

Wifi info:

Network: MDE-Public

Username: public

Password: Bemidji1905

Tips:

If you have been on wifi in this building in the past, you may need to have your device “forget” the network so you can re-enter the login info.

Open a browser to get the login page. If you get an error, try going to a webpage you have never visited before (e.g. www.golf.com).





ABE Program Improvement Workshop

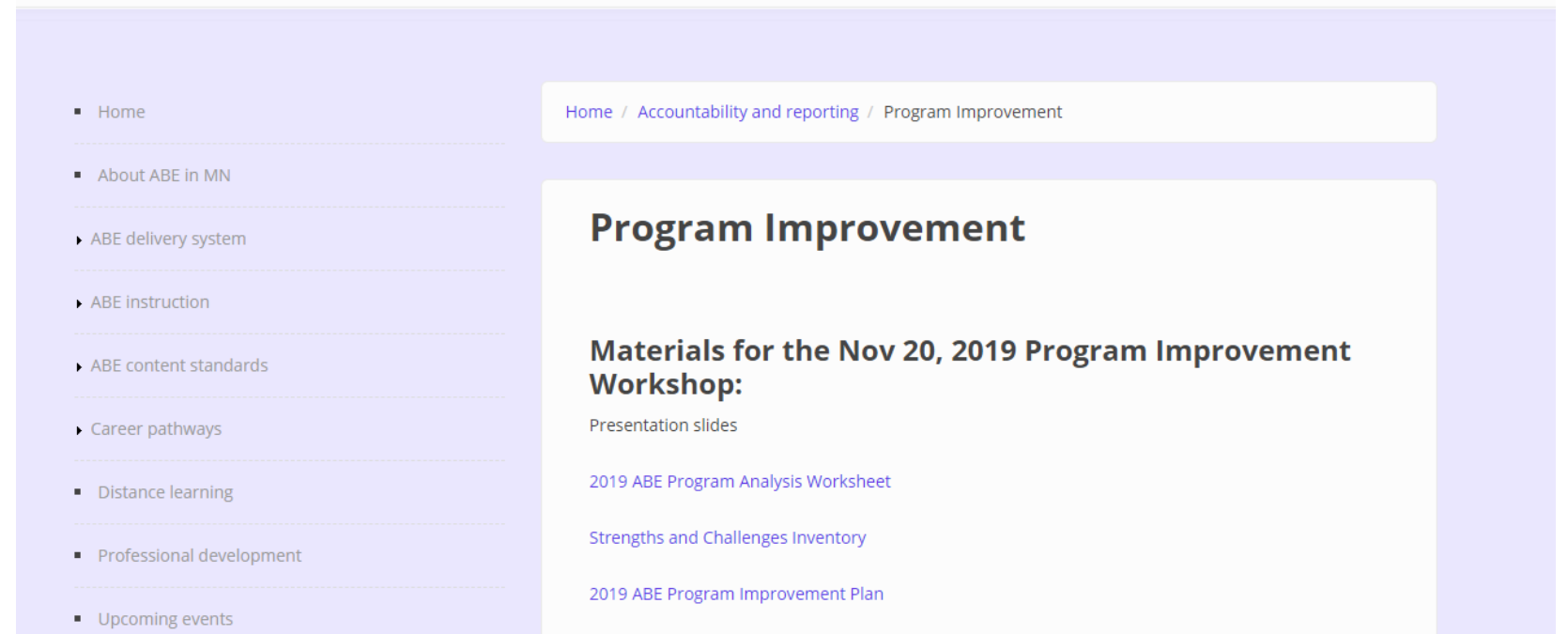
November 20, 2019

Slides available online

These slides and key handouts are available at:

mnabe.org/accountability-reporting/program-improvement

Minnesota Adult Basic Education



The screenshot displays the Minnesota Adult Basic Education website. On the left is a navigation menu with the following items: Home, About ABE in MN, ABE delivery system, ABE instruction, ABE content standards, Career pathways, Distance learning, Professional development, and Upcoming events. On the right, a breadcrumb trail reads 'Home / Accountability and reporting / Program Improvement'. Below this, the main heading is 'Program Improvement'. Underneath, there is a section titled 'Materials for the Nov 20, 2019 Program Improvement Workshop:' which lists three resources: 'Presentation slides', '2019 ABE Program Analysis Worksheet', and 'Strengths and Challenges Inventory'. At the bottom of the list is '2019 ABE Program Improvement Plan'.

- Home
- About ABE in MN
- ▶ ABE delivery system
- ▶ ABE instruction
- ▶ ABE content standards
- ▶ Career pathways
- Distance learning
- Professional development
- Upcoming events

Home / Accountability and reporting / Program Improvement

Program Improvement

Materials for the Nov 20, 2019 Program Improvement Workshop:

- Presentation slides
- 2019 ABE Program Analysis Worksheet
- Strengths and Challenges Inventory
- 2019 ABE Program Improvement Plan

State ABE staff:

- Cherie Eichinger
- Astrid Liden
- Brad Hasskamp
- Jodi Versaw
- Julie Dincau
- Todd Wagner

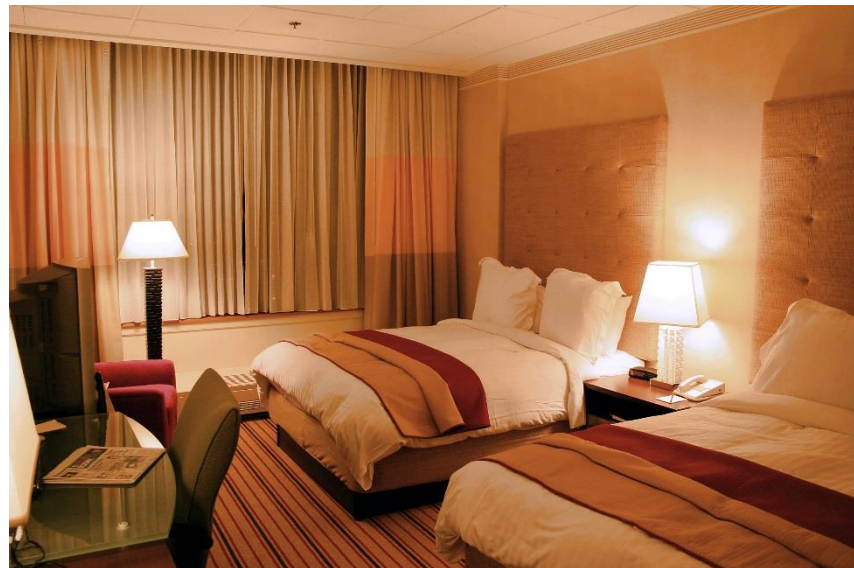
ABE staff from:

- AEOA
- Alexandria
- AIOIC
- Brainerd
- Cass Lake
- Faribault County
- Fergus Falls
- Hiawatha Valley
- Lakeville
- Northwest Service Co-op
- St. Paul
- Southwest
- ThinkSelf
- West



Thank you!

Thank you to Literacy Action Network



Reimbursement and CEUs



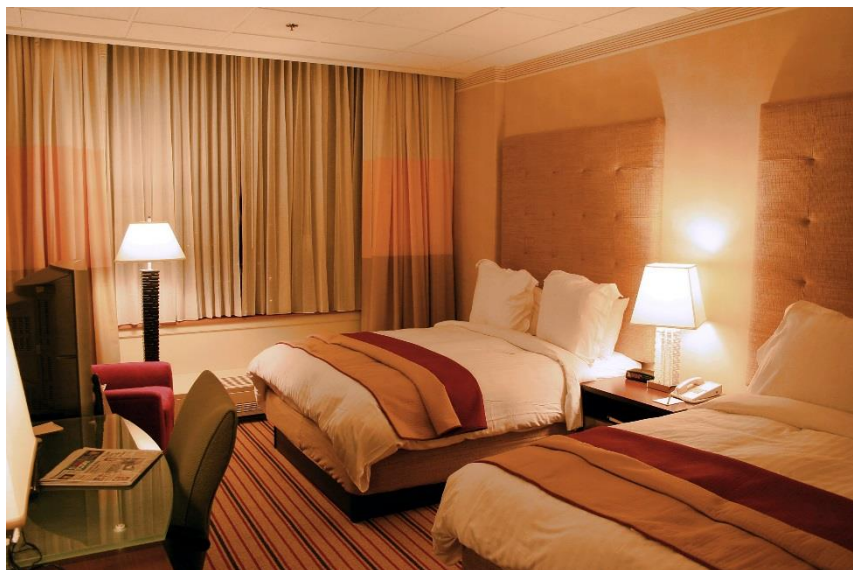
Travel reimbursement forms:

Literacyactionnetwork.org

Member Services – Reimbursement

CEUs:

Sign up with Cherie, she will email them to you





Today's Agenda

Overview of Program Improvement

Strengths and Challenges Inventory

Discuss results of Program Analysis Worksheet

Critical Question 1: Are we using the most effective testing and data practices and procedures?

LUNCH

Critical Question 2: Are students staying long enough to make progress?

Critical Question 3: Are we consistently providing high-quality instruction?

Program Improvement planning and next steps

Grounding: ABE students



Think about an ABE student that you respect and admire.
Turn to someone near you, and tell them about that student.

Remember!



The student matters more than the test.

Overview of Program Improvement

Why Program Improvement?

MDE's responsibility as the agency that distributes ABE funding is to provide oversight of our statewide system.

We choose to:

- Use an approach that focuses on continuous improvement via professional development.
- Use the report card to focus our limited resources on a small group of ABE consortia.

MNABE Report Card

MNABE Report Card includes data on:

- Measurable Skills Gains
- Post-testing Rates
- Retention and Persistence
- Revenue

**Minnesota ABE PY 2019 Retention and Persistence By Consortium
ABE-Level Students**

Consortium	Number of Enrollees (ABE Levels)	Percent of Enrollees Retained to 12 Hours	Percent of Enrollees Retained to 40 Hours	Number of Participants (ABE Levels)	Average Participant Hours	Percent of Participants Retained to 40 Hours
Corrections	3209	93.7%	80.1%	3008	198.14	85.4%
Metro South ABE	1184	68.2%	56.7%	807	177.75	83.1%
International Education C	83	83.1%	63.9%	69	169.03	76.8%
Rochester	945	57.8%	43.9%	546	171.68	76.0%
Minneapolis	1471	68.3%	49.8%	1005	126.97	72.8%
Farmington-Northfield	29	34.5%	24.1%	10	59.60	70.0%
Osseo ABE	560	70.0%	48.2%	392	120.52	68.9%
Adult Options	341	76.5%	51.9%	261	118.99	67.8%
Robbinsdale	773	71.4%	48.0%	552	98.46	67.2%
St. Paul CLC	2820	71.3%	46.7%	2011	111.67	65.5%
Statewide	25612	66.8%	43.4%	17116	118.74	65.0%
Southeast ABE	551	65.0%	41.6%	358	93.77	64.0%

MNABE Report Cards: Program Improvement

Minnesota ABE PY 2019 Measurable Skill Gains (Level Gains and High School Credentials) By Consortium

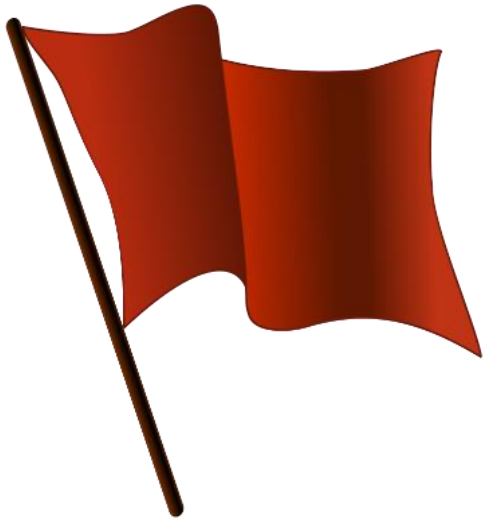
ABE-Level Participants (12+ hours)*

Consortium	Number of Participants (ABE Levels)	Number of Participants Rank	Number of Participants who Made a Level Gain	Number of Participants who Completed a High School Credential **	Percent of Participants with MSG ***
Osseo ABE	392	12	124	30	37.0%
Statewide ABE	17116	0	5473	1299	36.8%
Northwest Service Coop	265	16	85	14	35.5%
Rosemount-AV-Eagan	261	17	75	18	35.2%
Lakeville	40	35	12	3	35.0%
Minneapolis	1005	5	290	92	34.9%
Central MN ABE	252	20	69	32	34.9%
International Education C	69	32	24	0	34.8%
Area Adult Learning Coop	29	37	8	2	34.5%
Alexandria ABE/ESL	104	30	31	5	33.7%
Hiawatha Valley ABE	85	31	22	6	32.9%
Metro North ABE	1330	4	371	90	32.7%
Great Rivers ABE	229	21	69	8	31.9%
Metro East	1744	3	447	120	30.7%
Wood Lake	23	39	4	4	30.4%
Program Improvement Benchmark					30.1%

Program Improvement
Benchmark

Program Improvement Flags

How were ABE consortia identified for Program Improvement?



ABE consortia are required to participate in Program Improvement in 2019 if:

- Measurable Skill Gains (Level Gains and Diplomas) for ABE students fell below 30%
- Measurable Skill Gains (Level Gains and Diplomas) for ESL students fell below 30%

and/or

- Post-testing rate for students who have 40+ hours fell below 60%

Program Improvement Group One

Group one includes consortia whose level gains rates in either ESL or ABE fell between 27% and 30%, or were only flagged on the post-testing rates measure.

- Arrowhead Economic Opportunity Agency (AEOA)
- Brainerd ABE
- Cass Lake Bena Walker ABE
- Faribault County ABE
- Fergus Falls ABE
- Northwest Service Co-operative
- St. Paul Community Literacy Consortium (SPCLC)
- West ABE (Monticello)

Program Improvement Group Two

Group two includes consortia whose level gains rates in either ABE or ESL fell below 27%

- Alexandria ABE
- American Indian OIC
- Hiawatha Valley ABE (Red Wing)
- Lakeville ABE
- Southwest ABE (Marshall)
- ThinkSelf Deaf ABE

Program Improvement Process – Stage One

Date	Action
September 20, 2019	MDE sends notification to ABE consortia
Oct 15, 2019	MDE sends out Program Analysis Worksheet to consortia
Oct 15 – Nov 19, 2019	Consortia complete the Program Analysis Worksheet and bring to the Program Improvement Workshop
November 20, 2019	Minnesota ABE Program Improvement Workshop 9:15 a.m. – 3:15 p.m. Conference Center A, Room CC-14 Minnesota Department of Education

Program Improvement Process – Stage Two

Date	Action
Due January 30, 2020	Consortia submit initial Program Improvement Plan to MDE
February – March, 2020	MDE conducts local site visits
Within 30 days of site visit	Consortia submit updated Program Improvement Plan, if requested at site visit
March – July, 2020	Consortia implement Program Improvement Plan, with ongoing support and consultation from MDE
Due August 3, 2020	Consortia submit performance reports to MDE Consortia submit brief final report on Program Improvement Plan due to MDE
By September 30, 2020	MDE reviews end-of-year performance and determine future consortium approval status and/or follow-up actions.

Strengths and Challenges

Strengths and Challenges Inventory: Focus on Strengths

What does our program do well?
What do students appreciate about our programming?
Where do we see evidence of success?
What are we proud of?



Focus on Strengths



Compare your responses with others in your group.

Choose one strength per program or consortium to list on flip chart paper.

Strengths and Challenges Inventory: Acknowledging Challenges



What aren't we able to do well?

What do students want or need from our programming that they're not getting?

What stands in the way of success on outcome measures like measurable skills gains?

What is frustrating us?

Strengths and Challenges Inventory: Acknowledging Challenges

Compare your responses with others in your group.

Choose one challenge per program or consortium to list on flip chart paper



Strengths and Challenges Inventory

Please submit one copy of the Strengths and Challenges Inventory for the whole consortium when submitting the Program Improvement Plan.

(Blank copy available at: at mnabe.org/accountability-reporting/program-improvement)



Program Analysis Worksheet

Program Analysis Worksheet



ABE Program Analysis Worksheet

Instructions: Complete this worksheet before the Program Improvement Workshop on November 20, 2019. Bring all reports and this completed worksheet to the workshop, either virtually on a device or printed out.

Date Completed:	Name(s) of person/people completing this form:
-----------------	--

SECTION A: CONSORTIUM INFORMATION and DATA REVIEW

ABE Consortium Name	
Name and contact info for ABE Consortium Manager	
Consortium Fiscal Agent	
School districts that are consortium members	

Purpose

The Program Analysis Worksheet is designed to make sure that you can use your data in SiD to answer basic performance and reporting questions, including:

- Are students reaching 40 hours of instruction? Which students are not?
- Are students being post-tested once they receive 40 hours of instruction? Which students are not?
- Where/who are the students not showing gains?
 - Levels
 - Demographics
 - Sites
 - Classes



Compare



Compare your findings on the Program Analysis Worksheet with other consortia or sites. Share what you learned about the questions below or other data points.

- Are students reaching 40 hours of instruction? Which students are not?
- Are students being post-tested once they receive 40 hours of instruction? Which students are not?
- Where/who are the students not showing gains?
 - Levels
 - Demographics
 - Sites
 - Classes

Share-out

Report back to the large group:

- One or two important take-aways from the Program Analysis Worksheet
- One or two key follow-up questions prompted by the data in the Program Analysis Worksheet



Program Analysis Worksheet



Instructions:
the workshop

Date Completed

SECTION A: C

Name

Please submit one copy of the Program Analysis Worksheet for the whole consortium to Jodi, either on paper or attached to an email. (No need to submit Level Gains reports).

jodi.versaw@state.mn.us

School districts that are consortium members

Worksheet to



BREAK



Program Improvement Plan

Pink document in your folder

Consider this your draft version to write on throughout the day

Digital version available at mnabe.org/accountability-reporting/program-improvement

One final version of this plan PER CONSORTIUM should be completed.

- Group One consortia: optional submission to MDE
- Group Two consortia: due to MDE by Jan 30
- Remember to include Strengths and Challenges Inventory when submitting plan

Critical Question #1: Are we using the most effective testing and data practices and procedures?

Critical Question #1: Recommendation 1

Create shared understanding about the purpose and importance of testing.

This includes:

- Manager and others in leadership
- Front desk, Intake and other support staff
- Teachers, Paras and other instructional staff
- Students
- Volunteers

Critical Question #1: Recommendation 2

Have clear procedures for testing that are accurately documented and consistently followed.

This includes:

- Selecting tests and modalities
- Ensuring that all staff who administer assessments are trained (required every 5 years)
- Procedures for pre-testing new students
- Procedures for post-testing students, that address the following:
 - How, when and by whom students are identified for post-test (using Assessment History report in SiD)
 - When, where and by whom the post-test is administered
 - A check or follow-up to confirm identified students have completed a post-test.

Critical Question #1: Recommendation 3

Enter data into SiD in an accurate and timely way.

This includes:

- Pre-testing data
- Post-testing data
- Attendance

Critical Question #1: Recommendation 4

Review, share and discuss data across the program.

This includes:

- Monitoring data on a regular basis to catch mistakes or omissions
 - Example: Review Desk Audit Report monthly
- Use reports to create opportunities to process and understand outcomes
 - Example: Review, share and discuss data from Level Gains with Post-Test Rates report at least quarterly

Critical Question #1: Resources

MNABE Assessment Policy

- mnabe.org/abe-law-policy/mn-abe-policies

Assessment Procedures document from your 5-year narrative, section 2.

- In earlier narratives this was labeled “Consortium Assessment Policy”

SiD Support

- mnabe.zendesk.com
- support@mnabe.org
- SiD Support webinars
 - SiD Testing Strategies webinar on Dec 4th (register at the ATLAS calendar of events)

Critical Question #1: Testing Resources

MNABE Assessment Training and Support

- www.mnabeassessment.com

CASAS website

- www.casas.org

TABE website

- www.tabetest.com

BEST Plus website

- www.cal.org/aea/bp

Critical Question #1: Groupwork

Consider with your group:

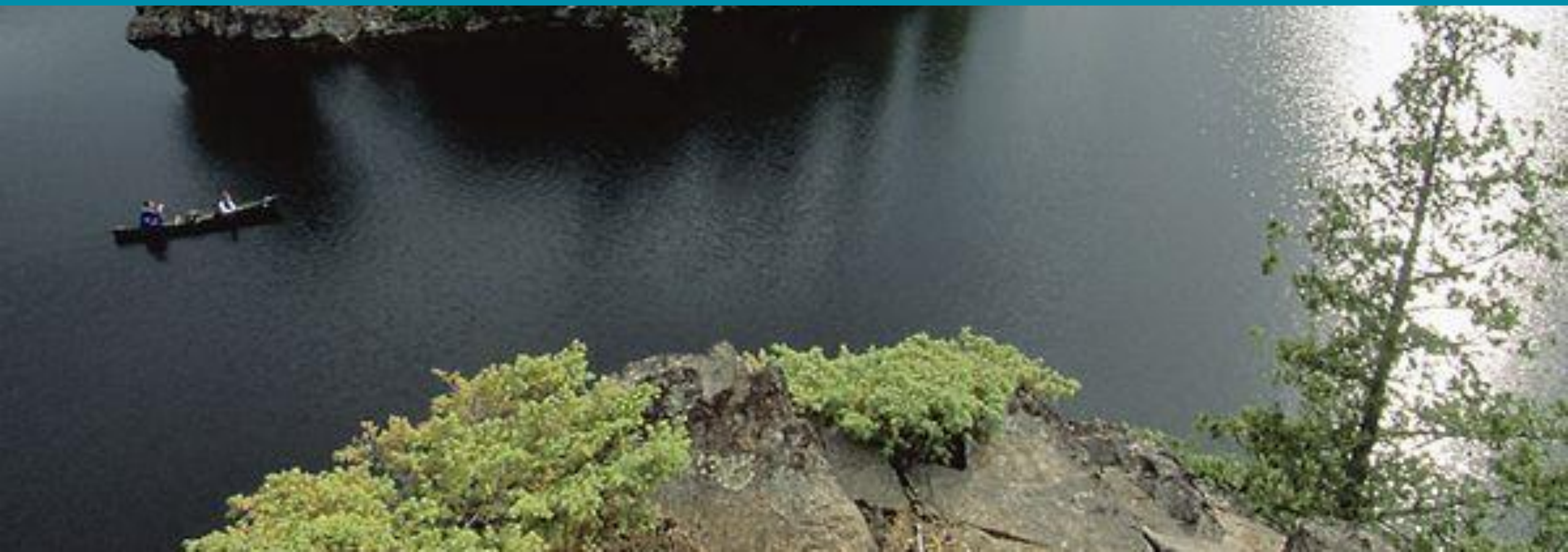
A. Look back at Strengths and Challenges. Do any of those relate to this critical question? How?

B. Are we practicing the recommendations? How well? Where could we build or improve?

C. What goals and action steps related to testing and data can we identify that could have an impact on our program and student outcomes?



LUNCH



Post-lunch brainstorm

Assign a writer in your group.

List as many reasons as you can that students stop attending ABE classes.

You have one minute – GO!

Critical Question #2: Are students staying long enough to make progress?

Critical Question #2: Framing the Issue

We acknowledge:

- there are many reasons ABE students don't persist that are out of our control

AND

- we can positively impact student persistence.

Coming soon: 40-hour waiver



Waiver for 40-hour restriction on post-testing

ONLY when

A student plans to exit the ABE program

AND

has completed a course of study AND/OR is ready to complete a secondary, college-ready or occupational assessment or credential.

Must have program administrator approval.

Examples:

- 12-hour Accuplacer Prep Course
- 20-hour Intensive GED Prep Course
- 30-hour Commercial Drivers License Prep Course

40-hour waiver details

Available by December 1

Add in comments:

- Who approved the waiver and
- Name of secondary/college-ready/occupational assessment or credential

Data on waiver use added to desk monitoring report and to state monitoring.

The screenshot shows the SID system interface for a student named [8] Kangaroo, Captain. The 'History' tab is selected, and a dropdown menu is open, showing the following options: '-Choose History Item-', '-Choose History Item-', 'Student Exiting Program AND Completing Assessment Or Credential', and 'Student Exiting Program AND Course Is Ending'. The last option is highlighted in blue. Below the dropdown is a table with columns: Group, Item, Effective Date, Your Site, End Date, Status, and Co.

The screenshot shows the SID system interface for a student named [8] Kangaroo, Captain. The 'History' tab is selected, and a dropdown menu is open, showing the following options: '-Choose History Item-', '-Choose History Item-', 'Student Exiting Program AND Completing Assessment Or Credential', and 'Student Exiting Program AND Course Is Ending'. The last option is highlighted in blue. Below the dropdown is a table with columns: Group, Item, Effective Date, Your Site, End Date, Status, and Co. A red circle highlights the 'Comments' field and the 'Save' button.

Critical Question #2: Recommendation 1

Create a climate of “stop-out” not “drop-out”, where stopping out is normalized, and students know how to re-engage with programming when they are ready.

- Begin this process at intake, continue it in the classroom
- Have a system for staying in touch with students
- Promote distance learning as an option for independent learning

Critical Question #2: Recommendation 2

Work to create ABE programming spaces and cultures that promote:

- Sense of belonging and community
- Clarity of purpose
- Agency
- Competence
- Relevance
- Stability

Critical Question #2: Persistence Resource

New England Literacy Resource Center

WORLD EDUCATION

Search

ADULT LEARNER PERSISTENCE

Welcome to the adult learner persistence website, where you can find tools, models, strategies, and research about ways to help adult students stay on their learning paths. Read more in the [Overview](#).

DRIVERS OF PERSISTENCE

- Intake & Orientation
- Policy
- Instruction
- Program Design & Management
- Seeing Progress
- Counseling & Support
- Student Involvement

Overview

New England Learner Persistence Findings

Program Self-Assessment

Drivers of Persistence

Program Design & Management

Intake & Orientation

Instruction

Counseling & Support

Student Involvement

Seeing Progress

Policy

About us

Site map

The Change Agent Tales of Resilience

nelrc.org/persist

Adult Learner Persistence Project

Critical Question #2: Drivers of Persistence

In your group:

- Assign each driver to one person or pair.
- Everyone take a minute to read the description of their assigned driver.
- Take turns reporting back to the group a brief summary of each driver, including an example or idea of what this could look like in your program.

Critical Question #2: Learner Persistence Program Self-Assessment

In pairs or single-consortium groups, choose **one** section of the learner persistence program self-assessments to complete:

1. Intake and orientation
2. Program design and management
3. Instruction
4. Seeing progress
5. Counseling and support
6. Student involvement

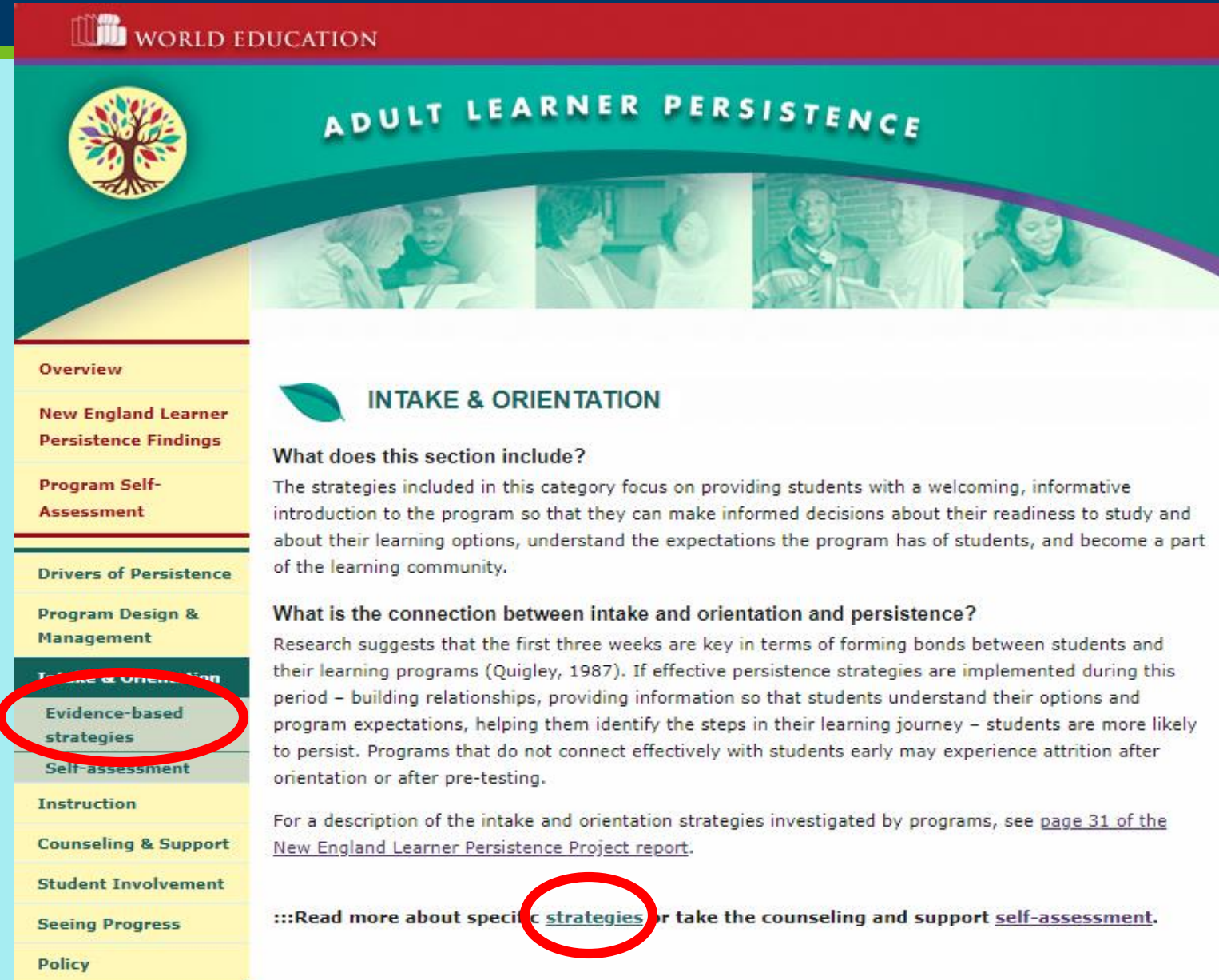
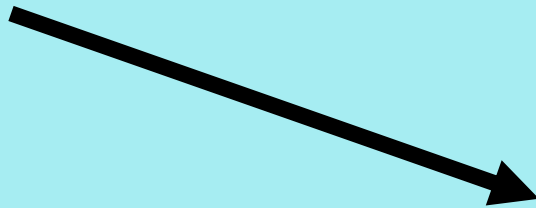
Assessments available online at:
nelrc.org/persist/program_assess.html

Critical Question #2: Persistence Strategies

NOTE!

The Adult Learner Persistence Project website also lists keys strategies for each driver.

Find them listed under “Evidence-based strategies” for each section.



WORLD EDUCATION

ADULT LEARNER PERSISTENCE

Overview

New England Learner Persistence Findings

Program Self-Assessment

Drivers of Persistence

Program Design & Management

Intake & Orientation

Evidence-based strategies

Self-assessment

Instruction

Counseling & Support

Student Involvement

Seeing Progress

Policy

INTAKE & ORIENTATION

What does this section include?

The strategies included in this category focus on providing students with a welcoming, informative introduction to the program so that they can make informed decisions about their readiness to study and about their learning options, understand the expectations the program has of students, and become a part of the learning community.

What is the connection between intake and orientation and persistence?

Research suggests that the first three weeks are key in terms of forming bonds between students and their learning programs (Quigley, 1987). If effective persistence strategies are implemented during this period – building relationships, providing information so that students understand their options and program expectations, helping them identify the steps in their learning journey – students are more likely to persist. Programs that do not connect effectively with students early may experience attrition after orientation or after pre-testing.

For a description of the intake and orientation strategies investigated by programs, see [page 31 of the New England Learner Persistence Project report](#).

Read more about specific [strategies](#) or take the counseling and support [self-assessment](#).

Critical Question #2: Groupwork

Consider with your group:

A. Look back at Strengths and Challenges. Do any of those relate to this critical question? How?

B. Are we practicing the recommendations? How well? Where could we build or improve?

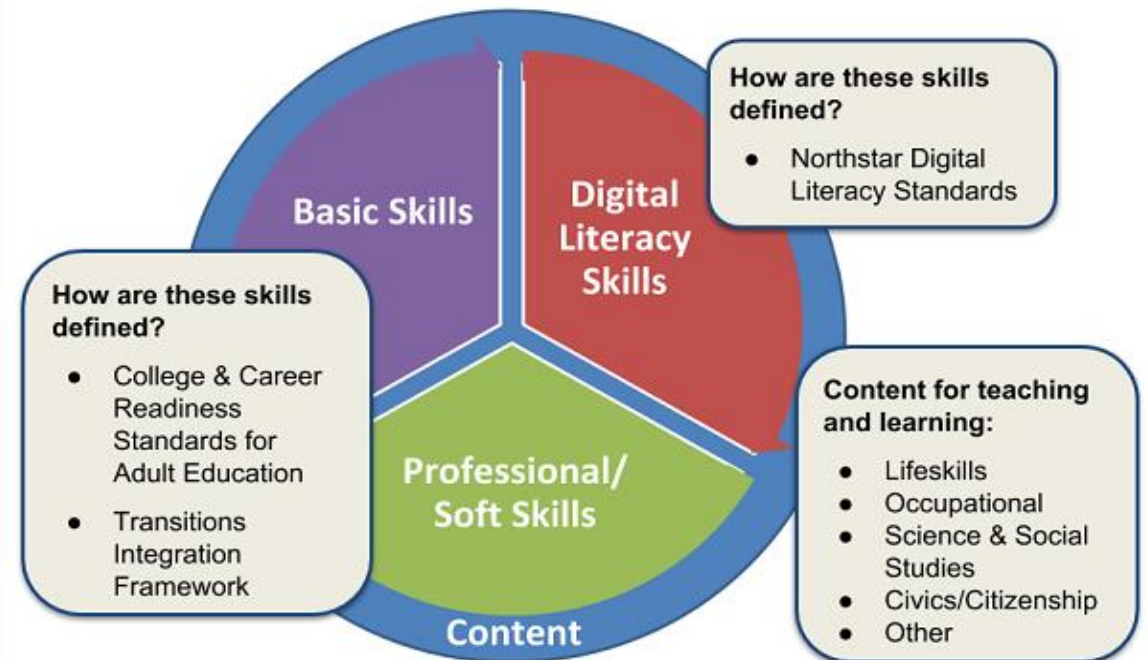
C. What goals and action steps related to student persistence can we identify that could have an impact on our program and student outcomes?

Critical Question #3: Are we consistently providing high-quality instruction?

Critical Question #3: Recommendation 1

Align curriculum and instruction to content standards.

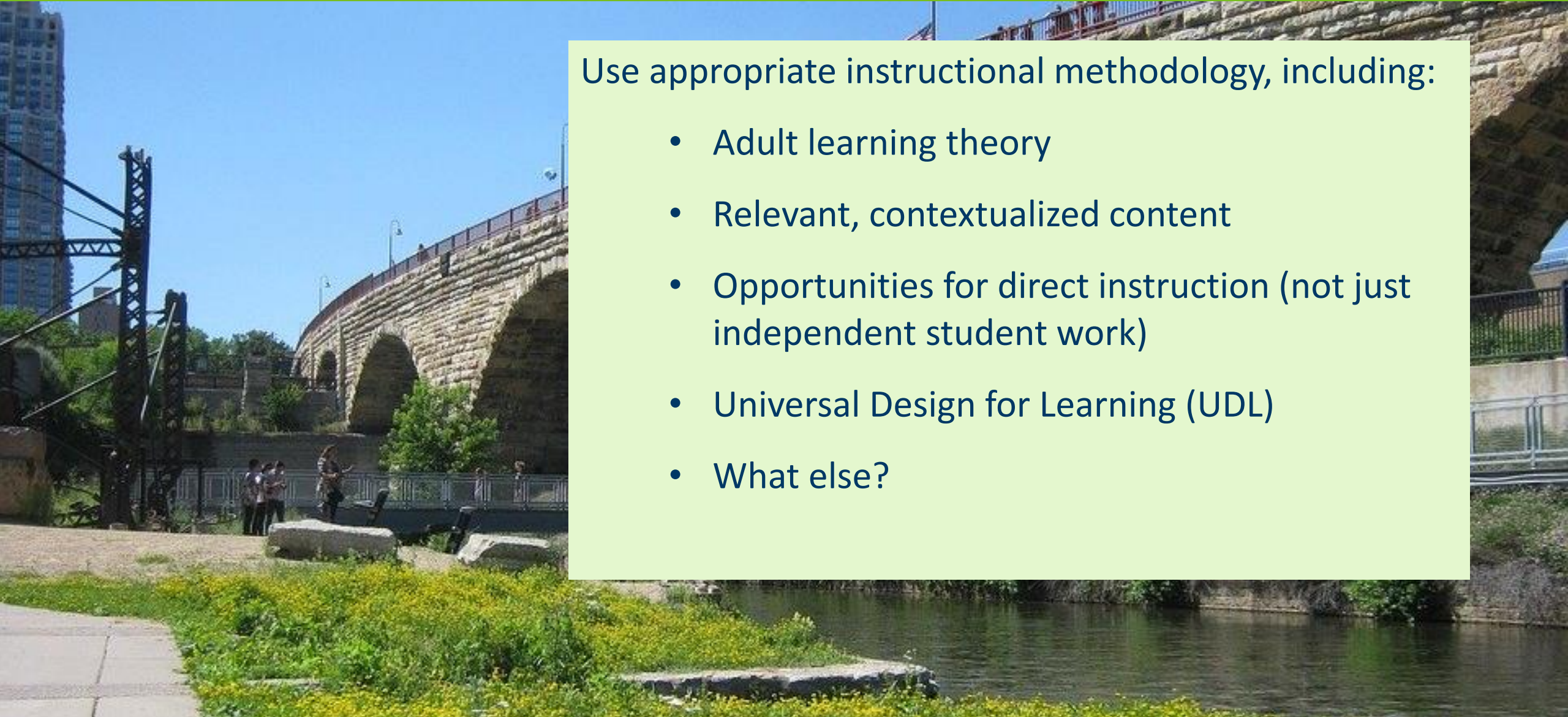
- Evaluate alignment of instructional materials to standards.
- Observe instruction for alignment to standards.
- Make sure instructional staff have appropriate standards training and opportunities for collaboration.



Critical Question #3: Recommendation 2

Use appropriate instructional methodology, including:

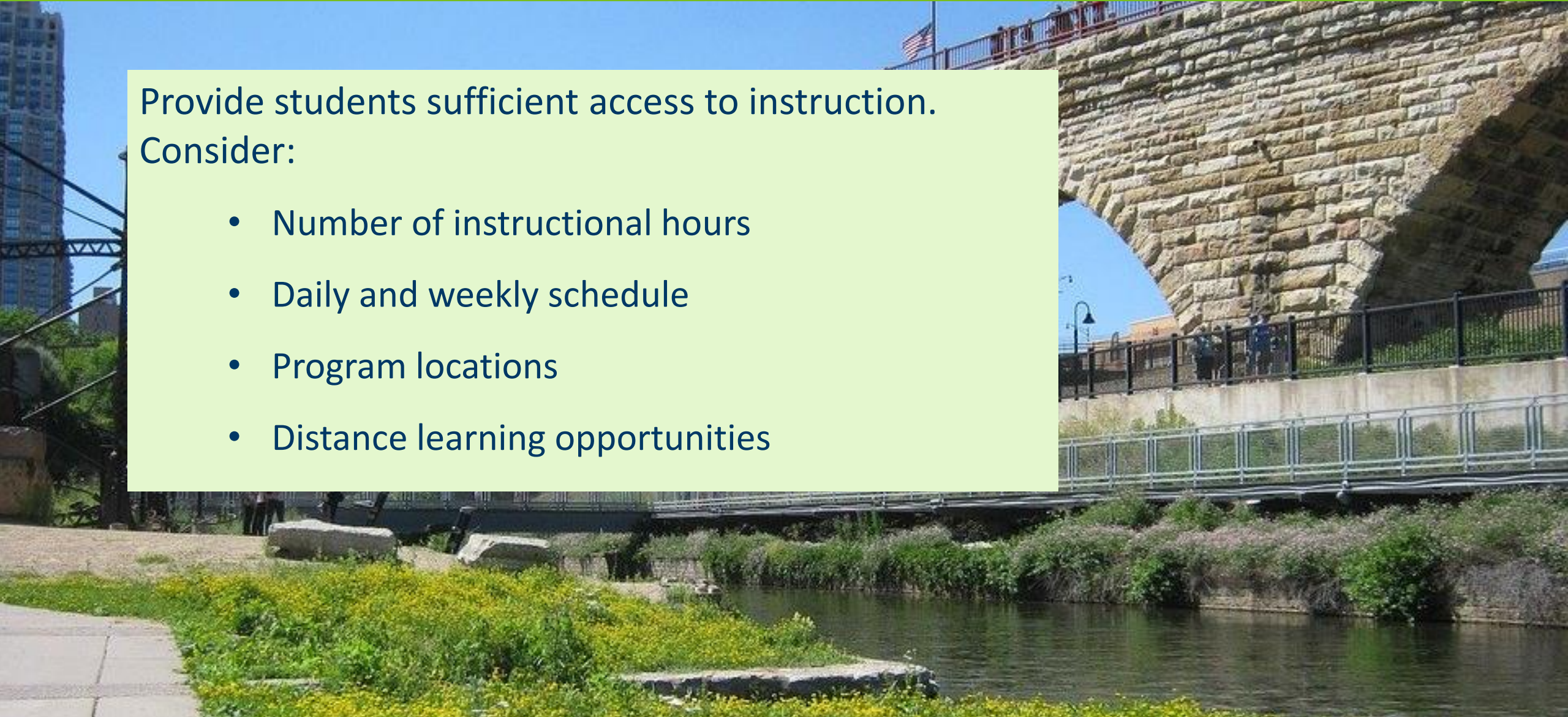
- Adult learning theory
- Relevant, contextualized content
- Opportunities for direct instruction (not just independent student work)
- Universal Design for Learning (UDL)
- What else?



Critical Question #3: Recommendation 3

Provide students sufficient access to instruction.
Consider:

- Number of instructional hours
- Daily and weekly schedule
- Program locations
- Distance learning opportunities



Critical Question #3: CCRS Resources

CCR Standards Resource Library

- atlasabe.org/resources/ccr-standards/
 - ELA and Math CCRS Alignment Evaluation and Rating Tools
 - ELA and Math CCRS Observation Tools

CCRS Training Opportunities

- atlasabe.org/key-activities/ccr-standards/
 - CCRS Foundations (online and in-person)
 - CCRS Implementation Cohort
 - Content Standards Integration Cohort

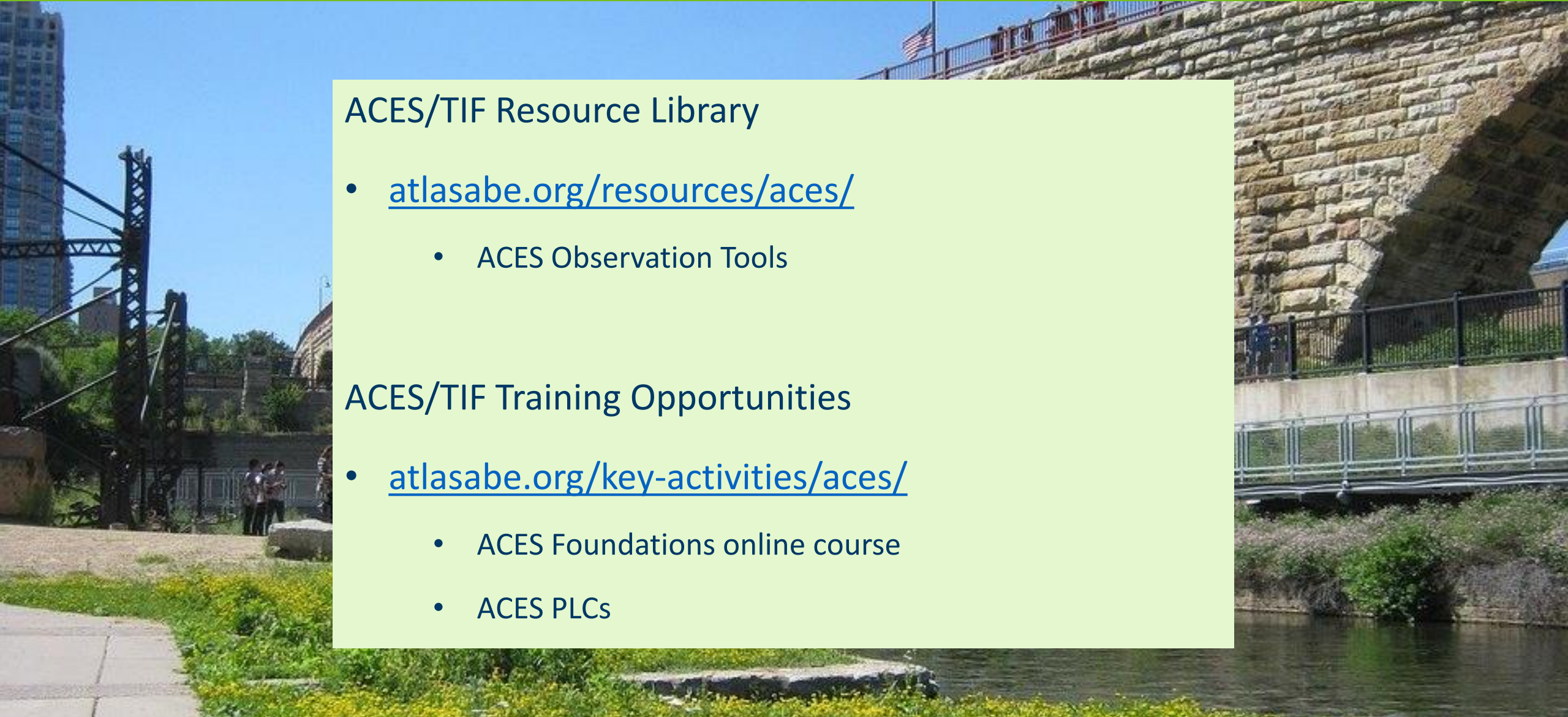
Critical Question #3: ACES Resources

ACES/TIF Resource Library

- atlasabe.org/resources/aces/
 - ACES Observation Tools

ACES/TIF Training Opportunities

- atlasabe.org/key-activities/aces/
 - ACES Foundations online course
 - ACES PLCs



Critical Question #3: Northstar Resources

Northstar Resources

- www.digitalliteracyassessment.org
 - Northstar-aligned curriculum: www.digitalliteracyassessment.org/curriculum
 - Northstar online learning resources: www.digitalliteracyassessment.org/external-resources

Northstar Training Opportunities

- Northstar Foundations online course: online.themlc.org
- Technology Integration Initiative: mnliteracy.org/techservices/technology-integration-initiative

Critical Question #3: Additional Resources

Universal Design for Learning – Resources and Training

- mn.abedisabilities.org/category/universal-design-for-learning/

Educational Quality section of 5-year narrative

Narrative items and documents:

- Instructional Program Description
- Content Standards Implementation Plan

Critical Question #3: Groupwork

Consider with your group:

A. Look back at Strengths and Challenges. Do any of those relate to this critical question? How?

B. Are we practicing the recommendations? How well? Where could we build or improve?

C. What goals and action steps related to quality of instruction can we identify that could have an impact on our program and student outcomes?



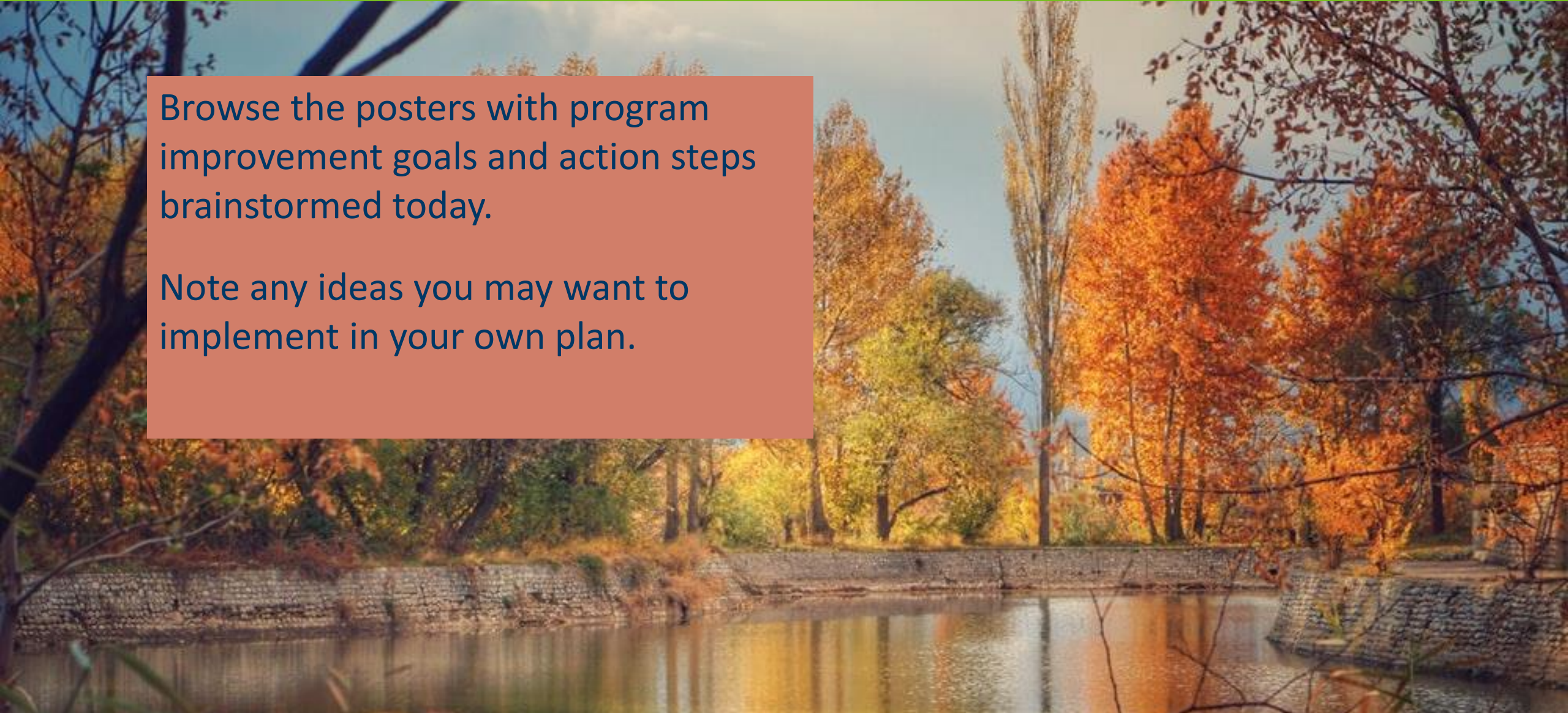
BREAK

Program Improvement Planning and Next Steps

Gallery Walk

Browse the posters with program improvement goals and action steps brainstormed today.

Note any ideas you may want to implement in your own plan.



Program Improvement timeline

Date	Action
Due January 30, 2020	Consortia submit initial Program Improvement Plan to MDE
February – March, 2020	MDE conducts local site visits
Within 30 days of site visit	Consortia submit updated Program Improvement Plan, if requested at site visit
March – July, 2020	Consortia implement Program Improvement Plan, with ongoing support and consultation from MDE
Due August 3, 2020	Consortia submit performance reports to MDE Consortia submit brief final report on Program Improvement Plan due to MDE
By September 30, 2020	MDE reviews end-of-year performance and determine future consortium approval status and/or follow-up actions.

Group planning time

Work with your consortium group

Draft 3-5 goals based on your work and ideas today.

Begin mapping out action steps and timeline for at least one goal.

Report out:

One action step you think will have the biggest impact on your program.

Before you leave

All consortia - Submit your Program Analysis Worksheet on paper or via email.

Group two consortia – connect with Jodi to confirm whether we will schedule an in-person visit or a call.

Complete the evaluation – we appreciate your feedback!!



Thank You!