

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Duluth Adult Education
Time Period	July 1, 2025 - June 30, 2030
Consortium Manager	Angie Frank
PD Planning Team Members	Manager, Contracted Teachers, and Management Information Systems Assistant

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Pre-Covid contact hours were consistently in the 20,000-25,000 range. During Covid contact hours dropped in half to approximately 12,000. Duluth Adult Education has prioritized marketing, outreach, accessibility, partnerships and programming to recover from this decline. In 2022-23 contact hours grew to over 16,000. In 2023-24 contact hours increased to over 18,000. It is anticipated that this trend of growth will continue.
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	Due to Covid and a transition to a new manager, Duluth Adult Education MSG results were below the state average and/or NRS targets. Duluth Adult Education prioritized raising these measures and improved significantly. In years 2022-23 and 2023-24 MSG percentages for ABE learners were far above the statewide average and NRS target at 45% and 44%. For ELL/ESL learners MSG percentages were above the NRS target, but below the state average at 35% and 29%. The ELL/ESL population of learners is small with only 20-30 students per year so percentages are greatly impacted by this small number.
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	Due to Covid and a transition to a new manager, Duluth Adult Education post-testing rates were below the state average and NRS targets. Again, Duluth Adult Education prioritized raising these measures and improved significantly. In the years 2022-23 and 2023-24 percentages for post testing students exceeded state averages and NRS targets with 78% and 76%. Practices and processes have been put into place to ensure this level of testing is maintained.

What additional program performance data trends do we see (all NRS tables and SiD reports)?	In the 2023 and 2024 Minnesota ABE Consortia Report Card, Duluth Adult Education is below the state average, approximately 40%, in the percent of enrollees that are retained to 40 hours at 29% and 26%. A potential area of growth for Duluth Adult Education is to work toward increasing the retention of the students that register and begin programming. In the 2023 and 2024 Employment and Wage Outcomes Report, Duluth Adult Education's percent employed is 52% and 57% which is above the Minnesota Adult Education averages 37% and 34%. However, the median quarterly wage is below the Minnesota Adult Education average which could be explained by lower paying jobs in greater Minnesota as opposed to urban areas. Duluth Adult Education has strong relationships with partners collaborating on Pathways to Prosperity grants which are focused on supporting adults on a career pathway earning a livable wage.
How do we compare to similar programs on the state ABE report card?	As indicated above. Duluth Adult Education exceeds the state averages for ABE learner MSGs and post testing rates, however ESL learners MSGs fall below the state average.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Duluth Adult Education has qualified staff who are all licensed K12 instructors and many of whom have Advanced Degrees and some who have Adult Education Licensure as well. Each program Core Skills, GED/Diploma, English Language, College Prep, and Career Path have one lead teacher who oversees the program and focuses their education and training in this area.
What strengths and needs are notable from staff observations or evaluations?	Strengths: Highly educated, qualified, and dedicated to students. This is a staff that works well together and has high interest in seeing individuals succeed. Needs: Technology skills, connection with teachers from other consortiums in the same subject area, and time to develop more accessible learning opportunities for students including online and online platforms.

Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Duluth Adult Education administers a post-survey to students. In the 2023-24 survey data, students indicated the following: 25% indicated the path to reaching their goal was somewhat clear or somewhat unclear. Need 1: Increase the clarity to the path to reaching student goals
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Duluth Adult Education works very closely with the Duluth Careerforce Center and is a mandatory seat on the local Workforce Development Board, a number of its committees and the Regional Development Board. Planning around Adult Career Pathways has been strong and in alignment with LMI data. Many of these Adult Career Pathways classes have been approved as Integrated Employment and Training (IET) classes.
Any additional needs identified from other data?	1. Continue increasing the total number of students enrolled at Duluth Adult Education 2. Increase the percent of students who indicate interest in our program and complete the registration process 3. Increase the number of engaged and productive GED students

PD Survey Data

Key Professional Challenges	Primary PD Needs
Technology	● Training on Google Workspace ● Training on Distance Learning Platforms that is more of a deep dive ● Training on supporting students with technology problem solving ● Training on integrating Northstar Digital Literacy standards and learning into curriculum
Student Challenges	● Training on mental health, chemical dependency, ADHD, and brain injuries

Diversity, Equity, Inclusion, Belonging	• Training on differentiation, individualized learning, and one room schoolhouse approach • Training on implicit bias, systemic inequities, racial equity, and evaluation of instructional resources
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Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	Duluth Public Schools strategic plan initiatives: • Supporting every student • Advancing equity • Improving systems
What partnerships are potential opportunities?	Current partnerships with continued opportunities: • Duluth Public Schools ◦ Explore collaboration with HR to onboard and/or upskill staff • City of Duluth and CareerForce ◦ Continue with Pathways to Prosperity grants ◦ Explore improving referral and co-enrollment process • SOAR/Goodwill ◦ Continue with Pathways to Prosperity grants ◦ Explore new opportunities to integrate adult education instructors into developing trainings • Community Action Duluth ◦ Continue GED programming on site • American Indian Community Housing Organization ◦ Continue GED programming on site • Lake Superior College ◦ Continue with Pathways to College Success program

	○ Explore how adult education instructors will contribute to the changing development education landscape ○ Explore improving referral process ○ Explore potential for new class opportunities
What are the state and/or national ABE initiatives and priorities that could impact our consortium?	● New MNABE policy on required training for staff ● Guidance and requirements from Minnesota State to change the structure of developmental education courses ● Continued standards implementation: CCRS, ACES, NSDL ● Integrated Education and Training (IET) ● WIOA alignment and program development and implementation ● Changes to the federal Department of Education

Name of Consortium: Duluth Adult Education

ABE Consortium Professional Development Plan

Date Developed	4/2/2025	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	7/1/2025-6/30/30	
Consortium PD Lead(s)	Manager Contracted teachers	

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?)
Improve DAE staff comfort and proficiency with technology to complete their work tasks and support student acquisition of digital literacy skills.	Google Workspace Training	Teachers and staff as needed based on individual professional development plans	Ongoing	• MN ABE PD YouTube Channel • Google Applied Digital Skills	☐ Increase in use of shared google drive ☐ Increase in use of google tools
	Northstar Digital Literacy Foundations training	All contract teachers and part-time teachers teaching digital literacy	Current contract and part-time teachers by 6/30/2026. By year 3 for new staff.	• Northstar Digital Literacy Foundations	☐ Completion of NSDL Foundations training

	Training on distance learning platforms	Teachers and staff as needed based on individual professional development plans	Ongoing	• MN ABE PD Calendar	☐ Increase in distance learning contact hours
Improve DAE staff ability to address student challenges specifically in mental health, chemical dependency, ADHD, brain injuries, differentiation, individualized learning, and one room schoolhouse approach.	Training related to student personal challenges: mental health, chemical dependency, ADHD and brain injuries	Teachers and staff as needed based on individual professional development plans	Ongoing	• MN ABE PD Calendar • Duluth Public Schools professional development when relevant • MN ABE PD Calendar	☐ Increase in student retention ☐ Increase in student clarity on the path to their goal ☐ Increase in student retention ☐ Increase in student clarity on the path to their goal ☐ Increase in staff satisfaction in meeting student needs
	Training related to general challenges teaching adult students: differentiation, individualized learning, and one room schoolhouse approach	Teachers and staff as needed based on individual professional development plans	Ongoing		
Ensure compliance to MNABE professional development policy and suggested professional development.	ABE Foundations Training	All contract and part-time teachers within year 1 of hire	Ongoing	• ABE Foundations Training • CCRS Training • ACES Training	☐ Yearly review of staff training report that shows compliance and completion
	CCRS Training	All contract teachers with year 2 of hire	Ongoing		
	ACES Training	All contract teachers within year 2 of hire.	Ongoing		