

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

<b>Consortium</b>	<b>WEST ABE</b>
<b>Time Period</b>	Fiscal Year 2019 (July 1, 2018- June 30, 2019)
<b>Consortium Manager</b>	Jill Dechaine
<b>PD Planning Team Members</b>	All WEST ABE Staff were part of the PD Planning and Development process.

### Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	WEST ABE's consortium contact hours are on track to be higher than the previous year by about 6% although when compared to the five-year average they will about break even.
What are our measurable skill gain trends (SiD "Level Gains with Post-Test Rates" Report)?	WEST ABE has struggled to meet the NRS targets for measurable skills gains since the 40-hour rule was put in place. The issue is persistence of students between 12-40 hours. However students that do persist show progress as all but one, ESL Level 1, are on track to exceed all target percentages.
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	A current look into SiD shows 77% of students with more than 40 hours as having been post-tested. The ongoing challenge is due to the large number of students who fall between 12-40 hours. Data tells us of the almost 2,100 students the average number of total NRS hours earned is just under 30. Time is spent at staff meetings reviewing data as a program and providing instruction and support for staff to use SiD effectively at the class level.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Data tells us of the almost 2,100 students the average number of total NRS hours earned is just under 30. The program participants generate almost 90% of the total hours for the consortium. The silver lining...contact hours are up compared to last year!
How do we compare to similar programs on the state ABE report card?	The last ABE state report was an eye-opener for ABE. We fell into the program improvement area, or were sub-par, in all areas except post-testing rates. That coupled with the extensive narrative process has really allowed for reflection, re-evaluation and a renewed dedication needed for the diligence in all areas of ABE programming. WEST ABE is seeing great strides this year due to collaborative instructors and staff.

What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	WEST ABE staff are highly qualified: 18 instructors have K-12 licenses, 3 have TESOL certifications, 2 have ABE degrees and 2 more have Special Education degrees. We have former school administrators, multiple instructors who speak more than one language, and those who have been educational and professional experience to lend their students .
What strengths and needs are notable from staff observations or evaluations?	As identified in the 2018 Practitioner Survey, WEST ABE staff have identified Distance Learning, ABE Content Standards, and Language & Literacy as the top three notable needs. As long as we are WEST ABE there will always be a need for specific development towards One Room Schoolhouses as well as technology literacy.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	We do not have this data at this time.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	Programming opportunities in the coming year include implementing a Financial Literacy program in all of our jails and a transition class for our jail program focused on OSHA training which is built on current labor market needs. ABE is a listed partner in the local plan to provide “education support.” WEST ABE will implement some of the strategies to engage employers and local workforce center staff to strengthen this area in the coming years.
Any additional needs identified from other data?	N/A

## Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	<p>As mentioned above with regards to Professional Development</p> <ol style="list-style-type: none"> <li>1. Distance Learning</li> <li>2. ABE Content Standards</li> <li>3. NorthStar</li> </ol> <p>In addition to Professional Development, the highest priority of WEST ABE is to continually work on processes and procedures that will better help our students persist and increase our ability to reach the NRS targets. Largely focused on Distance Learning as a viable and promising option to help students surpass the 12-40 hour pit.</p>

<b>What partnerships are potential opportunities?</b>	Continued programming of the pilot ESL class at the Ridgedale YMCA. A potential class at UMC Manufacturing in Monticello for incumbent workers to gain Computer-Aided Manufacturing (CAM) skills.
<b>What are the state and/or national ABE initiatives and priorities?</b>	Content Standards Implementation Adult Career Pathways/Transitions NorthStar Digital Literacy WIOA Partnerships and Integration of Services

### Program Staff PD Activity Participation To Date

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
<b>Core Professional Development</b>				
ABE Foundations	All Staff	59%	We will be urging any instructors who have not completed this course to do so at 2019 SI. If they are not able to attend, the online training will need to be completed by the same time.	High
ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	All Staff	41%	All new staff, or those who have not taken it already, will need to either attend SI or complete the online version.	High
CASAS Assessment Certification (5-years)	ESL Instructors	94%	New instructors work with certified instructors until they can attend a training in the area, SI or Support Services in the fall.	As needed-ongoing
CCRS Foundations-ELA	All Staff	53%	All new staff, or those who have not taken it already, will need to either attend SI or complete the online version.	High
CCRS Foundations-Math	All Staff	53%	All new staff, or those who have not taken it already, will need to either attend SI or complete the online version.	High
DL Basics - Distance Learning Basics	All Staff, except correctional	55%	Our goal is to have DL as a part of every classroom (except Correctional facilities). We are working to have all applicable instructors DL 101 online if they have not done so already.	High
Northstar Digital Literacy - take assessments	All Staff	21%	All staff will complete the assessments by the Fall Staff Meeting. New staff will complete as part of their training.	High

SID (State ABE Database) Training	All Staff	100%	All new staff will be trained and current staff will be updated as needed and applicable.	Medium
TABE Assessment Certification (5-years)	ABE Instructors/ ESL if applicable	100%	New instructors work with certified instructors until they can attend a training in the area, SI or Support Services in the fall.	As needed-ongoing
<b>Further Professional Development (Building/Strengthening ABE Professionals)</b>				
ACES TIF PLCs - Professional Learning Communities	All Staff	6%	This has fallen from high to medium priority as we are focusing more effort on CCRS.	Medium
ACP Course Design Cohort - Adult Career Pathways curriculum writing	TBD	3%	None	low
ACP Program Development Cohort - Adult Career Pathways programming for managers	TBD	0%	None	low
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	Staff involved with the WFC	100%	This is happening at the Workforce Center, CareerForce, in Monticello on a bi-monthly basis and in conjunction with our partners there.	Medium
CCRS Implementation Cohort-ELA	Site Lead Instructors	100%	We have several staff trained and are working to implement.	Medium
CCRS Implementation Cohort-Math	Site Lead Instructors	100%	We have several staff members trained and are working to have more.	Medium
DL 101 - Distance Learning 101	All Staff	30%	As this has become a PD focus area for WEST we will be requiring all staff to complete 101 and 102	High
DL 102 - Distance Learning 102	All Staff	9%	As this has become a PD focus area for WEST we will be requiring all staff to complete 101 and 102	High
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles	Site Lead Instructors	100%	With the amount of required high-priority trainings currently needed this has not been one we've spent much time on.. Hopefully as the others are completed we can allocate more time.	Low
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	Site Lead Instructors	100%	With the amount of required high-priority trainings currently needed this has not been one we have spent much time on.. Hopefully as the others are completed we can allocate more time.	Low
MNI-MN Numeracy Initiative year-long cohort	N/A		none	
SPARC - Support Professional Certificate	N/A		Support staff are not full-time with WEST ABE.	Low

Standard Adult Diploma 101 Training	N/A		WEST ABE does not have an Adult Diploma program.	Low
STAR- Student Achievement in Reading	100% of applicable instructors		We have two instructors who have been trained and offer STAR programming.	Medium
UDL - Universal Design for Learning	Site Lead Instructors	100%	With the amount of required high-priority trainings currently needed this has not been one we have spent much time on.. Hopefully as the others are completed we can allocate more time.	Low

## ABE Consortium Professional Development Plan

Name of Consortium:

<b>Date Developed</b>	2018-2019 Program Year	<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>
<b>Time Period for Plan</b>	2019-2020 Program Year and beyond	
<b>Consortium PD Lead(s)</b>	Jill Dechaine (Program Mgr.) support staff and lead instructors	

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

<b>Priority Consortium Goals</b> <i>(List 3-5 priority goals for your consortium that have PD implications.)</i>	<b>PD Activities</b> <i>(How will you accomplish the goal? What specific <b>training/PD activities</b> will prepare staff to meet the goal?)</i>	<b>Target Participants</b> <i>(Who will participate?)</i>	<b>Target Date</b> <i>(When will the activities take place?)</i>	<b>Resources</b> <i>(What resources are necessary to carry out the activities and meet the goals, including presenters &amp; materials?)</i>	<b>Outcomes/Evaluation</b> <i>(What specific measurable outcomes do we want to see?)</i>
Distance Learning - teacher support and increased student participation	Work with platform super users to help instructors feel comfortable with the platform’s content, registering students and running data reports.	Program Mgr. Support Staff Instructors	PY 2019-2020, staff meetings	Participation in SI, regional and local trainings with regards to technology training.  Ongoing collaboration with DL platform webinars as well as utilization of Super Users and Susan W-B from the MLC.  Completion of DL 101 and 102 for instructors who have not done so.	Continual work within the DL platforms will help instructors feel more comfortable encouraging students to participate as well as the ability to gather the data once they do. Increased access to technology will help students persist within our program and hopefully achieve level gains. Student outcomes will increase as their digital literacy skills develop helping with their education and employment.
	Work with instructors to either offer or coordinate with others the ability to offer computer time for students who want to do DL but do not have the technology access away from class.	Program Mgr. Support Staff Instructors	Summer and early Fall 2019 - ongoing PY 19-20		
	Continue working to integrate technology into instruction and supplement curriculum in order to develop the digital literacy skills of students.	Program Mgr. Instructors	PY 2019-2020, staff meetings		

## Looking Toward the Future

**Initiatives, Trends, and Outside Factors**

<p><b>What are your district/ organization priorities?</b></p>	<p>The consortium has hired an ABE Specialist in Content Standards Alignment and needs to continue to support that position with training.</p>
<p><b>What partnerships are potential opportunities?</b></p>	<p>The consortium is partnering with representatives from other consortia in the region, as well as members of the state PD team, to inform regional alignment to content standards.</p>
<p><b>What are the state and/or national ABE initiatives and priorities?</b></p>	<p>State ABE initiatives that are a priority for our consortium include Content Standards Alignment (with a heavy focus on CCRS alignment), Adult Career Pathways and Adult High School Diploma programming.</p>

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College and Career Readiness (CCRS) Content Standards Alignment	WEST has mandated that 20/40 Professional Development hours annually awarded to staff this year be focused on CCRS	Program Mgr. Support Staff Instructors CCRS Specialist	PY 2019-2020, staff meetings	Participation in SI, regional and local trainings with regards to CCRS.	WEST hopes to have a plan for aligning instructional levels to the content standards
	WEST hired a current teacher to head up this charge. This teacher has 10 hours/wk dedicated to teaching CCRS Standard Alignment and fielding questions from staff about implementation. This person also heads up the all-staff meetings which in part focus on the standards.	Program Mgr. Support Staff Instructors CCRS Specialist	Summer and early Fall 2019 - ongoing PY 19-20	State super-trainers, mnabe.org website and the plethora of CCRS trainings and videos on the Atlas website.	
NorthStar Digital Literacy	Staff who have not done so will complete NorthStar Digital Literacy Assessment Proctor Training	Teaching Staff	Summer and early Fall 2019 - ongoing PY 19-20	Computer Access for Proctor Training  Copies of North Star Standards	Staff will report when training has been successfully completed. Staff will share this information with the manager.

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