Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	**Metro North ABE**
Time Period	July 1st, 2021 to June 30th, 2022
Consortium Manager	Theresa Zingery
PD Planning Team Members	Theresa Zingery, Patrick Hobot , Linda Keller, Molly Liberto, Matthew Miller, Kathleen Moriarty, Sherry Smith

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Over the course of the past five years our contact hours have decreased, but our average hours per student have increased.
What are our measurable skill gain trends (SiD "Level Gains with Post–Test Rates" Report)?	The average MSG completion trends have been within the range of 44% and 48% in the last 5 years. Our percent of participants with MSGs is consistent except for a decrease due to the update from 9/10 to 11/12 TABE testing in 2019.
How well are we post–testing students (SiD "Level Gains with Post–Test Rates" Report)?	Our level of post–testing has remained relatively flat except for a slight decrease while the transition to new series of TABE (11/12).
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Concerned about ESL retention which went down somewhat in recent years, we would like to look at comparable data from similar programs' trends.
How do we compare to similar programs on the state ABE report card?	We are comparing Metro North ABE to Metro East ABE and Metro South ABE; however, we have more ESL students than these two. We are below Metro South in retention and level persistence. We are above Metro East and Metro South in ESL level gain. We are below Metro South in ABE level gains, but above Metro East. We are above the state in both categories. We are around the state average in retention and persistence, but slightly above Metro East. Overall we are comparable, but there are a couple of areas (ABE level gains, retention and persistence) that we could look to Metro South ABE for potential PD implications.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	This year has shown us that we have both staff skilled in technology and those who would like to build their capacity for using technology in teaching. We have a lot of ABE leaders with content and instructional knowledge who present at ABE

	conferences. We have staff on the statewide leadership teams (LLATE, A Team, and ACP), Assessment Training Team, and not a lot of staff turnover that sustains our expertise.
What strengths and needs are notable from staff observations or evaluations?	In regard to technology skills, a segment of our staff has distinct strengths in this area while other segments have needs. We have been fortunate to be able to train internally a lot. Additionally, notable strengths of the staff at Metro North ABE are flexibility and adaptability which allows for a pretty rapid uptake of new initiatives.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	- Student technology access and skill in utilizing it - Flexible class times - Some prefer online classes and more limited schedules, some don't
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	- P2P: currently our P2P projects focus around manufacturing skills which is one of the largest employment sectors with hiring needs in Anoka county - JTC partnership: responsive to community needs. Currently offering a series of technology and job search workshops. - Anoka-Hennepin School District partnership: responsive to school district needs. We have offered paid internships and training in the areas of child care and child nutrition. - Developing/exploring options for more incumbent care worker training -- eg in 20-21 we partnered with Ecumen for incumbent worker training for health care aides.
Any additional needs identified from other data?	Looking at employment data, we notice that the percentage of students who are employed is increasing, an implication of this is to increase our offerings of higher level, career-oriented programmings.

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	The Anoka Hennepin School District has set three main priority areas which have been adopted as Metro North ABE priorities with specific strategies for each which fits the particular need of ABE programs and students. Priority 1: Increased Student Achievement Our goals in this area include strategies to help students access our program and set and track goals, all in the context of refined standards-based instruction:

	- Continue to enhance the intake process to help ensure that students are able to rapidly start the appropriate class and be successful - Refine and expand systems to help students identify and track intermediate and long term goals and see how they are progressing and for this to inform instruction - Continue to adapt/refine our standards-based instruction/curriculum in the new delivery systems in such a way that students continue to feel it is helping them achieve their goals and they are supported in persisting in their studies. **Priority 2: Safe and Welcoming Environments that engage our diverse communities** Recent years have seen a focus on expanding the opportunities for students to express their needs, issues and concerns and develop programs that respond to that. We are also continually advancing our efforts to develop staff diversity and cultural competence. The recent focus is upon how to design a safe and welcoming return to in-person classes. - Refine preparation for safe return to in-person classes/procedures while under social distancing/Covid 19 guidelines - Continue to enhance and expand opportunities to hear students' voices: help students feel that their needs and issues are listened to and that they have input into the policies and procedures of the school. - Further, develop staff that exhibit cultural competence **Priority 3: Effective Organizational Support** In this third area, we have a wide range of goals which include expanded use of data to inform programming, enhanced and targeted marketing and further collaboration with partners. - Refine and expand the use of data to help inform programming effectiveness and efficiency - Refine our emphasis on outreach and retention to boost student contact hours and impact student outcomes in light of Covid 19 realities - Maintain and enhance collaboration with current partners
What partnerships are potential opportunities?	Metro North ABE has a long history of working in partnerships. Our goals are to continue to work with existing partners and explore ways for the partnerships to expand and/or function more smoothly, serving more students in better ways. In addition, we are seeking to expand to new partners such as area businesses who may need assistance with incumbent worker training. Entities targeted for expanded/enhanced or new partnerships include: - Job Training Center - Anoka Ramsey Community College - Anoka Technical College - Local Chamber of Commerces-- as a conduit to local businesses - Local businesses for incumbent worker training - K12 District departments and staff for marketing and potential collaborations on parent oriented projects - Public Libraries - Local Police Departments - New American Academies–Anoka County Refugee and Immigrant committee

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	• County corrections
What are the state and/or national ABE initiatives and priorities?	Metro North ABE strives to pursue all State and Federal priorities for Adult Basic Education as they have done over the years. Some of the programs identified for particular focus in this new plan, based on State input and available resources, include: • Enhanced focus on Equity and Culturally Responsive Teaching (including cultural competencies licensure requirement) • Online learning (technology training, distance education, ongoing integrated technology instruction) • Equitable distribution of tech support and equipment • Continuing refinement to instruction and programming to meet ABE standards. • Continuing refinement and expansion of IET programming and college partnerships

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
Core Professional Development				
ABE Foundations	All staff	100%	Within the first year of employment	High
ACES TIF 101 – Academic, Career & Employability Skills; Transitions Integration Framework	All instructional staff	100%	Within the first year of employment	High
CASAS Assessment Certification (5-years)	All staff involved with CASAS testing	100%	Within the first 3-6 months	High
CCRS Foundations–ELA	All instructional staff and admin	100% of teachers and Admin previously in AH, 98% of total	Within the first year of employment	High
CCRS Foundations–Math	All instructional staff and admin	No online or in person available now. 100% of teachers and Admin previously in AH, 98% of total	Within the first year of employment	High
DL Basics – Distance Learning Basics online course	All instructional staff and admin	100%	Within the first year of employment	High

Northstar Foundations: Digital Literacy Integration for ABE online course	Optional for distance learning instructional staff	80%	As needed	Low
Northstar Digital Literacy – take assessments	Recommended for higher-level instructional staff	65%	As needed	Low
SiD (State ABE Database) Training	All staff	100%	Within the first month of employment.	High
TABE Assessment Certification (5-years)	All staff involved with TABE testing	100%	Within the first 3-6 months	High
Specialized Professional Development				
ACES TIF PLCs – Professional Learning Communities	Optional	40%	*All new staff are required to go through the online course within the first year of employment	Low
ACP Course Design Cohort – Adult Career Pathways curriculum writing	ACP instructors	25%	As needed/offered	Low
ACP Program Development Cohort – Adult Career Pathways programming for managers	ACP admin	75%	As needed/offered	Low
CCI – Career-focused Contextualized Basic Skills Instruction Cohort	ACP instructors and admin	25%	As needed/offered	Low
CCRS Implementation Cohort–ELA	Targeted staff and all admin	100%	As needed/offered	High
CCRS Implementation Cohort–Math	Targeted staff and all admin	30%	As needed/offered	High
CSI – Content Standards Integration Cohort	Targeted instructors (optional)	20%	As needed/offered	Med
DL 101 – Distance Learning 101	Admin and targeted staff	100%	As needed/offered	Med
DL 102 – Distance Learning 102	Admin and targeted staff	30%	As needed/offered	Med

EBRI Study Circles – Evidence-Based Reading Instruction Study Circles	Targeted instructors (optional)	100%	*Most staff have been STAR trained	Low
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	Targeted staff	80%	As needed/offered	Med
SPARC – Support Professional's Certificate	All office staff- (optional)	0%	Optional- as desired	Low
Standard Adult Diploma 101 Training	All ADP instructional staff and admin	100%	Required for all ADP sites. Ongoing	High
STAR– Student Achievement in Reading	Targeted instructional staff and admin	80%	As needed/offered	High
Technology Integration Initiative (TII)	Targeted instructional staff and admin	40%	As needed/offered if aligned to individual PD plans	Low
Technology Leadership Academy (TLA)	Targeted instructional staff and admin	0%	As needed/offered if aligned to individual PD plans	Low
UDL – Universal Design for Learning	All instructional staff and admin (optional)	10%	As needed/offered	Med
Annual Events				
ABE Math Institute	All ABE instructional staff and admin (optional)	80%	Yearly	Med
ABE Summer Institute	All instructional staff and admin (optional)	80%	Yearly	Med
ABE Volunteer Management Conference	Staff involved in coordinating volunteers	100%	Within the first year.	Med
Language and Literacy Institute	All instructional staff and admin (optional)	60%	Yearly	Med

MN Council of Teachers of Math (MCTM) Conference	All math instructional staff and admin (optional)	100%	Yearly	Med
Support Services Conference	All support staff	100%	Yearly	High
Additional Local (or Other) Professional Development				
All Anoka-Hennepin staff are required to attend equity training	All AH staff	95%	Yearly	High
In-house professional development events	All staff	100%	2x/yearly	High

Name of Consortium:

ABE Consortium Professional Development Plan

Date Developed	March 2021	SMART goals are:
Time Period for Plan	July 1, 2021–June 30, 2023	
Consortium PD Lead(s)	ABE Program Supervisor and Manager	

SMART goals are:
- **S**pecific – What? Why? How?
- **M**easurable – How will I measure progress & know when I've achieved my goal?
- **A**ction-Oriented – Can I take action to accomplish this goal?
- **R**ealistic – Is my goal challenging but still possible to achieve?
- **T**ime-bound – What is my timeframe for this goal?

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 June 2023 we will have implemented a program model in which 100% of targeted staff will have completed specific training to best serve the range of student needs in a sustainable model that includes both in-person and online options.	DL related technology training for staff	All	ongoing – June 2023	Staff with technical knowledge to train other staff Outside trainers on particular areas of technology Funding to pay for extra time and any fees related to this training. Access to appropriate technology and testing materials	100% of targeted staff trained in specific technology tools and/or online testing practices. Results of the bi-annual customer satisfaction survey indicate a high level of participant satisfaction with the program and its online delivery. Contact hours analysis indicates that the program is sustainable.
	New online testing protocol development and training		ongoing – June 2023		

By June 2023 we will have reviewed how the standards are implemented at each of our 12 site locations to identify best practices in implementation and share best practices across the consortium. We will continue to train new staff in the standards.	CCRS training	Instructional Staff	ongoing – June 2023	Staff with standards implementation knowledge to train other staff

Outside trainers/workshops on particular areas of standard's implementation, as needed

Funding to pay for extra time and any fees related to this training. | Results of the bi-annual customer satisfaction survey indicate a high level of participant satisfaction with the program and over 95% state they feel they are being helped to reach their goals.

Learner persistence rate analysis that indicates program sustainability. |
| | ACES training / North Star training | Instructional Staff | ongoing – June 2023 | | |
| | Performance Appraisal System (PAS)/Qcomp formal observations and feedback | Instructional Staff | ongoing – June 2023 | | |
| By June 2023, we will have instituted an Equity Team and created an ongoing cycle of Equity trainings and program review. | Site-based equity efforts | all staff | | Staff with equity training to facilitate online efforts.

Outside trainers/workshops on particular aspects of equity, as needed

Funding to pay for extra time and any fees related to this training. | Results of the bi-annual customer satisfaction survey indicate a high level of participant satisfaction with the program and over 95% state they feel comfortable in the programs.

Learner persistence rates increase and analysis that indicates program sustainability.

Increase BIPOC members of consortium staffing. |
| | Provide Equity training and promote other equity training options in the community and through ATLAS | all staff | ongoing – June 2023 | | |
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