

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Southwest ABE
Time Period	July 1, 2025-June 30, 2026
Consortium Manager	See Moua-Leske
PD Planning Team Members	Deanna Johnson, Stacy Everding, & Sue Vogelsang

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Our contact hours have decreased due to the recent service disruption in our area. The effects of the Immigration and Customs Enforcement presence have negatively impacted student in-person and online attendance and overall engagement. Students are given opportunities to attend online, but barriers such as not having devices and the internet hinder their participation online. Even though Distance Learning is assigned, students do not have the mental and emotional bandwidth to participate.
What are our measurable skill gain trends (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	Our measurable skill gains have increased in all areas despite decrease in hours and student attendance.
How well are we post-testing students (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	Our post-testing percentages are currently and on trend to be significantly below the statewide percentage.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Our ESL Post-Test level gains in all areas have increased.
How do we compare to similar programs on the state ABE report card?	As compared to similar programs on the state ABE report card, we are near the bottom of the list on Measurable Skill Gains.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	The majority of our teachers are full-time PreK-12 teachers in addition to their ABE positions. Most are long-term experienced or long-term ABE teachers.
What strengths and needs are notable from staff observations or evaluations?	We have very caring, compassionate staff who are dedicated to educating our adult learners and want to see their students achieve their goals.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	The needs that have been identified from our students are transportation, childcare, devices, internet, and safety due to Immigration and Customs Enforcement presence.

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Continuing to run Adult Career Pathways and On Ramp programs in our regions leading to employment in high need industries such as healthcare, transportation, and manufacturing.
Any additional needs identified from other data?	N/A

Staff PD Needs

What challenges and PD needs have staff identified?

Key Professional Challenges	Primary PD Needs
• Schedule Conflicts • Availability ○ Majority of our teachers are part-time • Limited funds	• Hyflex classroom • Science of Reading • Manager Topics

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	1. Increase Measurable Skills Gains in the ABE and ESL category. 2. Learn about and utilize technology as an effective instructional tool including online instruction. 3. Building and expanding distance learning programs.
What partnerships are potential opportunities?	Continuing to partner with the Private Industry Council, Minnesota West, and local high schools.

What are the state and/or national ABE initiatives and priorities that could impact our consortium?	1. CCRS, ACES, and Northstar Digital Literacy Standards are implemented. 2. Technology integration, online and distance learning. 3. Professional Development for staff.
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ABE Consortium Professional Development Plan

Name of Consortium:

Date Developed	March 30, 2026	SMART goals are: • 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, 2026- June 30th, 2031	
Consortium PD Lead(s)	Sue Vogelsang, Stacy Everding, Deanna Johnson, See Moua-Leske	

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 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 distance learning capacity	Each region will decide on one or more Distance Learning platforms.	Teachers & Administrative Team	Ongoing	Staff and teachers will participate in professional development opportunities. Each region will cover travel expenses, and technology/equipment to participate.	Implement distance learning and stay current with the different distance learning platforms.
	Every person implementing Distance Learning platforms for students must have the Distance Learning training.	Anyone implementing DL platforms	Ongoing		
	Teachers will integrate the chosen platform into their classroom once a week.	Anyone implementing DL platforms	Ongoing		
Digital literacy integration in ABE/EL classes	Staff and teachers will be provided the opportunity to attend digital literacy integration professional development training at the fall and spring regional.	Teachers, Select Support Staff & Managers	Ongoing	Subscriptions (if applicable) to digital literacy sites and resources found online that bring in NorthStar standards into the classroom, along with CCRS and TIF. Training on digital literacy needs to be purposeful and resources	All our teachers, support staff and managers will be trained and knowledgeable in the various digital platforms available.
	Staff and teachers will be provided the opportunity to attend digital literacy	Teachers, Select Support	Ongoing		

	integration professional development training at Summer Institute.	Staff & Managers		shared on an ongoing basis between all staff and administration	
	Participation in the various online learning options.	Teachers, Select Support Staff & Managers	Ongoing		
Progressive alignment with State Priorities (CCRS, ACES, Digital Literacy) in a one room schoolhouse program	CCRS Training	Managers & Teachers	As Needed	Funding for teachers' time spent on training and technology for completing training.	All managers and teachers are recommended to be CCRS, ACES, and Northstar Digital Literacy trained.
	ACES Training Online	Managers & Teachers	As Needed		
	Northstar Digital Literacy Proctor Training and Northstar Assessments	Managers & Teachers	As Needed		