phone, the Program Specialist ensures that all potential learners feel comfortable and supported. She manages the registration process, conducting orientations and initial assessments for new students. Based on assessment results, she determines the appropriate class placement for each student.

Furthermore, the Program Specialist compiles all relevant data and shares it with the assigned teacher, who reviews it prior to the student's first day of class.

The teacher and new student review their assessment scores, talk about their availability or barriers to attending class, and begin the process of setting realistic goals.

The majority of students at SWMetro enter the program to improve their English skills.

2.4 Describe how the consortium adequately identifies, reports, and uses information about students that may fall within **WIOA barriers to employment** (public assistance, exhausting MFIP, disability, displaced homemakers, ex-offender, foster care, homeless, learning disabled, low-income, migrant worker, and single parent) in the intake process.

- **How** are the barriers to employment defined and/or explained to students during the intake process?

During the intake process, program staff engage students in discussions about the WIOA barriers to employment, encouraging them to share their experiences and concerns. This dialogue helps to create a supportive environment where students can explore solutions and access resources that address their specific challenges.

- **How** is the consortium utilizing the information collected? (e.g. specialized referrals, additional services, instructional planning)

With the WIOA information collected at intake, the consortium can create a more effective and supportive environment for English language learners and GED preparation students, ultimately facilitating their successful integration into the workforce.

By analyzing the data gathered during the intake process, the consortium can identify specific needs and challenges faced by English language learners and GED preparation students. This allows for the development of targeted support services, such as language classes, and job readiness programs.

The consortium monitors the progress of students over time using the collected data. This tracking helps to evaluate individual growth and the overall impact of the programs, allowing for adjustments as necessary to enhance student outcomes.