

Document F: Dakota Prairie ABE Consortium Professional Development (PD) Plan

Consortium	Dakota Prairie Adult Basic Education
Time Period	July 1, 2023 - May 30, 2024 (last day of class)
Consortium Manager	Clarice Grabau
PD Planning Team Members	Clarice Grabau, Rosemary Sharkey

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
Contact Hour Trends (Table A Report) May 1 - April 30	<p>2019-20: 4,329 contact hours 2020-21: 1,668 contact hours 2021-22: 4,165 contact hours 2022-23: 4,100 contact hours 2023-24: 5,542 contact hours</p> <p>Contact hours dropped significantly in the 20-21 school year due to COVID. We increased our distance learning options. Since then, contact hours have continued to grow and they have surpassed pre-pandemic levels for the first time this year.</p>
Measurable Skill Gain (MSG) Trends (Level Gains, MSGs and Post-Test Rates Report) July 1 - June 30	<p>2019-20: ESL MSGs: 27.1%, ABE MSGs: 26.7% 2020-21: ESL MSGs: 15.6%, ABE MSGs: 25% 2021-22: ESL MSGs: 21.7%, ABE MSGs: 27.3% 2022-23: ESL MSGs: 33.3%, ABE MSGs: 14.3% 2023-24 (to date): ESL MSGs: 32.2%, ABE MSGs: 20%</p>

	<p>ESL Measurable Skill Gains (the vast majority of students) dropped significantly in the 20-21 school year due to COVID. Very limited testing was done for several months and did not resume until the following school year. MSGs have struggled a bit since then but are on track to increase this year, even with all new first-year ABE teachers and a new manager this year, an unusual level of turnover for our program.</p>
<p>Post-Testing Trends Students with 40+ Hours (Level Gains with Post-Test Rates Report) July 1 - June 30</p>	<p>2019-20: 87.9% 2020-21: 86.7% 2021-22: 77.8% 2022-23: 85.3% 2023-24 to date: 84% for 40+ hours, 47.4% for 12+ hours</p> <p>Although our contact hours dropped significantly during the pandemic, our post-testing rate for students who were eligible to test (over 40 hours) has remained strong.</p>
<p>Additional Program Performance Data Trends July 1 - June 30</p>	<p>Persistence: The number of students with 40 or more contact hours</p> <p>2019-20: 38 2020-21: 14 2021-22: 30 2022-23: 35 2023-24 to date: 50</p> <p>The number of students who continued to attend classes throughout the year and accumulated 40 or more hours dropped significantly during the pandemic but have rebounded and are now surpassing pre-pandemic levels.</p>

<p>Comparison to similar programs on the state ABE report card.</p>	<p>Three key areas on the 2022-2023 MN ABE Consortia Report Card include:</p> <ul style="list-style-type: none"> ● Measurable Skills Gains (MSGs) <ul style="list-style-type: none"> ○ At 14.3%, Dakota Prairie placed near the bottom in the state for MSGs among ABE-Level participants. This is due primarily to the fact that we did not have an ABE/GED teacher that year. ○ At 33.3%, Dakota Prairie placed approximately one percent below the state average for MSGs among ESL-Level participants. ● Post-Testing Rates <ul style="list-style-type: none"> ○ At 85.3%, Dakota Prairie placed sixth in the state for post-testing rates of both ABE and ESL-Level participants. ● Retention and Persistence <ul style="list-style-type: none"> ○ At 71.6%, Dakota Prairie placed seventh in the state for Retention and Persistence among ABE students. ○ At 64.4%%, Dakota Prairie was about three points below the state average for Retention and Persistence among ESL students.
<p>Expertise of local staff (background characteristics, education, experience, etc.)</p>	<p>Teachers</p> <ul style="list-style-type: none"> ● 1 teacher was a recent finalist for MN Teacher of the Year ● 1 teacher was recently named Northfield Teacher of the Year ● 1 teacher was recently awarded the Northfield Human Rights Award ● 1 teacher has an MA in TESOL ● 1 teacher is licensed in 5 areas including ESL and Learning Disabilities ● All teachers have at least one Master's Degree, two in ESL ● 1 teacher is pursuing an Ed.D. ● 1 teacher is fluent in Somali and Arabic ● 1 teacher is fluent in Spanish and Italian

	<ul style="list-style-type: none"> • 1 teacher is fluent in Czech • 1 teacher speaks polite Thai • All teachers (other than one who is a volunteer) are in their first year of teaching ABE • All teachers hold one or more K-12 teaching licenses <p>Support Staff</p> <ul style="list-style-type: none"> • 1 support staff is fluent in Mandarin • 1 support staff is a retired ABE teacher • 1 support staff is a retired math teacher • 2 support staff have been with our program for over 13 years <p>Manager</p> <ul style="list-style-type: none"> • The ABE manager is a first year manager • The ABE manager is a former ABE-teacher • The ABE manager holds three teaching licenses including ABE • The ABE manager has an MA and will finish an M.Ed. in Adult Education this year
What strengths and needs are notable from staff observations or evaluations?	<ul style="list-style-type: none"> • Integration of digital literacy in our classes has been challenging both because we do not have adequate classroom technology and because we have not had sufficient funding to provide staff with the necessary digital literacy PD • Rates of persistence have increased and have allowed us to explore the possibility of adding a third day of morning EL next year, which would be a first for our program

Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Most of our students want to attend in-person classes and they would like more options made available - more days and times. Budgetary constraints have limited our ability to grow, while motivating students to do more online study continues to be a challenge.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Last year we offered Introduction to Healthcare Careers but it was poorly attended and had to be canceled. We have not offered it again this year, however we are currently exploring the possibility of offering a Driver's Education class in Spanish in conjunction with the school district.
Any additional needs identified from other data?	n/a

Key Professional Challenges	Primary PD Needs
Are there specific professional development needs identified?	Implementing a robust distance learning program continues to be a challenge for our program. Our staff need professional development related to teaching distance learning, digital literacy, and learning the various State-approved distance learning platforms. We also need a budget that allows for this PD.

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	<p>Farmington Area Public Schools' priorities are centered around their Strategic Framework:</p> <ul style="list-style-type: none">● Strategy One<ul style="list-style-type: none">○ We will cultivate a holistic education system that unifies community members, parents, staff, and learners.● Strategy Two:<ul style="list-style-type: none">○ Our system's dynamics will be distinguished by adopted guiding principles.● Strategy Three:<ul style="list-style-type: none">○ We will ensure the individual agency is conducive to student-driven learning.● Strategy Four:<ul style="list-style-type: none">○ We will exude a presence that exhibits our uniqueness and indispensability.● Strategy Five:<ul style="list-style-type: none">○ We will give knowledge meaning. <p>Northfield Public Schools' priorities are centered around their Strategic Commitments</p> <ul style="list-style-type: none">● People<ul style="list-style-type: none">○ We prioritize the engagement, satisfaction, and support of every student, staff member, and family.● Learner Outcomes

	<ul style="list-style-type: none"> ○ We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation. ● Equity <ul style="list-style-type: none"> ○ We ensure that every child has a fair opportunity to reach their full potential. ● Communication <ul style="list-style-type: none"> ○ We communicate effectively and transparently with all stakeholders. ● Stewardship <ul style="list-style-type: none"> ○ We responsibly manage our personnel, finances, property, time and environmental impact. ● Partnerships <ul style="list-style-type: none"> ○ We seek community partnerships that accelerate student achievement of district benchmarks. <p>Dakota Prairie ABE directly applies Farmington strategies 1, 3 and 5, and actively works to fulfill Northfield Strategic Commitments to People, Learner Outcomes, Equity, Stewardship, and Partnerships.</p>
<p>What partnerships are potential opportunities?</p>	<p>Dakota Prairie ABE has a long history of working with area partners and our goal is to continue this work with existing partners and to expand with new partnerships.</p> <p>Current partnerships include:</p> <ul style="list-style-type: none"> ● Community Action Center ● Greenvale Community School ● Northfield Public Library ● Healthy Community Initiative ● Northfield Community Education ● Farmington Community Education ● Carleton College ● St. Olaf College ● Northfield High School ● Northfield Shares

	<ul style="list-style-type: none"> • City of Northfield • Hiawathaland Transit • 360 Communities • Workforce Development • Northfield Area Learning Center • Literacy Action Network • Literacy Minnesota
What are the state and/or national ABE initiatives and priorities?	<ul style="list-style-type: none"> • Content Standard Implementation <ul style="list-style-type: none"> ◦ CCRS, ACES, and Northstar Digital Literacy • WIOA/Career Pathways/IET Programming • Professional Development • Technology integration, online and distance learning

ABE Consortium Professional Development Plan

Date Developed	January 22, 2024	SMART goals are: <ul style="list-style-type: none"> • <u>S</u>pecific – What? Why? How? • <u>M</u>easurable – How will I measure progress & know when I've achieved my goal? • <u>A</u>ction-Oriented – Can I take actions to accomplish this goal? • <u>R</u>ealistic – Is my goal challenging but still possible to achieve? • <u>T</u>ime-bound – What is my timeframe for this goal?
Time Period for Plan	July 1, 2024 - September, 2025	
Consortium PD Lead(s)	Manager	

Directions: Refer to your data analysis and PD inventory 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?)
By September 2024, 100% of new support staff, as well as existing support staff, will have completed CASAS STEPS Assessment Certification	<ul style="list-style-type: none"> CASAS STEPS Assessment Training 	Support Staff	Before school starts in September 2024 or before administering CASAS STEPS tests. Must be	Funding, Access to CASAS online trainings	<ul style="list-style-type: none"> By September 2024, all support staff will be trained in administering CASAS assessments

			repeated every 5 years.		<ul style="list-style-type: none"> • Increase in post-testing rates
By December 2024, 100% of new support staff, as well as existing support staff, will have completed TABE 11/12 Assessment Certification	<ul style="list-style-type: none"> • TABE 11/12 Assessment Training 	Support Staff	Before September 2025 or before administering TABE 11/12 tests. Must be repeated every 5 years.	Funding, Access to TABE online trainings	<ul style="list-style-type: none"> • By December 2024, all support staff will be trained in administering TABE assessments • Increase in post-testing rates
By September 2024, 100% of new teachers will have completed ABE Foundations.	<ul style="list-style-type: none"> • ABE Foundations 	Teachers and Support Staff	Before school starts in September 2024 or within the first 12 months of hire.	Funding, Access to ABE Foundations online or at Summer Institute	<ul style="list-style-type: none"> • By September 2024, 100% of new teachers will have completed ABE Foundations. • Increase in MSGs

By September 2026, create and implement a distance learning plan	<ul style="list-style-type: none"> • Distance and Blended Learning Basics for Minnesota Adult Education 	Teachers and Support Staff	Before school starts in September 2026 or before engaging in any aspect of distance learning programming.	Funding, Access to DL Basics training	<ul style="list-style-type: none"> • By September 2026, staff will be trained in DL Basics and a DL plan will be created. • Increase in DL contact hours.
--	--	----------------------------	---	---------------------------------------	---