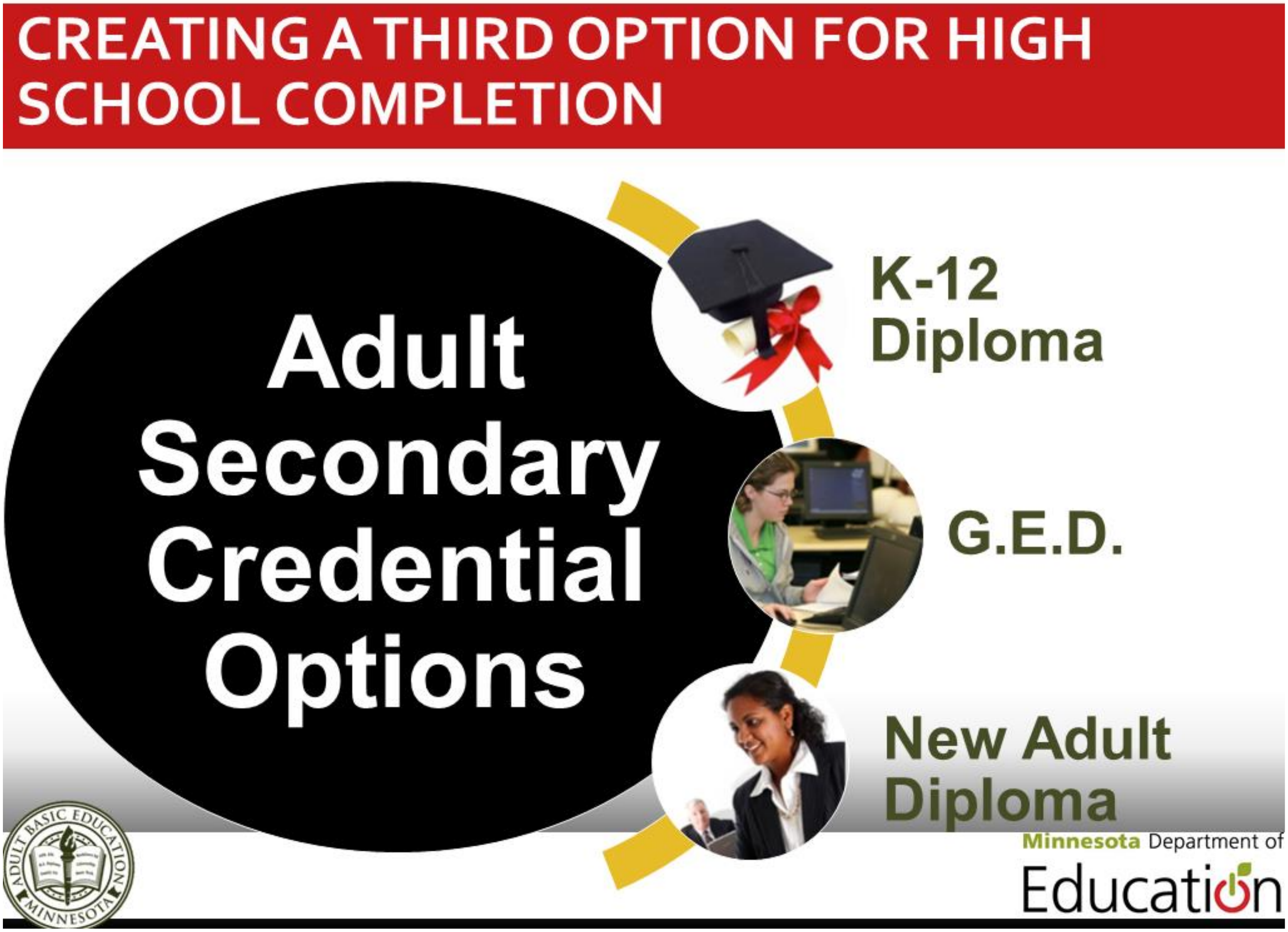
Minnesota State Standard Adult High School Diploma Pilot Program Resources & Guidance



CREATING A THIRD OPTION FOR HIGH SCHOOL COMPLETION

Adult Secondary Credential Options
K-12 Diploma
G.E.D.
New Adult Diploma
ADULT BASIC EDUCATION
MINNESOTA

Minnesota Department of Education

Minnesota Department of Education

Adult Basic Education Minnesota

Minnesota State Standard Adult High School Diploma Program Pilot Resources and Guidance

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The concepts and content from the resources in this document were developed by the State Adult Diploma Working Group starting in January 2014.

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Section One: Overview

What is the New State Adult Diploma?

Minnesota's new standard state adult high school diploma is a **mixed competency-based diploma** that is issued by the state department of education for adults that complete an approved ABE program. The diploma adopts **Minnesota's K-12 standards**, the **College and Career Readiness Standards for Adult Education (CCRS)**, **Academic, Career and Employability Skills (ACES) in the Transitions Integration Framework (TIF)**, and **Northstar Digital Literacy Standards**.

Graduates from the State Adult Diploma are to be equally well prepared for careers and postsecondary institutions as Minnesota's K-12 graduates. Acknowledging that K-12 graduates have a range of acceptable skills, knowledge and abilities, the State Adult Diploma graduates will also possess a valid range of skills, knowledge and abilities.

The State Adult Diploma Programming will be regularly evaluated by representatives from the Minnesota Department of Education, K-12, ABE, postsecondary institutions, employers, the state legislature and other stakeholders.

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Purpose and Intent

(Adapted from the 2013-14 Standard Adult High School Diploma Task Force)

A state standard adult high school diploma (State Adult Diploma) is being developed and made available to Minnesota's adults through the Adult Basic Education (ABE) system.

The Minnesota Department of Education is creating program requirements and an application process open to ABE consortia to approve these new State Adult Diploma Programs.

Upon approval through the application process, ABE consortia will develop local State Adult Diploma Programs that adhere to state policy and be subject to annual review and program approval that is renewed every five years by the Minnesota Department of Education. Local State Adult Diploma Programs will include individual advising and align to a set of common competencies that incorporate individual student goals and needs with state and national standards.

State Adult Diploma Program Students have four different methods to demonstrate completion of the standard adult diploma program requirements: verified K-12 classes, postsecondary courses, and/or other approved trainings or experiences; test-verified knowledge; ABE instruction; and applied learning projects.

The State Adult Diploma Programs should be structured with uniform records and transcripts to allow portability and transferability for students. Upon completion of a State Adult Diploma Programs, students will receive a diploma and official transcript from the Minnesota Department of Education. In addition, school districts have the option and are encouraged to grant a local diploma to standard adult high school diploma program graduates in their area.

New State Adult Diploma Pilot Program Resources
To develop the State Adult Diploma Programs criteria and processes, the Minnesota Department of Education provides technical assistance and works with local ABE consortia, a working group, and a consultation team.

Serving Minnesota's Adults Needing Secondary Credentials

According to the 2012 American Community Survey's five-year estimates, an estimated 285,839 Minnesotans over the age of 25 do not have a high school diploma or its equivalent. To serve adults needing secondary credentials and literacy instruction, Minnesota currently has an Adult Basic Education (ABE) system for individuals no longer participating in the K-12 system. Services are available through 44 consortia that cover the state geographically and include all school districts. Roughly 70,000-75,000 adults are served annually by Minnesota's ABE system. More than a third of Minnesota's ABE participants (36%) are English Language Learners.

This system is jointly funded and governed at the state and federal level. Federally, it is governed by Title II of the Workforce Innovation and Opportunity Act (WIOA), called the Adult Education and Family Literacy Act. At the state level, it is governed by Minnesota statute, especially 124D.52. Minnesota's ABE system has been recognized by other states and national organizations for the quality of services provided in the areas of core literacy skills, academic and employment readiness skills, and technology skills.

Two Current Pathways Have Existed But Are Not Sufficient for All Adults

Secondary credentials are important to adult success in postsecondary education, training and careers. Such credentials provide a gateway for entry into the workforce, to postsecondary education and to participate as active and contributing community members.

If an adult in Minnesota wants to earn a secondary credential or its equivalent, they currently have two choices: earning a high school diploma meeting current Minnesota graduation standards or earning a GED®. In the 2013-14 program year, more than 8,800 adults earned a GED® and nearly 200 adults earned a high school diploma.

The option of earning a high school diploma works for adults who have most of their high school credits already completed when they enroll in the ABE program. For enrollees who have a substantial credit deficit, this option is typically not viable, because it is too time consuming for adult students and is not financially sustainable for ABE programs based on current system funding.

The option of earning a high school equivalency through the GED® has dramatically changed in 2014 with the launch of a new test that is entirely computer-based. This option works well for many adults, but does not work well for adults who struggle with a single high-stakes assessment or for those who do not have geographic access to the test due to the limited number of testing centers that currently exist in Minnesota.

Creating a Third Pathway for Adults to Earn a Secondary Credential

A third option is needed for adults to earn a secondary credential: a competency-based diploma. Adults should have access to a State Adult Diploma Programs that is tailored to adult learning needs and has sufficient rigor to ensure graduates have the skills needed to be successful in

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postsecondary education and careers. This State Adult Diploma option includes essential competency domains that measure academic and career development and employability skills.

As the State Standard Adult High School Diploma statute states [Minn. Stat. § 124D.52, Subds. 8-9], the State Adult Diploma Programs will serve adults that are no longer eligible for K-12 services provided by their local district. The State Adult Diploma Program is designed for and effectively serves the diverse adults in Minnesota needing a secondary credential. This includes English Language Learners, single parents, people living in poverty, and other adults who were not able to complete high school and earn a recognized secondary credential due to various circumstances. Adults that may not be ready to master content in the standard adult high school diploma program can access ABE programming services available throughout the state, preparing for future participation in State Adult Diploma Programs.

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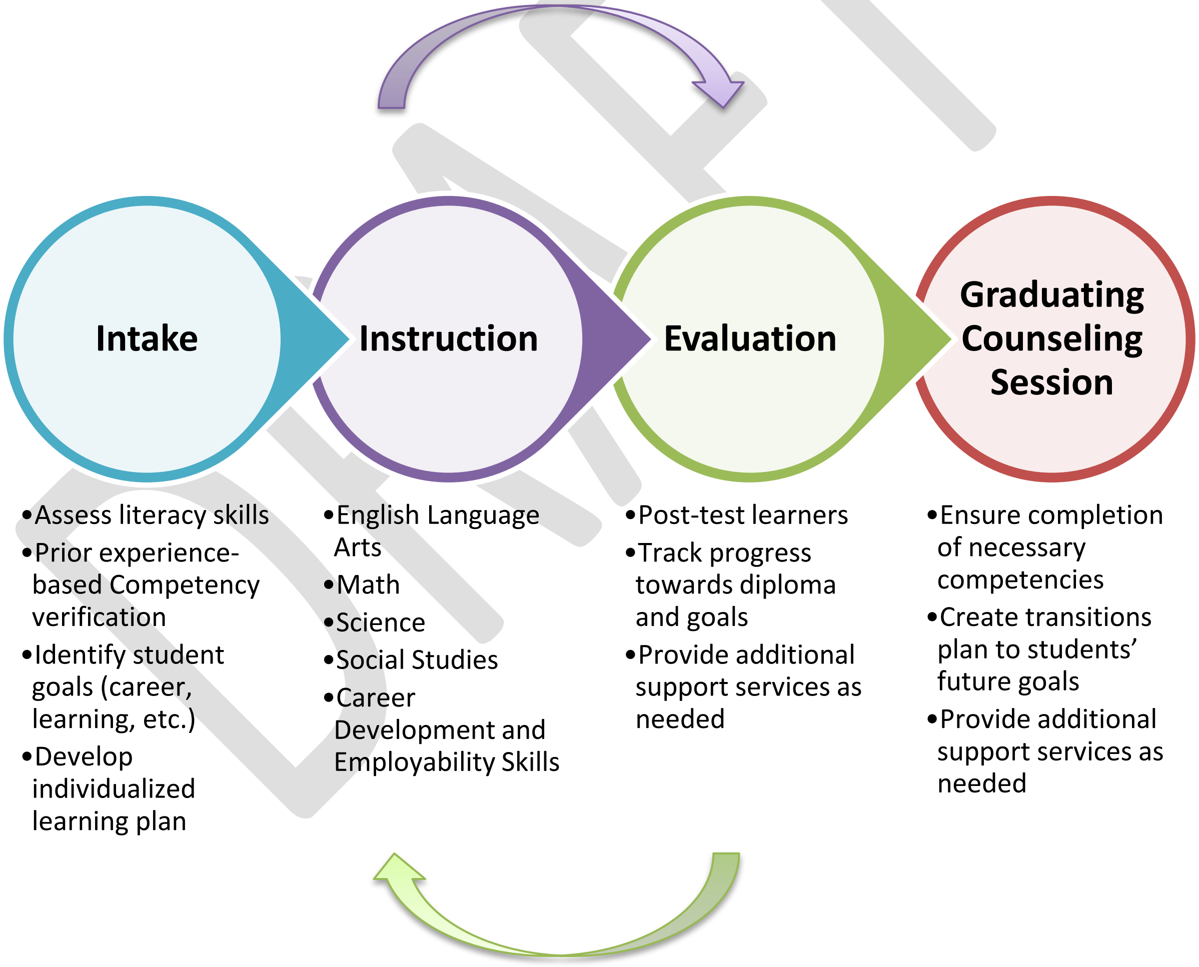
Adult Diploma Program Process



Intake

- Assess literacy skills
- Prior experience-based Competency verification
- Identify student goals (career, learning, etc.)
- Develop individualized learning plan

Instruction

- English Language Arts
- Math
- Science
- Social Studies
- Career Development and Employability Skills

Evaluation

- Post-test learners
- Track progress towards diploma and goals
- Provide additional support services as needed

Graduating Counseling Session

- Ensure completion of necessary competencies
- Create transitions plan to students' future goals
- Provide additional support services as needed

Minnesota State Statute Language (124D.52)

Subd. 8.**Standard high school diploma for adults.**

(a) Consistent with subdivision 9, the commissioner shall provide for a standard adult high school diploma to persons who:

(1) are not eligible for kindergarten through grade 12 services;

(2) do not have a high school diploma; and

(3) successfully complete an adult basic education program of instruction approved by the commissioner of education necessary to earn an adult high school diploma.

(b) Persons participating in an approved adult basic education program of instruction must demonstrate the competencies, knowledge, and skills and, where appropriate, English language proficiency, sufficient to ensure that postsecondary programs and institutions and potential employers regard persons with a standard high school diploma and persons with a standard adult high school diploma as equally well prepared and qualified graduates. Approved adult basic education programs of instruction under this subdivision must issue a standard adult high school diploma to persons who successfully demonstrate the competencies, knowledge, and skills required by the program.

Subd. 9.**Standard adult high school diploma requirements.**

(a) The commissioner must establish criteria and requirements for eligible adult basic education consortia under section 124D.518, subdivision 2, to effectively operate and provide instruction under this subdivision.

(b) An eligible and interested adult basic education consortium must apply to the commissioner, in the form and manner determined by the commissioner, for approval to provide an adult high school diploma program to eligible students under subdivision 8, paragraph (a). An approved consortium annually must submit to the commissioner the longitudinal and evaluative data, identified in the consortium's application, to demonstrate its compliance with applicable federal and state law and its approved application and the efficacy of its adult high school diploma program. The commissioner must use the data to evaluate whether or not to reapprove an eligible consortium every fifth year. The commissioner, at the commissioner's discretion, may reevaluate the compliance or efficacy of a program provider sooner than every fifth year. The commissioner may limit the number or size of adult high school diploma programs based on identified community needs, available funding, other available resources, or other relevant criteria identified by the commissioner.

(c) At the time a student applies for admission to an adult high school diploma program, the program provider must work with the student applicant to:

(1) identify the student's learning goals, skills and experiences, required competencies already completed, and goals and options for viable career pathways;

(2) assess the student's instructional needs; and

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(3) develop an individualized learning plan to guide the student in completing adult high school diploma requirements and realizing career goals identified in the plan.

To fully implement the learning plan, the provider must provide the student with ongoing advising, monitor the student's progress toward completing program requirements and receiving a diploma, and provide the student with additional academic support services when needed. At the time a student satisfactorily completes all program requirements and is eligible to receive a diploma, the provider must conduct a final student interview to examine both student and program outcomes related to the student's ability to demonstrate required competencies and complete program requirements and to assist the student with the student's transition to training, a career, or postsecondary education.

(d) Competencies and other program requirements must be rigorous, uniform throughout the state, and align to Minnesota academic high school standards applicable to adult learners and their career and college needs. The commissioner must establish competencies, skills, and knowledge requirements in the following areas, consistent with this paragraph:

(1) language arts, including reading, writing, speaking, and listening;

(2) mathematics;

(3) career development and employment-related skills;

(4) social studies; and

(5) science.

(e) Consistent with criteria established by the commissioner, students may demonstrate satisfactory completion of program requirements through verification of the student's:

(1) prior experiences, including kindergarten through grade 12 courses and programs, postsecondary courses and programs, adult basic education instruction, and other approved experiences aligned with the Minnesota academic high school standards applicable to adult learners and their career and college needs;

(2) knowledge and skills as measured or demonstrated by valid and reliable high school assessments, secondary credentials, adult basic education programs, and postsecondary entrance exams;

(3) adult basic education instruction and course completion; and

(4) applied and experiential learning acquired via contextualized projects and other approved learning opportunities.

(f) Program providers must transmit a student's record of work to another approved consortium for any student who transfers between approved programs under this subdivision. The commissioner must establish a uniform format and transcript to record a student's record of work and also the manner under which approved consortia maintain permanent student records and transmit transferred student records. At a

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student's request, a program provider must transmit the student's record of work to other entities such as a postsecondary institution or employer.

(g) The commissioner may issue a standard adult high school diploma and transmit the transcript and record of work of the student who receives the diploma. Alternatively, a school district that is a member of an approved consortium providing a program under this subdivision may issue a district diploma to a student who satisfactorily completes the requirements for a standard adult high school diploma under this subdivision.

(h) The commissioner must identify best practices for adult basic education programs and develop adult basic education recommendations consistent with this subdivision to assist approved consortia in providing an adult high school diploma program. The commissioner must provide assistance to consortia providing an approved adult high school diploma program.

(i) The commissioner must consult with practitioners from throughout Minnesota, including educators, school board members, and school administrators, among others, who are familiar with adult basic education students and programs, on establishing the standards, requirements, and other criteria needed to ensure, consistent with subdivision 8, that persons with a standard adult high school diploma are as equally well prepared and qualified graduates as persons with a standard high school diploma. The commissioner, in consultation with the practitioners, shall regularly review program requirements and diploma standards.

Source: Minnesota Office of the Revisor of Statutes Website (https://www.revisor.mn.gov/statutes/?id=124D.52)

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Proposed Adult Diploma Implementation Plan

Recommended Implementation Phases

1. Initial Development (Now-October 2014)
2. Pilot Phase (November 2014-June 2015)
3. Full Launch (July 2015-ongoing)

Entities

The primary entities that could lead the formation of the state adult diploma and aid local implementation with approved Adult Basic Education (ABE) consortia include the Minnesota Department of Education, an adult diploma working group and a new consultation team.

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Minnesota Department of Education

Proposed duties for staff

Brad Hasskamp (ABE Policy and Operations Specialist): facilitate the department's efforts in implementing the state adult diploma by: leading the adult diploma working group and its meetings; organizing and facilitating the consultation team; monitoring the local adult diploma programs; assisting in the development of state adult diploma forms, reports, evaluations and other resources; and checking in with department leadership regularly and upon request.

Todd Wagner (State ABE Supervisor): recommend consultation team membership, approve local program applications, and oversee evaluation and reporting, including the revision of state databases.

Alice Smith (GED Records Specialist): load state adult diploma graduate information into the state system and will print diplomas and transcripts for graduates.

Jim Colwell (State GED Administrator): provide technical assistance with the GED®, other high school equivalency exam options, and additional assessment- and credential-related areas as needed.

Julie Dincau (ABE Transitions Specialist), Cherie Eichinger (ABE Support Assistant), Astrid Liden (ABE Professional Development Specialist), and Laurie Rheault (ABE Grants Specialist): provide technical assistance and support to local ABE consortia in implementing adult diploma programming, upon request.

Department leadership: oversee the work of the implementation team, review the evaluation and reporting regarding the diploma, and advise the credential policies and operations regularly.

Additional department staff could collaborate with the state adult diploma upon request and as available.

Working Group (ABE practitioners)

The working group formed in January 2014. It has met monthly to develop and discuss detailed issues in implementing the state adult diploma. The group has been and would continue to be facilitated by the ABE Policy and Operations Specialist. The working group would spend time working as a large group and in sub-groups to help define how local consortia could meet the competencies in language arts, mathematics, science, social studies, and employability and career development areas. The group and sub-groups would seek additional resources and expertise from the Minnesota Department of Education and other outside sources, as needed. Working group recommendations would be presented to the department and/or consultation team. The group would include 15-30 local ABE practitioners with expertise and interest in secondary credential programming, including representatives from selected state adult diploma pilot programs. Convening costs for the working group can be covered by ABE supplemental service providers using their grant funds.

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Working Group Meeting Schedule

Meeting Time	9:15am-3:30pm
Meeting Dates	Monthly, third Monday of the month
Meeting Location	Minnesota Department of Education 1500 Highway 26 West, Roseville, MN

Date	Topics	Room
Tuesday, May 20, 2014	Discuss implementation plan Debate purpose and target population details Further discussion of grid	
Friday, June 20	Make recommendations regarding consultation team	108 Roseville ABE Fairview Center* (not at MDE)
Tuesday, July 22	K-12 standards training	CC-14 Conference Center A
Tuesday, August 19	Advising	Sunwood St. Cloud Kelly Inn* (not at MDE)
Monday, September 15	Portfolio exploration, MCIS presentation	CC-14 Conference Center A
Monday, October 20	Advising follow up, Work Keys presentation	CC-14 Conference Center A
Monday, November 17	Pilot development	CC-14 Conference Center A
Monday, December 15	Pilot training	CC-17 Conference Center B
Monday, January 26, 2015	Pilot members discuss implementation issues	CC-17 Conference Center B
Monday, February 23	Implementation issues, review frameworks	CC-17 Conference Center B
Monday, March 16	Implementation issues, discuss evaluations	CC-17 Conference Center B
Monday, April 20	Implementation issues, database	CC-17

Date	Topics	Room
	follow up	Conference Center B
Monday, May 18	Implementation issues, recommend next steps to full launch	CC-17 Conference Center B
Monday, June 15	Implementation issues, finalize full launch materials and training	CC-17 Conference Center B
July 20, 2015	Evaluate pilots, prepare for full launch	
August 17, 2015	Training for full launch	
September 21, 2015	Potential full launch	

Consultation Team (Multiple stakeholders)

The consultation team is comprised of 10-20 representatives from stakeholder entities. It will provide feedback and recommendations regarding standards, local program requirements and local adult diploma programming applications to guide the Minnesota Department of Education during implementation of the new State Standard Adult Diploma. The team will be facilitated by the ABE Policy and Operations Specialist. The advisory team will meet 4-6 times per year for 3 hour sessions; meetings and records will be public. The team's recommendations will be presented to the department. Membership will include individuals representing stakeholders, including practitioners, school board members and administrators who work with ABE to advise the department in implementing the state adult diploma, with some members coming from the working group. Additional department staff will participate as available and as relevant. Preference will be given to candidates with experience in GED© and adult diploma programming that create a mix of program size and regional representation. Convening costs for the working group can be covered by ABE supplemental service providers using their grant funds.

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Consultation Team Meeting Schedule

Meeting Time	9:30am-12:30pm
Meeting Dates	Typically quarterly, often on first Monday of the month
Meeting Location	Minnesota Department of Education 1500 Highway 26 West, Roseville, MN
Meeting Frequency	4-6 meetings per year typically

Date	Topics	Room
November 24, 2014	First meeting: History, working group overview, approve pilot application form	CC-14 Conference Center A
December 8, 2014	Discuss pilot training, review evaluation criteria needed from local pilots and other programs	CC-3 & 4 Conference Center A
March 2, 2015	Discuss pilots, portfolios and advising models, prepare evaluation report	CC-18 Conference Center B
May 4, 2015	Review pilot information/data	CC-18 Conference Center B
August 3, 2015	Evaluate pilots, review application, recommend approved local state adult diploma program timeline	CC-18 Conference Center B

New State Adult Diploma Pilot Program Resources

Date	Topics	Room
Fall 2015	Develop training recommendations for local programs	

Participation: in person or via conference call for people from a long distance who are unable to travel. Webinar options will be attempted but cannot be guaranteed.

ABE Supplemental Service Providers

ABE supplemental service grant recipients that focus on program quality and professional development could help the implementation process by using their grant funds to:

- Support the State Adult Diploma Working Group and the Consultation Team by covering their convening costs (Literacy Action Network);
- Explore effective resources and models to provide comprehensive advising and career development planning, as noted in state statute and through best practice (Minnesota Workforce Council Association);
- Evaluate resources recommended by the working group, especially distance learning curricula and platforms (St. Paul Community Literacy Consortium); and
- Organize professional development opportunities for approved adult diploma programs in ABE consortia and their practitioners, including administrators, instructors, assessment staff, and advisors (Literacy Action Network and ATLAS).

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Approved Adult Diploma Programs in ABE Consortia (Pilots and Full Launch)

Individual or a regional collaborative of consortia could submit an application to the state ABE office that serves as an addendum to the approved five-year ABE narrative and describes the proposed local Adult Diploma Program. Applications will be reviewed by the advisory committee and approved by the department. Consortia must identify staff for the following adult diploma local program roles: administrator, advisor, assessment proctor, and instructor. Once approved, consortia would operate adult diploma programming and comply with expectations of Commissioner as established in grant assurances and policies. They would effectively serve appropriate adult diploma students and document efforts in the state ABE database and requested supplemental evaluations/reports. The approved consortia would maintain transcripts of work completed and submit final transcripts when complete using a state-approved database or other method. All approved adult diploma programs would submit an adult diploma program application for reauthorization once every five years with the ABE consortium narrative or more frequently in the case of specialized monitoring due to low performance, as determined by state and federal accountability standards.

Detailed Implementation Timeline (DRAFT)

Date	MDE	Working Group	Consultation Team	Local Programs
Now-	Lead working	Meets monthly		

New State Adult Diploma Pilot Program Resources

Date	MDE	Working Group	Consultation Team	Local Programs
Ongoing	group (ongoing). Discuss and approve implementation plans.			
July 2014	Finalize advisory committee applications. Revise staff position descriptions.	Meet with MDE staff on K-12 standards		
August 1, 2014	Approve consultation team membership			
August 31, 2014	Revamp data systems	Recommend pilot models and application form		
September 2014	Facilitate advisory committee (ongoing)			
October 2014	Explore pilots			
November 2014	Develop pilots (ongoing)		First meeting: overview	Pilot program applications due
December 2014		Pilot Training part 1	Pilot recommendations	Pilot programs begin phase 1
January 2015		Pilot Training parts 2-3		Pilots launch
March 2015		Pilot issue monitoring	Pilot issue monitoring, stakeholder messaging	
April 2015	Submit first evaluation to commissioner and legislature	Pilot visit		
May 2015			Pilot visit and evaluation	
June 2015	Evaluate pilots and next steps	Evaluate pilots and next steps		End pilot phase 1
July 2015	Post application form for all ABE consortia			Complete applications for full launch
August 2015	Approve applications	Review and recommend next steps	Review and recommend next steps	Submit applications for full launch
September 2015				Approved programs begin programming

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Section Two: Standards and Application

Minnesota State Adult Diploma Competency Domains

Competencies for the Minnesota State Adult Diploma are based on:

- Minnesota's current K-12 Academic Standards, which can be found on the **Minnesota Department of Education website** (http://education.state.mn.us/MDE/EdExc/StanCurri/index.html);

To operationalize the standards, approved Minnesota ABE programs embed:

- College and Career Readiness Standards (CCRS) for Adult Education, which are the Federal ABE Standards, which can be found on the **U.S. Department of Education website** (www.ed.gov/edblogs/ovae/2013/04/22/college-and-career-readiness-ccr-standards-for-adult-education/);
- Academic, Career and Employability Skills (ACES) Transitions Integration Framework, which can be found on the **ATLAS website** (http://atlasabe.org/professional/transitions); and
- Northstar Digital Literacy Standards, which can be found on the **Northstar Digital Literacy Assessment website** (www.digitalliteracyassessment.org/standards.php).

In order to graduate, an Adult Diploma Student must complete the following in an Adult Basic Education State Adult Diploma Program that is approved by the Minnesota Department of Education:

Career Development and Employability Skills

1. Self-Management
2. Developing a Future Pathway
3. Navigating Systems
4. Digital Literacy Skills

English Language Arts

1. Reading
2. Language
3. Speaking and Listening
4. Writing

Mathematics

1. Number Sense
2. Algebra
3. Geometry and Measurement
4. Data, Statistics, and Probability

Science

1. The Nature of Science and Engineering
2. Life Science
3. Physical Science
4. Earth and Space Science

Social Studies

1. U.S. Government and Citizenship
2. Economics
3. Geography
4. History

Additional competencies may be identified in the individualized personal learning plan based on the students' learning and career goals.

Competency Domain	Guiding Standards
English Language Arts	Minnesota K-12 Standards College and Career Readiness Standards
Mathematics	Minnesota K-12 Standards College and Career Readiness Standards
Social Studies	Minnesota K-12 Standards
Science	Minnesota K-12 Standards
Employability and Career Development	Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) Northstar Digital Literacy Standards

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Standards Links

Academic, Career, and Employability Skills (ACES) Transitions Integration Framework (TIF) (http://atlasabe.org/professional/transitions)

College and Career Readiness Standards (CCRS) for Adult Education (http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)

Minnesota's K-12 Academic Standards (http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm)

Northstar Digital Literacy Standards (https://www.digitalliteracyassessment.org/standards.php)

Options for Demonstrating Completion

State Adult Diploma students may successfully complete each competency through one of the following ways, as approved by the Commissioner and by the approved local ABE Adult Diploma Program:

- **Prior Experience-Based Competency Verification** (in a K-12 course, postsecondary course, or other MDE-approved experience)
- **Test-Verified Knowledge** (in a quality standardized assessment for high schools, secondary credentials, ABE programs and/or postsecondary entrance exams as approved by the state ABE office and local ABE program)
- **ABE Course Participation and Demonstration** (skills and competencies are demonstrated and documented, as defined in the standards; examples could include classes that combine academic, college and career content, like special adult diploma classes, GED® (or high school equivalency testing) preparation, Accuplacer classes, college readiness classes, subject-specific classes, FastTRAC programming, etc.)
- **Applied Learning** (through a project or other method that is approved by the Commissioner and is included in the local ABE Adult Diploma Program's approved application; examples might include projects based on the National External Diploma Program (NEDP) offered through CASAS.)

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Employability and Career Development

Competency Domain Standards

There are 3 ACES Standards, 5 Northstar Digital Literacy Standards and the development of a professional resume required in the area of Employability/Career Development and Digital Literacy.

1. Professional Resume
2. ACES Self-Management Standard
3. ACES Developing a Future Pathway Standard
4. ACES Navigating Systems Standard
5. Northstar Digital Literacy Standards
    a. Email
    b. Basic Computer
    c. World Wide Web
    d. Word (or google docs)
    e. Mac OS or Windows
    f. Social Media (This module is optional)

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ACES Transitions Integration Framework: Self-Management

The self-management standard will be introduced at the initial advising session and will be demonstrated/assessed throughout the advising process. Once a student completes their diploma, this standard will be validated by their advisor. (Notice that the components of this standard are documented throughout the advising process in the advising tool, and evidenced by the completion of the online portfolio via Learner Web.)

ACES Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

Skill 1: SWBAT Set realistic goals and work independently to achieve them

Sub Skills:
a. Identify steps to achieve a goal
b. Identify potential obstacles
c. Use strategies and resources to overcome obstacles
d. Monitor progress in achieving one’s goal and make adjustments as needed
e. Persevere and stick with a task until completion
f. Evaluate the quality of the outcome or product of a task

Skill 2: SWBAT Manage information and materials for one's own learning and goals

Sub Skills:

a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials

b. Select and use appropriate organizational tool for given task

c. Evaluate effectiveness of organization strategy

Skill 3: SWBAT Manage time effectively to complete tasks

Sub Skills:

a. Identify time demands

b. Utilize tools for time management

c. Prioritize tasks using criteria (negotiable vs. nonnegotiable, proximity of deadline, importance) to build efficiency and competence

d. Estimate time needed to complete tasks

e. Set deadlines

f. Evaluate progress and adjust accordingly

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ACES Transitions Integration Framework: Developing a Future Pathway

Students will be considered competent in the standard "Developing a Future Pathway" if they complete:

- the MindQuest Academy course "Career Explorations"
- a FastTRAC Bridge that aligns with this standard
- an APEX College and Career Readiness course
- (under the guidance of a workforce counselor) a career packet at one of the Local one-stop (workforce centers) or a local workforce partner - for example one that is used with the dislocated worker/WIA Adult programs
- an independent project - (to be designed) that utilizes online resources such as iseek.org, Minnesota Career Information System, GPS LifePlan, mymncareers.org that addresses this standard.

ACES Developing a Future Pathway (DFP): Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future

Skill 1: SWBAT Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway.

Sub Skills:

a. Recognize and use vocabulary related to skills, values and beliefs

b. Identify personal interests

c. Reflect on successes and challenges to identify skills and aptitudes

d. Recognize how one's values and beliefs impact choices regarding a future pathway

Skill 2: SWBAT Explore available options in order to identify one's future pathway

Sub Skills:

a. Link personal skills and interests to various careers or community opportunities

b. Explore the job market and current employment trends

c. Conduct research on community resources, education, and training options

Skill 3: SWBAT Effectively complete the steps needed to enter into a selected pathway

Sub Skills:

a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career

b. Gather and organize requisite information and documents needed for a particular step in the process [work history, awards, certificates]

c. Implement appropriate strategies to complete each step [networking, job shadowing, conducting informational interviews]

ACES Transitions Integration Framework: Navigating Systems

Students will be considered competent in the "navigating systems" standard when:

- An employer or course instructor verifies in writing that the learner has met all skills of the standard
- Student completion of an ABE course, where all skills in the standard are embedded in the curriculum
- Student completion of an independent project, including a volunteer experience, work experience, or other approved project (for example skill set #1 could be evidenced by completion of the admissions/FAFSA applications at a local college or training center, navigating the MFIP system, utilizing county service agencies, transportation systems, public health systems, or job search activities)

ACES Navigating Systems (NS): Navigating Systems is the ability to successfully function within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are

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able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1: SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:

a. Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

b. Recognize, develop, and maintain relationships that may provide further or future assistance

c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2: SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Sub Skills:

a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)

b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)

c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations

d. Actively reflect on personal performance and seek feedback

e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3: SWBAT... Identify and follow norms of an organizational structure

Sub Skills:

a. Identify the hierarchy or chain of command of an institution

b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)

c. Recognize one's rights and processes for appeals within an organization

d. Identify opportunities for advancement within an organization

Northstar Digital Literacy Standards

Students will be considered competent in Northstar Digital Literacy Standards when:

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- They demonstrate competency (85% correct) on each of 5 Northstar Digital Literacy Assessments (e-mail, world wide web, basic computer, word, and windows or mac os)
- There is evidence of competency through the application of skills in an ABE classroom, DL platform, or employment situation (using the standards as a checklist/rubric)
- They demonstrate competency of 15 words per minute for keyboarding

If they are lacking any of the above, competencies may be met through the following options:

- Completion of Northstar Learner Web plans in the deficient areas and follow up Northstar assessments
- Complete an ABE class that would allow them to practice and demonstrate the Northstar standards
- Utilize online resources to learn the necessary skills and re-test on Northstar

The Standards for Northstar Digital Literacy

- Basic Computer Skills
- Mac OS X or Windows
- World Wide Web (Internet)
- Email
- Word (google docs)

Basic Computer Skills

1. Distinguish between desktop and laptop computers.
2. Identify specific computer hardware: a system unit, monitor, printer, keyboard, mouse or touchpad, USB port
3. Turn computer and monitor on and off
4. Log on to computer
5. Demonstrate knowledge of function and placement of keys on keyboard: Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock
6. Identify types of mice: mouse and touchpad
7. Identify mouse pointer shapes and match them to the correct context of use: typing arrow (text), arrow (basic clicking), hand pointer (clickable links)
8. Demonstrate appropriate use and ability to right-click and left-click
9. Double click and right click
10. Drag and drop
11. Use mouse to select check boxes, use drop-down menus and scroll
12. Adjust volume and mute audio
13. Plug in headphones correctly and use when appropriate
14. Identify icons on desktop (Internet Browser, Control Panel, Recycle Bin, Skype)
15. Demonstrate the ability to use the recycle bin correctly for trashing and retrieving items
16. Demonstrate understanding that it is possible to customize a computer for increased accessibility

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17. Demonstrate understanding that mice can be customized for left-handed people and that the speed of clicking can also be customized
18. Demonstrate understanding that screen resolution can be changed
19. Demonstrate understanding that software programs are upgraded periodically and that different versions may be installed on different computers
20. Identify storage media: USB/Flash drives (external) and hard drive (external and internal)

World Wide Web

1. Identify an Internet Service Provider and identify the main options for connecting to the internet: Dial-up, High Speed (cable or DSL), or wireless connection.
2. Identify commonly used browsers (Internet Explorer, Firefox, Chrome, Safari) and demonstrate knowledge of function.
3. Identify the address bar and enter a URL address.
4. Identify a website.
5. Identify a homepage.
6. Identify the following browser toolbar buttons and demonstrate the ability to use them: home, refresh, stop, back, forward
7. Use scroll bars to view different portions of webpages
8. Identify a hyperlink and demonstrate the ability to use a hyperlink to access other webpages.
9. Create a new tab, open a webpage in a tab, and move between tabs.
10. Enlarge the displayed text size
11. Fill out an online form.
12. Correctly enter CAPTCHA security codes.
13. Use zoom function to enlarge image (CTRL+ or CTRL-)
14. Identify search engines (Google, Yahoo!, Bing) and enter search terms into the search engine.
15. Identify pop-up windows and close them.
16. Identify pop up windows have been blocked and enable individual pop up windows as needed
17. Identify common domain types: com, org, gov, edu.
18. Demonstrate knowledge that there are ways to increase Internet safety for children.
19. Identify antivirus software providers and function of antivirus software (Norton, McAfee, AVG).
20. Avoid providing personal or financial information unless on a secured website (https://)

Windows

1. Identify the operating system used by a computer.
2. Shutdown, restart, and log off a computer.
3. Open, close and switch between windows
4. Minimize and maximize windows
5. Identify the toolbar and menus.
6. Identify the taskbar.
7. Start, and exit programs (Microsoft Word, Excel, PowerPoint)
8. Identify drives on a computer: CD/DVD, floppy, hard drive (C), USB port, network drives (A, B, D, F, H, etc.)

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9. Access the help menu.
10. Identify the desktop.
11. Demonstrate knowledge of Windows file organizational system and use it to locate files/documents (desktop, My Document, My Computer)
12. Use "Search" to locate a file or document
13. Delete documents or files.
14. Open programs.
15. Identify basic office software programs (Microsoft Word, Excel, Powerpoint), demonstrate knowledge of their functions, and identify their corresponding file extensions.
16. Open files using appropriate programs

Mac OS X

1. Identify the operating system.
2. Identify the Dock.
3. Identify the Menu Bar.
4. Identify the desktop.
5. Use Finder to locate files, folders, and applications.
6. Move and delete documents or files.
7. Identify devices on a computer.
8. Open applications using the Application Folder.
9. Minimize and expand windows.
10. Open applications using the Dock.
11. Close and switch between applications.
12. Quit an application.
13. Demonstrate knowledge of System Preferences.
14. Demonstrate knowledge of Dashboard.
15. Use the help menu.
16. Use "Spotlight" to locate a document.
17. Log out and shutdown a computer.

Email

1. Register for new email account in online program
2. Create username and secure password
3. Log into email
4. Create an email message
5. Address an email, including to more than one recipient
6. Send an email
7. Open an email
8. Reply to only the sender of an email or to all recipients (reply all)
9. Forward an email
10. Add an attachment to an email
11. Open an attachment in an email
12. Move or delete an email and retrieve an email from the trash
13. Understand basics of email etiquette: don't use all capital letters, fill in the subject line, use appropriate greetings & closings
14. Use caution when opening an email from an unfamiliar or unexpected source and avoid opening suspicious attachments

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15. Avoid giving out personal information (especially financial information) or email address to unfamiliar people
16. Identify and delete junk mail, including spam
17. Be selective and cautious about forwarding email to large groups of people
18. Define: Computer virus
19. Define and tell the difference between a URL and an email address (see World Wide Web)

Word

1. Create a new document
2. Save and close a document
3. Open existing document
4. Identify ribbon and toolbars
5. Demonstrate knowledge of the difference between "Save" and "Save As" functions.
6. Use Save As to save to a particular folder or file location and name the document.
7. Use undo and redo arrows
8. Cut, copy and paste
9. Use spell check and grammar check
10. Format the size, color and type of font
11. Align text: left, center and right justify
12. Set single or double spacing
13. Use bullets and automatic numbering
14. Use print preview and print.
15. Set margins
16. Select portrait or landscape
17. Identify file extensions, corresponding document types and associated programs used to open them: pdf, xls, doc, docx, rtf, pub, ppt, pptx

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English Language Arts

Competency Domain Standards

Students will be considered competent in language arts if they have at least one of the following:

- College-level scores on the reading (78+) and writing (86+) Accuplacer tests
- Completion of required Language Arts high school credits
- 2014 GED® scores of 158+ on both the RLA **and** the Social Studies **or** Science test + writing sample (GED Ready if proctored)
- 2002 GED® scores of 450+ on Reading **and** Social Studies **or** Science + writing sample
- Completion of applicable college classes
- ACT 18+ on writing and 21+ on reading

All students will be asked to give a writing sample that will be scored by a rubric for advising purposes. Please see the writing rubric later in this section.

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If students are lacking all of the above, competencies may be met through one of the following options:

Reading

Students can meet the reading competencies through the following:

1. Successful completion or demonstration of skills in an approved reading course
2. 78+ on the reading comprehension Accuplacer test
3. 150+ on the RLA and Social Studies or Science 2014 GED® test (or "Likely to Pass" score on GED Ready if proctored)
4. 450+ on the Language Arts, Reading test and 450+ on the Social Studies or Science test in the 2002 GED® Test
5. High school language arts coursework
6. Approved and aligned college coursework
7. Applicable NEDP tasks
8. Interdisciplinary projects or content-area projects requiring an oral presentation
9. Approved, research-based culminating project with presentation
10. TOEFL (Score 15-21)
11. BST/MCA Passing Score (minimum of 50 on MCA for "M" Meets Expectations or "E" Exceeds Expectations)

Language

Students can meet the language competencies through one of the following:

1. Successful completion or demonstration of skills in an approved grammar course
2. Successful completion of an approved vocabulary course or course with embedded vocabulary instruction

3. 86+ on the writing Accuplacer test and 78+ on the reading comprehension Accuplacer tests
4. 150+ on the RLA and Social Studies or Science 2014 GED® test (or “Likely to Pass” score on GED Ready if proctored)
5. 450+ on the Language Arts, Reading test and 450+ on the Language Arts, Writing test in the 2002 GED® Test
6. High school language arts coursework
7. Approved and aligned college coursework
8. Applicable NEDP tasks
9. TOEFL Passing Score

Speaking and Listening

Students can meet the speaking and listening competencies through one of the following

1. Successful completion or demonstration of skills in an approved speech/communications class
2. High school coursework in speech/communications
3. College coursework in speech/interpersonal communications
4. Applicable NEDP tasks
5. Interdisciplinary projects or content-area projects requiring an oral presentation
6. Approved, research-based culminating project with presentation
7. Listening to and evaluating classroom speakers
8. TOEFL (Speaking Score of 3.5-5.0 and Listening Score of 14-21)

Writing

Students can meet the writing competencies through one of the following:

1. Successful completion or demonstration of skills in an approved writing course
2. 86+ on the writing Accuplacer test + writing sample
3. Score of 18 or higher on the English ACT test
4. 150+ on the RLA GED® 2014 + writing sample (or “Likely to Pass” score on GED Ready if proctored)
5. 450+ on the Language Arts, Writing GED® 2002 test + writing sample
6. High school language arts coursework
7. Aligned postsecondary coursework, as approved by the Commissioner
8. Interdisciplinary projects or content-area projects requiring an oral presentation
9. Approved, research-based culminating project with presentation
10. Applicable NEDP tasks
11. TOEFL (Passing Score of 4.0-5.0)
12. BST/MCA (Score of 3.0 in writing for either)

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English Language Arts (ELA) Rubric

Reading Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Cite evidence and infer		Ask and answer questions about key details	Ask and answer 5Ws+H of key details	Refer to details/examples when explaining text and drawing inferences; Quote accurately	Cite textual evidence to support analysis and inferences	Cite textual evidence to support explicit analysis and inferences
Analyze and summarize main idea		Identify main idea and retell details	Identify main idea, recount key details and how they support main idea	Identify main idea, supporting details and summarize; determine theme in literature and summarize.	Identify theme or central idea and how it is conveyed through details; summarize without personal opinion or judgments	Identify theme/central idea and analyze its development through specific details; summarize objectively; paraphrase accurately
Analyze text development and interaction		Describe connection between 2 individuals, events, ideas or pieces of info	Use time, sequence and cause/effect language to describe textual relationships	Explain events, procedures/ideas or concepts based on specific info	Analyze text connections and distinctions between individuals, ideas, or events; precisely follow a multistep procedure	Explain how individuals, ideas or events interact and develop over the course of text; determine possible cause/effect in a series of events; precisely follow multi-step procedures

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Reading Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Interpret meanings of words and phrases		Use questioning to determine or clarify meaning of words/phrases	Determine meaning of general academic and domain-specific words in contextualized text	Determine meaning of general academic and domain-specific words in contextualized text; determine meaning of figurative language	Determine meaning of figurative, connotative and technical meanings; analyze impact of word choice on meaning and tone	Determine meaning of figurative, connotative and technical meanings; analyze cumulative impact of word choice on meaning and tone
Analyze text structure		Know and use text features to locate key facts or info efficiently	Know and use text features and search tools to efficiently locate key facts or info	Describe overall structure of a text; compare/contrast overall structure of 2 or more texts	Analyze how sentences, paragraphs, chapters or sections fit into structure and contribute to the development of ideas; analyze how author structure contributes to development of ideas	Analyze in detail how author's ideas or claims are developed and refined; analyze and evaluate effectiveness of structure in exposition/argument
Assess author's point of view/purpose			Identify main purpose of a text; distinguish own POV from author's	Compare/ contrast POV in multiple accounts of same event/topic; describe how narrator's/ speaker's POV influences description of events	Determine author's POV or purpose and how author analyzes counterarguments; identify where author's POV or purpose is revealed	Determine author's POV or purpose and analyze use of rhetoric to advance POV or purpose; distinguish between what is stated and what is really meant in text; compare POV of 2 or more authors on same or similar topics

Reading Anchor	**No context/ absence of evidence**	**LEVEL A**	**LEVEL B**	**LEVEL C**	**LEVEL D**	**LEVEL E**
Integrate and evaluate diverse media sources		Use illustrations and details to describe key ideas	Use illustrations/ words in text to demonstrate understanding; Explain how aspects of illustrations contribute to what is conveyed by words in a story	Interpret visual, oral or quantitative info and explain contribution to understanding; locate an answer or solve a problem efficiently from multiple print or digital sources	Integrate info from different media/formats/words to develop coherent understanding of a topic; integrate info expressed in words with a visual version of the same info	Integrate quantitative analysis with qualitative analysis in print or digital text; translate quantitative or technical info in words to visual form and vice versa; integrate and evaluate multiple info sources in different formats to address a question or solve a problem
Evaluate and analyze arguments		Identify reasons an author gives to support textual points	Describe how reasons support specific author points in text	Explain author reasons/evidence to support points and match support with specific points	Delineate and evaluate an argument and evidence for relevance, sufficiency and/or irrelevance	Delineate and evaluate an argument and evidence for validity, relevance, sufficiency; identify fallacies in reasoning
Compare and contrast two or more texts		Identify basic similarities and differences between 2 texts on the same topic	Compare/ contrast important points and key details in 2 texts on the same topic	Integrate info from several texts on the same topic in order to write or speak knowledgeably about the subject	Analyze a case in which 2 or more texts on the same topic conflict and identify text disagreements due to facts or interpretations	Analyze seminal U.S. documents; compare/contrast findings presented to those from other sources noting when findings support or contradict previous info
Read and comprehend complex texts		See CCRS for specific info on measuring text complexity	See CCRS for specific info on measuring text complexity	See CCRS for specific info on measuring text complexity	See CCRS for specific info on measuring text complexity	See CCRS for specific info on measuring text complexity

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Language Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Demonstrate conventions of standard English grammar and usage		See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level
Demonstrate command of mechanics of standard English		See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level	See CCRS or checklists for specific learner targets at this level
Apply knowledge of language contextually for meaning, style and comprehension			Choose word/phrases for effect; recognize differences between conventions of spoken and written standard English	Choose words and phrases to convey precise ideas/ punctuation for effect; differentiate between formal /informal English discourse; expand, combine, reduce sentences for effect; compare/ contrast varieties of English	Vary sentence patterns; maintain consistency in style and tone; choose language that expresses ideas precisely and concisely	

Language Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Analyze meanings of unknown or multiple-meaning words and phrases		Use context clues; use affixes; Identify root words	Use context clues; use prefixes and known root words to determine meaning; predict compound words meanings; use print/digital references	Use context clues; use grade-appropriate Greek and Latin affixes and roots; consult reference materials	Use context clues; use grade-appropriate Greek and Latin affixes and roots; consult reference materials; verify preliminary determination of word/phrase meaning	Use context clues; identify and correctly use word families; consult reference materials; verify preliminary determination of word/phrase meaning
Understand figurative language, word relationships and nuances in word meaning		Sort words into categories, and define by categories/ key attributes; identify real-life connections between words and use; distinguish nuances among verbs and adjectives	Distinguish literal/non-literal meanings of words/phrases in context; identify real-life connections between words and use; distinguish nuances that describe states of mind or degrees of certainty	Interpret figurative language; recognize and explain idioms, adages and proverbs; use relationships between words to better understand each of the words		

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Language Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Acquire and use academic vocabulary accurately for reading, writing, speaking and listening		Use words and phrases acquired through conversations, reading and being read to; use simple conjunctions	Use words and phrases acquired through conversations, reading and being read to including adverbs and adjectives to describe	Acquire and use accurately level-appropriate general and domain specific words/phrases	Acquire and use accurately level-appropriate general and domain specific words/phrases; gather vocabulary knowledge when considering a word/phrase	Acquire and use accurately level-appropriate general and domain specific words/phrases sufficient for reading, writing, speaking and listening at college and career level; demonstrate independence in gathering vocabulary knowledge

Speaking & Listening Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Converse and collaborate effectively with diverse partners		Listen to others; take turns speaking; continue the conversation	Build conversations by linking comments to remarks of others	Ask questions to clarify; review key ideas; explain own ideas in light of discussion	Connect ideas of several speakers using relevant evidence, observations and ideas	Pose/respond to questions/evidence; respond to diverse perspectives; synthesize evidence from all sides of the argument
Integrate and evaluate diverse media and formats		Ask/answer questions about key details; request clarification	Determine main ideas and supporting details of a text read aloud	Paraphrase portions of text; summarize a text read orally	Analyze main ideas and supporting details; analyze purpose of information	Integrate multiple sources of information in order to make informed decisions and solve problems

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Speaking & Listening Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Evaluate a speaker's point of view		Ask/answer questions to seek help, get information or clarify	Identify reasons and evidence speaker provided to support particular point	Delineate speaker's arguments, etc. and note which are supported by evidence/which are not	Evaluate the soundness of the reasoning/relevance of the evidence and identify irrelevant evidence	Evaluate speaker's point of view, reasoning, evidence, assessing stance, premise, word choice, emphasis, and tone
Present information, findings and evidence in an organized way, appropriate to audience		Describe people, places, things, events with relevant details	Tell a story or recount an experience with appropriate facts and relevant details	Present findings, sequencing ideas logically, using pertinent descriptions, facts, details; use appropriate eye contact, volume, pronunciation	Emphasize important points in a focused, coherent manner using relevant evidence, valid reasoning and well-chosen details	Convey a clear and distinct perspective; alternative or opposing perspectives are addressed
Strategically use digital media and visual displays of data		Add drawings/ other visual displays to provide additional detail	Adds audio and visual displays when appropriate to enhance development of main ideas/themes	Include multimedia (graphics, images, music, sound) and visual displays to clarify information	Integrate multimedia and visual displays to strengthen claims and evidence/add interest	Make strategic use of digital media to enhance understanding of findings, reasoning and evidence
Adapt speech to a variety of contexts and tasks		Speak audibly and express thoughts, feelings and ideas clearly	Speak in complete sentences in order to provide requested detail or clarification	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate

Writing Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
Write arguments using reason and evidence						
Write informative/explanatory text to convey information clearly and accurately						
Write narratives using effective technique, details and sequencing						
Produce clear and coherent writing						
Plan, revise, edit, rewrite or try a new approach						
Employ technology to produce, publish, interact and/or collaborate						
Conduct research projects						
Gather from multiple sources, assess credibility						

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Writing Anchor	No context/ absence of evidence	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E
and accuracy and avoid plagiarism						
Draw evidence from text to support analysis, reflection and research						

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Sample Writing Rubric

PLACEMENT IN WRITING CLASSES

5-Component Rubric Score **50-59** (and a minimum CASAS score of 210 on Form 83 or higher)	Writing 1
5-Component Rubric Score **60-69**	Writing 2
5-Component Rubric Score **70-75**	Writing 3 Minimum **reading score of 5.0** on Form M or higher
5-Component Rubric Score **76-84**	English 950 college intake appointment required; **reading score of 6.4-8.1** on Form D or higher
5-Component Rubric Score **80-89**	Engl 960 H.S. diploma/GED required as well as a college intake; minimum **reading score of 8.2** on Form D or higher
5-Component Rubric Score **90+**	Accuplacer Test Recommended

Sample Level A Language Competencies Checklist

Competency	Evidence
1. Print all upper- and lowercase letters	
2. Use common, proper and possessive nouns	
3. Use singular and plural nouns with verb agreement	
4. Use personal, possessive and indefinite pronouns	
5. Use past, present and future verbs	
6. Use frequently occurring adjectives	
7. Use frequently occurring nouns and verbs	
8. Use frequently occurring conjunctions (e.g., and, but, or, so, because)	
9. Use determiners such as articles and demonstratives	
10. Use frequently occurring prepositions (e.g., during, beyond, toward)	
11. Understand and use interrogatives (5Ws+H)	
12. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts	

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Mathematics

Competency Domain Standards

Mathematics Competencies

Students will be considered competent in math if they have at least one of the following:

1. Taking nationally recognized college entrance exam score, testing out of Developmental Education
2. Completed current state high school math credit requirements
3. Passing the 2014 GED, HiSET, or TASC math component
4. Passing the MCA II Grad math component
5. Score of “Likely to Pass” on GED Ready taken in a proctored environment
6. Verified documentation/transcripts from other countries

Additional Considerations:

1. Passed college credit bearing math class
2. Passed highest Dev Ed math course, and deemed “college-ready” for math

Regardless of competency, students will be encouraged to continue math studies until they graduate in order to improve their skills.

If students are lacking either of the above, competencies will be evaluated on the topics listed below.

Number Sense (pre-high school level)

The student is able to:

Demonstrate foundational math skills including

- estimating
- adding and subtracting multi-digit numbers
- multiplying and dividing positive and negative multi-digit numbers
- using fractions
- applying decimals
- using percentages
- problem solving: multi-step, real-life word problems
- using ratios and proportions
- using US and metric measurements

This can be done through:

1. Successful completion of a basic ABE math appropriate leveled courses
2. Passing score on a basic skills math test (BST or GED 2002)
3. Score of 8.0 (551) or higher on the TABE D
4. Passing established math exam during initial advising session.
5. Approved project taken from math competency rubric

Algebra

The student is able to:

- simplify algebraic expressions (combining like terms)
- factor polynomial

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- solve algebraic equations
- solve algebraic inequalities
- graph and analyze linear equations
- interpret functions (slope and intercepts)
- simplify polynomial expressions
- solve polynomial equations
- integer exponents
- scientific notation

This can be done through:

1. Successful completion of an algebra course from widely known accredited institution- ie: prior high school or ABE. Burden for proof of accreditation is on student. If unable to prove, testing or coursework will be required
2. Passing algebra exam during initial advising session
3. Alternative projects as described in math competency rubric

Geometry and Measurement

The student is able to:

- solve problems using two dimensional objects: perimeter and area
- solve problems using three dimensional object: surface area and volume
- similar figures for scale drawings, map reading, blueprint reading
- Pythagorean theorem

This can be done through:

1. Successful completion of a geometry course from widely known accredited institution- ie: prior high school or ABE. Burden for proof of accreditation is on student. If unable to prove, testing or coursework will be required
2. Passing geometry exam during initial advising session
3. Alternative projects as described in math competency rubric

Data, Statistics and Probability

The student is able to:

- mean, median, mode and range
- interpret data and solve problems related to graphic representations
- make and evaluate inferences based on data found in charts, graphs and tables

This can be done through:

1. Successful completion of a statistics, probability, and data analysis embedded course from widely known accredited institution- ie: prior high school or ABE. Burden for proof of accreditation is on student. If unable to prove, testing or coursework will be required
2. Passing data, statistics and probability exam during initial advising session.
3. Alternative projects as described in math competency rubric

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Mathematics Rubric

Mathematics Topic	Pre- High School level	Suggested ideas of projects a program could use to demonstrate competencies	High School level	Suggested ideas of projects a program could use to demonstrate competencies	College Readiness
Number Sense					
	Basic operations with multiple digits numbers	Financial literacy- demonstrate check books skills, addition and subtraction with positive and negative numbers,	**Exponents, square roots**		
-		Financial literacy: shopping, comparing sale items, etc. using add/subt/mult/div			
-	**Decimals, fractions, percents**	Financial literacy- show budget using a pie chart with percents, fractions and decimals representation			
-		Financial literacy- shopping, demonstrating use of percents, decimals, fractions, eg: sales and sales tax			
-		Working within a recipe and cooking,			

Mathematics Topic	Pre- High School level	Suggested ideas of projects a program could use to demonstrate competencies	High School level	Suggested ideas of projects a program could use to demonstrate competencies	College Readiness
-	**Order of operations**				
-	**Problem Solving: Solve realistic one step problems**	Write their own real life situation where they used one step problem solving, and solve the problem showing their work.	**Solve realistic multi-step problems**		**Solve realistic multi-step problems**
-	**Estimation: Mental arithmetic, round answers to appropriate place value**		**Use estimate to determine reasonableness in your answers**	Oral presentation	
-	**Ratios and Proportions: Solve for an unknown using a ratio or proportion (rational equations)**	Work with scale drawing of house, multiplying or dividing a recipe, compute trip distance, rate and time,…			
Algebra					

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Mathematics Topic	Pre- High School level	Suggested ideas of projects a program could use to demonstrate competencies	High School level	Suggested ideas of projects a program could use to demonstrate competencies	College Readiness
			Simplify Algebraic Expressions		
-			**Factor Polynomial (GCF)**		**Factoring trinomials**
-			**Solve Algebraic equations and inequalities, in both one and two variables**		**Analyze, Solve, and Graph Systems of Equations and Inequalities**
-			**Graph linear equations on coordinate plane/ analyze graphs**	Project demonstrating skills: example- write an linear equation representing your cell phone bill, projecting future expenses, graph on a coordinate plane, and show data…	**Analyze, Solve and Graph Quadratic Equations**
-			**Interpret functions (identify slope, intercept)**		**Interpret functions (identify domain, range, minimum, maximum, intercepts)**
-			**Simplify polynomial expressions**		
-			**Solve polynomial equations**		
-			**Integer exponents**		**Rational exponents**

Mathematics Topic	Pre- High School level	Suggested ideas of projects a program could use to demonstrate competencies	High School level	Suggested ideas of projects a program could use to demonstrate competencies	College Readiness
-			**Scientific notation**		
Geometry and Measurement					
	US and metric measurements and convert	Bring in a unit measurement of their choice, and convert from one system to the other.	**Solve problems using 2-dimensional objects- Perimeter and area**	Make scale drawing of a room, compute perimeter of floor, volume for paint for walls, surface area for carpet, etc…	**Compose and Decompose 2 &3 dimensional figures**
-			**Solve problems using 3-dimensional objects- surface area and volume**		
-			**Similar figures for scale drawings- map reading/ blue prints**		
-			**Use Pythagorean Theorem**		
Statistics, Data, and Probability					
			Mean, Median, Mode, and Range	Find the price of an item (ex: burger) from several different restaurants or find different salaries from varied careers. Create a chart showing mean, median, and mode and range	

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Mathematics Topic	Pre- High School level	Suggested ideas of projects a program could use to demonstrate competencies	High School level	Suggested ideas of projects a program could use to demonstrate competencies	College Readiness
-			**interpret data and solve problems related to graphic representations**	Bring a printed data report (newspaper clipping of a chart or graph) and explain and interpret the findings in detail-computing when necessary.	
-			**Make and evaluate inferences based on data as found in charts, graphs, tables**		

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Sample Student Math Checklist

Student Name (First, Middle, Last) ____

Area #1: Number Sense

Competency	Mastery Date	Teacher Signature	How Met?
Estimating			
Adding and subtracting multi-digit numbers			
Multiplying and dividing positive and negative multi-digit numbers			
Order of operations			
Fractions			
Decimal			
Percents			
Problem solving: multi-step, real-life problems			
Ratios and proportions			
US and metric measurements			

Area #2: Data, Statistics & Probability

Competency	Mastery Date	Teacher Signature	How Met?
Mean, median, mode and range			
Interpret data and solve problems related to graphic representations			
Make and evaluate inferences based on data found in charts, graphs and tables			

Area #3: Algebra

Competency	Mastery Date	Teacher Signature	How Met?
Simplify algebraic expressions (combining like terms)			
Factor polynomial			

Solve algebraic equations			
Solve algebraic inequalities			
Graph and analyze linear equations			
Interpret functions (slope and intercepts)			
simplify polynomial expressions			
Integer exponents, square root			
Solve polynomial equations			
Scientific notation			

Area #4: Geometry

Competency	Mastery Date	Teacher Signature	How Met?
Solve problems using two dimensional objects: perimeter and area			
Solve problems using three dimensional object: surface area and volume			
Similar figures for scale drawings, map reading, blueprint reading			
Pythagorean Theorem			

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Science

Competency Domain Standards

The science competency domain standards identify key **science practices** to demonstrate and include the following content areas:

A. The Nature of Science and Engineering
B. Life Science
C. Physical Science
D. Earth and Space Science

The Nature of Science and Engineering

The student is able to:

Investigate an area of science using a scientific inquiry process. Show an understanding of the scientific method, using empirical criteria, logical argument and skeptical review

This can be done through:

1. Successful completion of a science course
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation, as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a science exam, such as the GED®

Describe how science, technology, engineering, mathematics and society interact in order to meet needs and solve problems. Demonstrate how the context of scientific effort influences society, and is influenced by society.

This can be done through:

- Successful completion of a science course that includes engineering topics
- Essay(s), research paper(s), formal presentation(s), and/or other documentation, as approved by MDE
- Thorough oral explanation during initial advising session
- Passing score on a science exam, such as the GED®

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Life Science

The student is able to:

Demonstrate an understanding of the structure and function of living organisms.

Explain how living things are interdependent and constantly changing through time and determine the human impact on natural systems. Examine the concept of ecosystems, including the transformation and transfer of energy and matter, and the processes of evolution and extinction.

This can be done through:

1. Successful completion of a life science course (i.e. one year of biology credits)

2. Essay(s), research paper(s), formal presentation(s), and/or other documentation, as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a science exam, such as the GED®

Demonstrate an understanding of how the human body functions or fails to function based on structure, processes, heredity, environment, disease, maintenance, and age.

This can be done through:

1. Successful completion of a science course that includes human body systems topics
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation, as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a science exam, such as the GED®

Physical Science

The student is able to:

Demonstrate an understanding of matter (properties, structure and changes), motion (forces) and energy (types and transformations).

This can be done through:

1. Successful completion of a physical science course (i.e. passing one year of physical sciences in high school)
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation, as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a science exam, such as the GED®

Earth and Space Science

The student is able to:

Explain how the earth and our solar system interact and change over time and how these changes impact formations of the earth's surface and atmosphere. Investigate aspects of these changes as they relate to human interaction with global environments.

This can be done through:

1. Successful completion of a science course
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a science exam, such as the 2002 or 2014 GED

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Science Rubric

Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
Science Practices						
Comprehend Scientific Presentations		Read and understand scientific literature	Summarize scientific articles	Identify reliable sources of scientific information	Compare 2 or 3 scientific articles and identify conflicts	Prepare a presentation that supports an idea based on scientific investigative work
				Summarize scientific information using tables, charts and graphs	Use a scientific articles to support a position or opinion you have	
Investigation Design		Identify different ways to collect data	Collect and organize observable data	Conduct an investigation, record results, analyze and present results	Determine if results from scientific investigation address hypothesis and are reliable	Design and conduct a scientific investigation to test a hypothesis, analyze results, draw conclusions
		Understand step of scientific investigation	Conduct pre-designed investigations, record results			
			Summarize results of experiments			
Reasoning from Data		Observe and collect data	Master the SI system of units	Identify bias in data	Evaluate theories or investigations for reliability of sources and data	Create a problem, cause, solution argument using facts and opinions
Evaluating Conclusions With Evidence		Sort data by color, size, texture, etc.	Draw conclusions from pre-existing data	Adapt and use different devises to present data and give	Apply investigation results to different situations	Take an old problem and add new evidence and draw new conclusions

Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
				conclusions on reliability		
Expressing Scientific Information		Fill in given charts and graphs with pre-existing data	Read Charts & graphs of pre-existing data	Use the SI system of units to present data	Apply scientific vocabulary to explain results from analysis of data gained or reviewed	Use effective methods to explain analysis of finding using scientific vocabulary, charts and graphs
Scientific Theories		Describe scientific theories	Differentiate between hypothesis, theory and fact	Describe why scientific theory changes over time and what evidence/data was responsible	Compare current competing theories	Give and defend one theory over a competing one
					How do theories affect scientists and nonscientists?	
Probability and Statistics		Understand the relationship between science and math	Use mean, median and mode to evaluate a given set of scientific data	Collect data, analyze the data by finding the using 4 statistical measures and create a chart of one of those	Evaluate statistical data and determine the best measure for accurate display	Design an experiment, collect data, analyze date using statistical measures and draw conclusions about adjusting the experiment design
			Understand the connection between science and probability	Design an experiment to test a probability hypothesis and collect the data		
Life Science						

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Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
Human Body and Health		Identify the characteristics and interaction between cells, tissues, organs and body systems	Describe how organs and body systems interact to meet the needs of organisms, especially vertebrates	Describe the importance of carbohydrates, lipids, proteins and nucleic acids that allow organisms to grow, survive and reproduce	Evaluate the effectiveness of vaccines in preventing disease	
		Give the name and function of each body system	Understand the relationship between viruses, bacteria, fungi and parasites	Describe the importance of active and passive transport in organism survival	Identify common cancers, rates, treatments, etc.	
			Describe how homeostasis is maintained in humans		Understand human cellular reproduction	
Relationship between Life systems and Energy Flow		Differentiate between the different Kingdoms	Understand the photosynthetic process	Analyze the relationship between organ systems	Evaluate American Indian sustainable land us practices	Cause/Effect Movement of disease/virus' (Polio, HIV, Ebola)
		Identify the relationship between the food chain and food web	Describe how producers, consumers and decomposers are connected	Analyze the relationship between respiration and photosynthesis		
Ecosystems		Identify an ecosystem and its parts	ID MN native plant species	Analyze how matter and energy are transformed and transferred in an ecosystem	Describe the human impact, both beneficial and harmful on natural systems	

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Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
			Compare/contrast the following relationships: predator/prey, parasite/host, and producer/consumer/decomposer	Design and construct a habitat for a living organism that meets its need for food, air and water		
Organization of Life (Structure and Function)		Describe and sort plants into groups according to physical characteristics and behaviors	Describe the difference between plant and animal structures and functions	How do antibodies fight diseases & how do vaccines assist in the fight		
			Use the microscope and other scientific instruments to observe and collect data on microscopic and macroscopic organisms			
Molecular Basis for Heredity		Identify plant characteristics	Understand human cellular reproduction	Analyze how protein synthesis occurs (DNA/RNA)	Evaluate the Genome Project	What are the consequences of use/misuse of the Genome
			Understand sexual & asexual reproduction	Know & use Punnett squares	Explain the results of using Punnett squares	
					Explain complete and incomplete dominance	
Evolution		Explain survival of the fittest	Follow extinction of a species and understand fossil records	Give common causes of the extinction of a species	Give some prevention strategies for threatened species	How do variations and mutations affect society

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Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
Physical Science						
Conservation, Transformation, and Flow of Energy			Measure temperature, volume, weight and length of various objects	Explain how mass is conserved during a physical change in a closed system	Perform an experiment to determine if sound travels better through solids or gas. Record measurements and conclusions	Conduct velocity experiments. Change one or two variables. Graph results and draw conclusions.
		Explain the factors affecting the relationship between pitch, sound, vibration	Describe differences between different materials that conduct heat	Use wave properties of light to explain reflection, refraction and the color spectrum	Show how changes in the frequency of a wave affects the wavelength of a wave? Conduct an experiment, virtual or actual, record results.	
		Explain how light travels	Compare insulators and conductors of heat and electricity	Differentiate and show how kinetic energy is converted to potential energy and vice versa	Use http://audacity.sourceforge.net to show amplitude, period and frequency	
		Identify ways to generate heat energy	Give examples of thermal, electrical, chemical and mechanical energy and show how energy is transferred from one to another	Show the effectiveness of the combustion engine in terms of energy transfer	Build and test an electric motor and explain how it works. Record results, observations and difficulties.	
		Explain how refrigerators work	Construct an electromagnet	Use earthquakes to explain how seismic waves transfer energy		
		Explain why a trumpet and guitar sound different when they play the same note	Describe waves in terms of speed, wavelength, frequency and	Conduct an experiment to show heat loss. Measure, graph		

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Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
			amplitude	and draw conclusions		
Work, Motion, and Forces		Describe how push and pull forces make objects move	Show how magnets repel and attract	Measure, calculate and graph the speed of an object traveling in a straight line as a function of time and explain the objects motion	Understand inertia in terms of a car collision	Calculate your weight on different planets using data of the mass and radius of the planets and Newton's universal law of gravitation
		Describe gravity and give examples of how it works	Use simple machines to show input and output of force and motion	Show how an objects direction is affected by forces acting upon it	Calculate acceleration using specified forces in one dimension F=ma	Use vector diagrams to describe force, velocity and acceleration
		Explain the	Explain how force, speed and direction are related		Use Newton's third law of motion to explain driving in the snow	
		Know how to measure temperature, volume, weight and length	Explain why combustion engines are inefficient at performing work			
		Calculate your mass and weight in Denver, the moon and Jupiter				
Matter, Chemical Properties and Reactions Related to Living Things		Why does water exist in 3 states of matter	Observe and record water changing states	Conduct an experiment to measure equal amounts of water in its 3 states	Identify common elements by protons, neutrons, electrons and show their relative charges and mass	Describe the role of valence electrons in the formation of chemical bonds
		Describe the basic parts of atoms and molecules	Identify physical changes that occur in materials	Explain/show how the movement in particles explains melting, freezing,	Why is the periodic table arranged like it is?	Explain the law of conservation of mass using atom rearrangement in a

Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
				condensation and evaporation		chemical reaction
		Identify common elements from the periodic table	Differentiate between the mass and weight of an object	Conduct virtual acid/base mixture lab. Record results and observations.	Where do isotopes come from and why are they important?	Use and describe chemical reactions using symbols
			How are elements, compounds, atoms and molecules related	Understand the reactants and products from a chemical reaction	Why are quarks important?	Explain exothermic and endothermic reactions
			Identify physical properties of metals and non-metals	Analyze a mixture using physical properties of color, solubility, density, melting point and boiling point	Build models to show ionic and covalent bonding	
Earth and Space Science (STILL IN DEVELOPMENT)						
Earth Structure and Processes						
Interdependency within the Earth System						

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Competencies	No Context/ Absence of Evidence	A. Familiarity	B. Concrete Understanding	C. Analyze/Apply	D. Evaluate & Use	E. Reframe/Create
The Universe						
Human Interactions with Earth Systems						

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Sample Student Science Checklist

Student Name (First, Middle, Last) ____

Area #1: Nature of Science and Engineering

Competency	Mastery Date	Teacher Signature	How Met?
Show an understanding of the scientific method, using empirical criteria, logical argument and skeptical review.			
Describe how science, technology, engineering, mathematics and society interact in order to meet needs and solve problems.			
Demonstrate how the context of scientific effort influences society, and is influenced by society.			

Area #2: Life Science

Competency	Mastery Date	Teacher Signature	How Met?
Explain how living things are interdependent and constantly changing.			
Explain how humans impact natural systems.			
Explain the concept of ecosystems, including the transformation and transfer of energy and matter.			
Explain the concept of evolution and extinction.			
Explain how the human body functions, heredity, environment, disease, maintenance, and age.			

Area #3: Earth and Space Science

Competency	Mastery Date	Teacher Signature	How Met?
Explain how the Earth and our solar system interact and change, and how these changes impact formations of the Earth's surface and atmosphere, including weather and climate.			
Explain aspects of earth and space changes as they relate to human interaction with global environments.			

Area #4: Physical Science

Competency	Mastery Date	Teacher Signature	How Met?
Demonstrate an understanding of matter (properties, structure and changes).			
Demonstrate an understanding of motion (forces).			
Demonstrate an understanding of energy (types and transformations).			

Social Studies

Competency Domain Standards

Minnesota’s K-12 Academic Standards

- U.S. Government and Citizenship
- Economics
- History
- Geography

Social Studies: U.S. Government and Citizenship

The student is able to:

Demonstrate an understanding of the functions of the three branches (judicial, legislative and executive) and levels (federal, state and local) of government and how they interact with each other and with indigenous and other sovereign nations.

This can be done through:

1. Successful completion of a course that covers U.S. government
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED® 2002 or 2014

Demonstrate an understanding of individual rights, duties and responsibilities within the community, state and nation.

This can be done through:

1. Successful completion of a course that covers U.S. government
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED®

Social Studies: Economics

The student is able to:

Explain how economic policies and behaviors of individuals, governments, banks, and businesses, both domestic and international, impact themselves, their community, the nation and the world.

This can be done through:

1. Successful completion of an economics course that covers basic micro and macro economic concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED®

Demonstrate personal financial skills, including the ability to plan for the future, by setting goals, creating a budget, and analyzing short- and long-term costs and benefits of spending, saving, investing, borrowing and insuring.

This can be done through:

1. Successful completion of an economics course that covers basic personal finance concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED®

Social Studies: History

The student is able to:

Explain why past patterns influence the present and why history is important to develop an understanding of where we are today and where civilization is headed.

This can be done through:

1. Successful completion of a history course that covers basic history concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED®

Demonstrate historical inquiry, discovery, interpretation and critical analysis of human history and how they change over time.

This can be done through:

1. Successful completion of a history course that covers basic history concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED

Social Studies: Geography

The student is able to:

Demonstrate the ability to read and interpret geographic representations of physical characteristics, human characteristics and distribution of resources, to report, investigate and analyze information to problem solve and plan for the future.

This can be done through:

1. Successful completion of a geography course that covers basic geographic concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED

Demonstrate the knowledge and understanding of how resources, physical and environmental factors influence and are influenced by human activities (migration, social, economic and political systems) over time.

This can be done through:

1. Successful completion of a geography course that covers basic geographic concepts
2. Essay(s), research paper(s), formal presentation(s), and/or other documentation as approved by MDE
3. Thorough oral explanation during initial advising session
4. Passing score on a social studies exam, such as the GED

Sample Student Social Studies Checklist

Student Name (First, Middle, Last) ____

Area #1: Government

Competency	Mastery Date	Teacher Signature	How Met?
Functions and interactions of the three branches of government			
Functions and interactions of the levels of government (Federal, State and local)			
How government interacts with indigenous and other sovereign nations			
Individual rights, duties and responsibilities within the community			
Individual rights, duties and responsibilities within the state			
Individual rights, duties and responsibilities within the nation			

Area #2: Economics

Competency	Mastery Date	Teacher Signature	How Met?
Explain the impact of economic policies of individuals on themselves, communities, the nation and the world			
Explain the impact of economic policies of governments on individuals, communities, the nation and the world			
Explain the impact of economic policies of banks and businesses on individuals, communities, the nation and the world			
Personal financial goal setting			
Personal budget			
Analyze long-term and short-term costs of spending and saving			
Analyze long-term and short-term costs of			

investing and borrowing			
Analyze long-term and short-term costs of insuring			

Area #3: History

Competency	Mastery Date	Teacher Signature	How Met?
Explain why past patterns influence the present			
Explain why history is important to develop an understanding of where we are today and where civilization is headed			
Demonstrate historical inquiry, discover, interpretation and critical analysis of human history			

Area #4: Geography

Competency	Mastery Date	Teacher Signature	How Met?
Demonstrate the ability to read, interpret geographic representations of physical characteristics, human characteristics and distribution of resources			
Investigate, analyze and report geographical information to problem solve and plan for the future			
Demonstrate knowledge and understanding of how resources, physical and environmental factors influence and are influenced by human activities (migration, social, economic and political systems)			

Section Three: State Adult Diploma Program Procedures

To operate a state adult diploma program, an ABE consortium will successfully complete the following steps:

I. Application
II. Staff Training
III. Local Implementation: Student enrollment, initial advising, instruction, ongoing evaluation and advising
IV. Completing the Process for Students
V. MDE Review of Student Work

Application

ABE consortia must apply and be approved by the Minnesota Department of Education in order to offer State Adult Diploma Programming.

For more information about the application, please see Section Four.

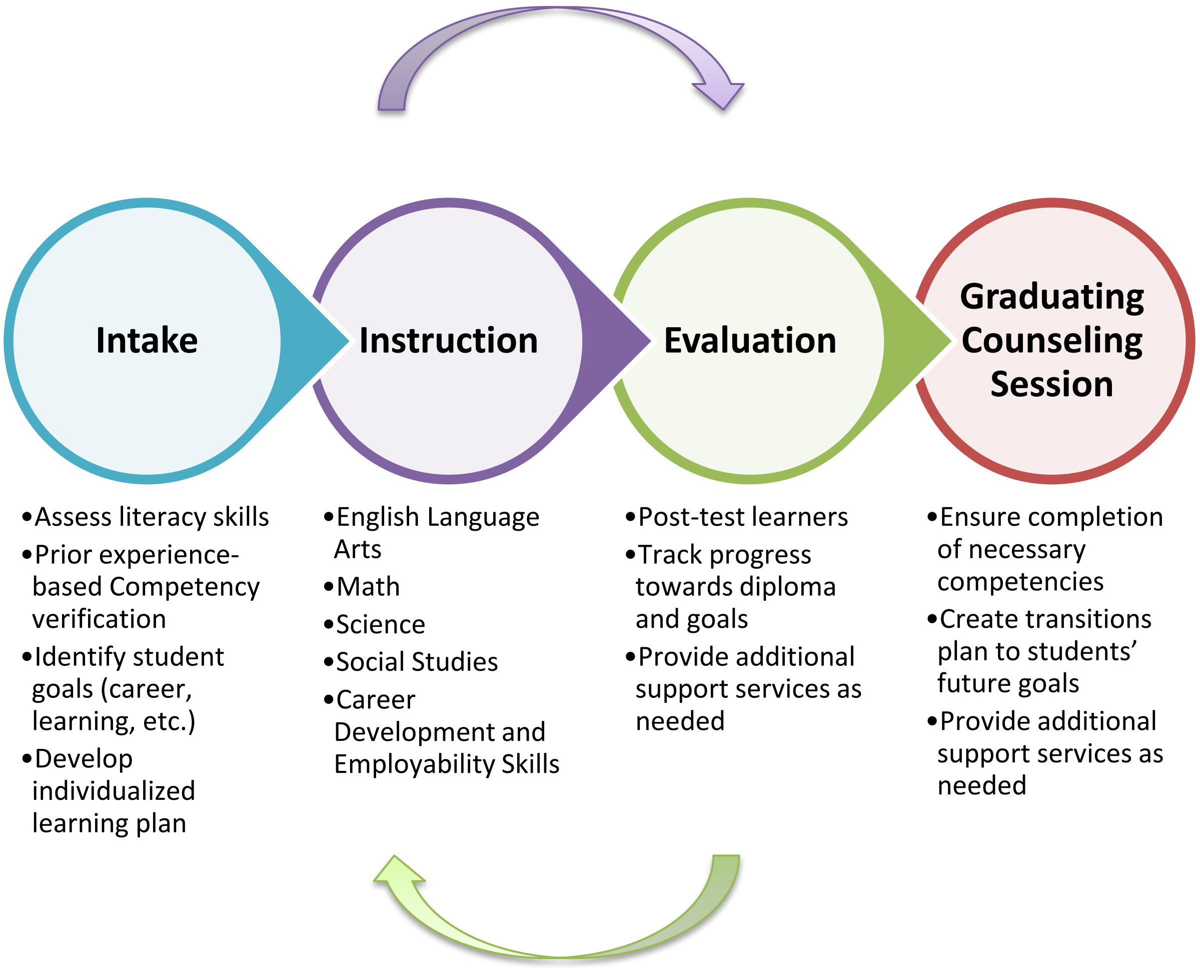
Staff Training

State Adult Diploma Program Staff must participate in initial and ongoing training that includes:

- Overview: Background, Law and Intent
- Standards and Competencies: Minnesota's K-12 Academic Standards, College and Career Readiness Standards for Adult Education (CCRS), Academic, Career, and Employability Skills (ACES) Transitions Integration Framework (TIF), and Northstar Digital Literacy Standards
- Staffing Roles and Expectations
- Competency Completion Options
- Advising
- State Adult Diploma Program Procedures and Logistics
- Course Development: Alignment and Potential Integration with Adult Career Pathway Programming, Distance Learning, and other ABE Instruction
- Local Implementation Plan Development

Local Implementation

Graphic: Minnesota State Adult Diploma Program Operating Procedures



Intake
- Assess literacy skills
- Prior experience-based Competency verification
- Identify student goals (career, learning, etc.)
- Develop individualized learning plan

Instruction
- English Language Arts
- Math
- Science
- Social Studies
- Career Development and Employability Skills

Evaluation
- Post-test learners
- Track progress towards diploma and goals
- Provide additional support services as needed

Graduating Counseling Session
- Ensure completion of necessary competencies
- Create transitions plan to students' future goals
- Provide additional support services as needed

Enrolling New Students

State Adult Diploma Students must meet the following criteria in order to be enrolled as a State Adult Diploma Student:

A. They must be eligible ABE students;
B. They must not be eligible for K-12 services;
C. They must test at or above a 6th grade reading level on a CASAS or TABE, according to the Adult Diploma Policy, as found on the MNABE Law, Policy and Guidance Website (http://www.mnabe.org/program-management/law-policy-guidance). This means that they have to assess at the secondary level in reading, according to CASAS and TABE. (If an adult does not test at the secondary level, they can be remediated by ABE programs until they assess at the appropriate level.) Minimum scores include:
    I. TABE reading score of 6.0 or higher grade equivalent (Level M (or D or A?) or higher) and MATH?;
    II. CASAS score of 236 or greater and MATH?; or
    III. Should unusual circumstances exist, scores from another state or nationally recognized standardized test(s) and/or an achievement profile may be presented

to and deemed sufficient as threshold eligibility by the MDE state ABE office on a rare and case-by-case basis.

Initial Advising

State Adult Diploma Programs are required to provide initial advising that includes:

A. Assessment of a student's prior experience, Assess student skills and experience to determine what competencies that may already be complete for the transcript based on prior learning competency verification
B. Identification of learning and career goals and strategies, which includes identifying potential career pathway(s) and needs using career and postsecondary preparation assessments, similar to assessments used in Minnesota's K-12 system, and
C. Development of a Personal Learning Plan (PLP).

State Adult Diploma Programs are to utilize the Adult Diploma Screening Tool in order to assess and guide adult students.

Assessing a student's prior experience can be challenging in this process and may take multiple sessions. Students should bring K-12 and postsecondary transcripts, evidence of training participation, work history and any other examples that could help a State Adult Diploma Program evaluate the students' backgrounds, experience and skills.

While ABE programs have routinely identified goals through the Personal Education Plan (PEP) process, State Adult Diploma Programs are required to intensify this process and develop a more comprehensive and individualized Personal Learning Plan, or PLP. This PLP aligns to Minnesota State Statute 120B.125 (https://www.revisor.mn.gov/statutes/?id=120B.125). The PLP should include career and learning goals and strategies that detail how a State Adult Diploma Student will complete the diploma work and connect to their next steps, especially postsecondary, other training, and/or employment. For examples of PLP resources, check out the toolkit resources available on the MDE website (http://education.state.mn.us/MDE/EdExc/CollegePlan/index.html).

Instruction

State Adult Diploma Programs must align instruction with the Competency Domain Standards. Local programs can integrate State Adult Diploma instruction with other forms of ABE instruction, like Distance Learning, GED, FastTRAC, K-12 credit completion, or other forms of academic and/or adult career pathway programming that aligns with the standards and competencies.

Competency completion options are ways that students. For a list of current eligible competency completion options, please check out the Section C of the application.

Eligible competency completion options will evolve over time, based on recommendations from the working group and consultation team.

Evaluation and Ongoing Advising

Local State Adult Diploma Programs are required to provide ongoing advising and support services for State Adult Diploma Students. The ongoing advising can be conducted individually or through group or class models monthly or more frequently. The ongoing advising must:

A. Review a student's online portfolio and progress towards graduation and achieving goals,
B. Update and adapt the student's PLP,
C. Ensure that the student has the supports in place to continue learning, and
D. Work with the student in any other necessary ways, as identified by the program and student.

Completing the process for students

Local State Adult Diploma Programs are encouraged to collaborate with other local State Adult Diploma Programs to review transcripts and student evidence, in order to ensure equity across sites.

Once the local State Adult Diploma Program believes the student has completed each of the competency domains, it can **submit final transcripts and evidence to the Minnesota Department of Education** (MDE).

When a local State Adult Diploma Program has received notice from MDE that the student is ready to graduate, the local program advisor will then conduct the **graduating advising session** to notify the student of their graduation, review postsecondary readiness test results, help them finalize their online portfolio, and ensure a smooth transition to the student's next steps and goals.

MDE Review of Student Work

When a State Adult Diploma Program believes a student has completed the competencies and is ready to graduate, the transcripts and evidence will be submitted to the Minnesota Department of Education (MDE). MDE staff will review the transcripts and evidence and provide it with one of three possible ratings:

> **Definite Pass**: If the MDE staff believes that the evidence submitted meets state standards in all of the competency domains, he/she will rate it as "definite pass." At this point the local State Adult Diploma Program will be notified that the student is ready to graduate and the diploma will be processed and sent to the student.
>
> **Potential Pass**: If the MDE staff is unsure whether the evidence submitted meets state standards in any of the competency domains, he/she will present the transcript and evidence to the State Adult Diploma Working Group for discussion and feedback. Representatives from the local State Adult Diploma Program can share their experience

with the student transcript in question. The group's feedback will help guide MDE and the local State Adult Diploma Program in rating the transcript and identifying next steps.

Not Yet Ready: If the MDE staff believes that the evidence submitted does not meet state standards in any of the competency domains, he/she will rate it as "not yet ready" and return it to the State Adult Diploma Program with guidance and feedback for discussion. At this point the student may have to complete some additional work, the program may have to resubmit some additional evidence, and/or other follow up steps will be identified between the State Adult Diploma Program and MDE.

Please Note: During the pilot phase, a large number of transcripts will be labeled as "potential pass" and brought to the working group in order to develop a common culture of peer accountability among State Adult Diploma Program and ABE practitioners.

Section Four: Tools for State Adult Diploma Programs

Key tools that State Adult Diploma Programs will need to use include:

- Adult Diploma Screening Tool
- Online Portfolios
- Student Transcripts and Records
- Minnesota Career Fields, Clusters and Pathways

Adult Diploma Screening Tool

Intake Interview

Applicant Name	
Date of Screening	
Email	
Phone	

The ***purpose*** of this one-hour interview is to:

1. Get to know you, including your academic and career goals, and
2. Determine your eligibility and commitment to the program, and
3. Begin to establish a personal learning plan.

We will be asking questions and discussing your situation with you in order to determine eligibility, fit, and needs. We will provide information today about the program expectations and options. Do you have any questions about the process? ***(Sign the Privacy Rights document now if they haven't already.)***

Review Assessment Scores Diploma Cut Scores: Reading – 518 (6.0) on form D / A or CASAS 236 Math CASAS 230	Reading: Date __________ GE___________ Form _______ SS _____ Language: Date __________GE ___________ Form _______ SS______ Math: Date __________ GE ___________ Form _______ SS _____ Is the person already enrolled in ABE or transferring from another site/consortium?
Referral Source How did you hear about this program (did someone refer you to the program or did you find out another way?)	
Let's talk about your past high school transcripts and credits.	Transcripts/Credits IEP or 504 Accommodation Plan in high school?
Program or other	Agency:

Connections Employment counselor, or any other counselors/ workers? Sign a release of information to talk to these agencies.	______________________ Worker:_______________________ Phone/Email: __________________ VRS MFIP Dislocated Worker WIA Adult WIA Youth DWP Other: ____
Introduce Self-Management Standard and the fact that we have standards for every competency area. **Look over skill #1 Goal Setting...we will start to explore this area first.** **Goal Setting and identifying barriers…..**	1.What is it that you want to do with this diploma that you can't do now? (motivation) 2. If you had your diploma right now, what would you do with it? What is your bigger goal, after the diploma is complete? (draft long term goals)
Possible Barriers/ Obstacles (What is your availability to attend?)	**What obstacles have prevented you from finishing the diploma in the past?** Discuss previous attempts, support structures needed or in place - relationships, accountability, motivation, procrastination, etc. **Childcare** Do you have children? Ages? Do you have reliable childcare if you need to attend classes here?
	Transportation • Is transportation going to be a concern? • Will the student need to be connected to resources such as bus tokens?

	• Will the student need to be connected to WIA Youth or other services? • Will the student need to work online/remotely?
	Others • Living situation? Stable housing? • Is there support from family/friends? • Job commitments? • Is there support from the employer?
Employment History Summary Do you have a job or military experience? How long? Do you have a resume? Are you currently working? How many hours do you work? What would your previous employer say about your work performance?	Note Employability strengths and Issues • • • •
Computer Literacy & Access • Adequate Computer Skills for online platforms? • Need DAILY Access to Computer with Internet Service • Will the completion of online homework be a concern?	Do you have time to do Northstar?

• Email account established? **Gmail?**	
Previous College Education • Have you ever attended college before? • Are you aware of your academic status? • Do you owe money to a college? • **Selective Service Registration? (males only)** Anyone in need of FAFSA or Workforce Programming will need a selective service number to gain access to that funding.	
Accuplacer or past GED tests Explain that GED and Accuplacer scores may allow “testing out” of competency areas Student is eligible to take the Accuplacer	

after 90 days.	
Referrals Basic Computer Skills course? College Prep? GED? Fast TRAC? Accuplacer appointment? MVAC Youth Program/Job DEED Job Service/WIA Adult	

Collect:

- Release of Information
- SCC Prospective Student Card filled out (to get a student ID number) for College Prep
- Signed Attendance Contract if enrolling in a course that requires one

File:

- Check MABE is up to date - classes
- Enter counseling/testing hours
- Email follow up with other agencies or internal staff
- Enroll student in ADE Advising class

Notes

Interviewers	

Updated 11/2014

Online Portfolios

Currently in development

Local ABE programs that are approved for the adult diploma pilot will be required to use the online student portfolio being developed through Learner Web. Local programs that want to supplement the Learner Web portfolio with other portfolio resources, like MCIS, Linked In, or any other online tool, are able and allowed to use additional tools that work well for your program and students.

The purpose of the online portfolio is to give students an electronic resource file of key documents they may need to prove their competency and help them succeed in postsecondary education, careers, and other next steps.

The portfolio should include the student's:

- Personal learning plan
- Transcript
- Resume
- Sample writing
- Other evidence of their competency that they can use for future purposes

Student Transcripts and Records

Approved adult diploma programs will need to keep records electronically in the state ABE database, either the MABE or MARCS interface. These tools are being developed with Urban Planet and will not be available at the start of the pilot. In the interim, sample documents in Microsoft Word and Excel will be kept electronically while they are being constructed in the database. These records need to be transferable to a student's portfolio, to another ABE program if a student moves, and to the Minnesota Department of Education as evidence of completion in order to receive a state diploma.

Records will need to be retained by the local ABE program in a manner that meets state and local records retention policies.

Sample Minnesota State Standard Adult Diploma Transcript

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Skills, Competencies & Knowledge	Evidence of Completion	Date of Completion
Initial Counseling Session		
Develop personal learning plan with skills/experience, student goals and potential career pathway identification		
English Language Arts		
Reading		
Language		
Speaking and Listening		
Writing		
Mathematics		
Number Sense		
Algebra		
Geometry and Measurement		
Data, Statistics, and Probability		
Science		
Science Practices		
Life Science		
Physical Science: The Nature of Science and Engineering		
Earth and Space Science		
Social Studies		
Economics		
Geography		
History		
U.S. Government and Citizenship		
Career and Employability Skills		
Self-Management		
Developing a Future Pathway		
Navigating Systems		
Digital Literacy Skills		
Graduating Counseling Session		
Evaluate students’ work and finalize transitions plan		

Minnesota Career Fields, Clusters and Pathways

This framework (often referred to as the CTE wheel) is used by K-12 and postsecondary institutions, especially around Career and Technical Education (CTE). Local State Adult Diploma Programs can use this tool with students during advising to help them identify career pathways and goals. For more information and resources about this tool and how to embed it into programming, please visit the MnSCU CTE Website (http://www.cte.mnscu.edu/programs/index.html).

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Minnesota Career Fields, Clusters & Pathways

■ Marketing
- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

■ Business, Management, and Administration
- > Administrative Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

■ Finance
- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

■ Hospitality and Tourism
- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

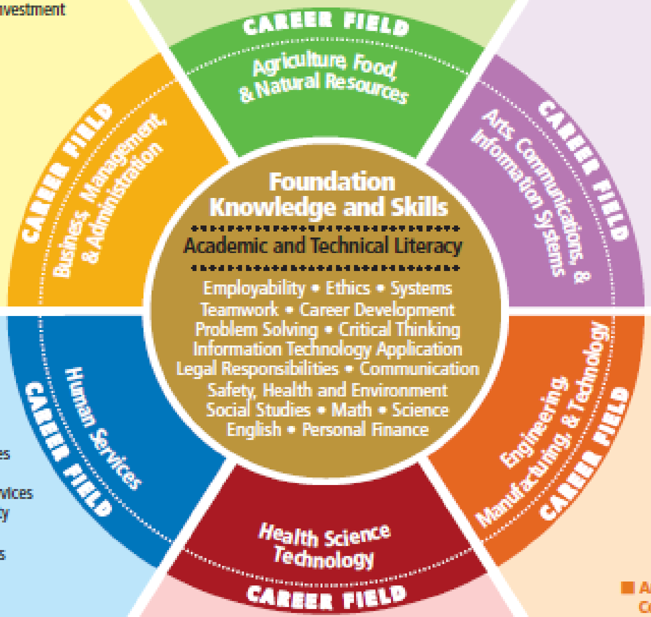
■ Agriculture, Food, and Natural Resources
- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

■ Arts, Audio/Video Technology, and Communications
- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Telecommunications
- > Visual Arts

■ Information Technology
- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications

Minnesota State Colleges & Universities

Minnesota Department of Education


CAREER FIELD
Agriculture, Food, & Natural Resources
CAREER FIELD
Arts, Communications, & Information Systems
CAREER FIELD
Engineering, Manufacturing, & Technology
CAREER FIELD
Health Science Technology
CAREER FIELD
Human Services
CAREER FIELD
Business, Management, & Administration
Foundation Knowledge and Skills
Academic and Technical Literacy
Employability • Ethics • Systems
Teamwork • Career Development
Problem Solving • Critical Thinking
Information Technology Application
Legal Responsibilities • Communication
Safety, Health and Environment
Social Studies • Math • Science
English • Personal Finance

■ Law, Public Safety, Corrections, and Security
- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

■ Human Services
- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

■ Government and Public Administration
- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security
- > Planning
- > Public Management and Administration
- > Regulation

■ Education and Training
- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

■ Health Science
- > Biotechnology Research and Development
- > Diagnostic Services
- > Support Services
- > Health Informatics
- > Therapeutic Services

■ Transportation, Distribution, and Logistics
- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

■ Architecture and Construction
- > Construction
- > Design/ Pre-construction
- > Maintenance/ Operations

■ Manufacturing
- > Production
- > Manufacturing Production Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

■ Science, Technology, Engineering, and Mathematics
- > Engineering and Technology
- > Science and Mathematics

Additional Resources
www.cte.mnscu.edu/programs/index.html
www.mnpos.com

Legend:
■ = Career Cluster
> = Career Pathway

Explanation provided on reverse side.

Section Five: Minnesota Standard Adult High School Diploma Program Pilot Application

Pilot Application Release Date:	Wednesday, November 5, 2014
Pilot Applications Due:	**Tuesday, December 2, 2014**

Applications must be completed and submitted electronically to Cherie Eichinger via email at cherie.eichinger@state.mn.us by 4:30 p.m. on the due date. **Late submissions and submissions not submitted via email will not be accepted.**

Instructions

Eligible Applicants

Applicants must currently be receiving state and federal ABE funding and may be current ABE consortia or collaborations involving multiple ABE consortia.

Application Form

Applicants can complete the application questions and budget narrative (found on pages 4-22 of in this application) electronically in this document or in a separate document.

Staffing Roles and Requirements

Applicants must have multiple staff members participating in training and implementing the new state adult diploma pilot program. This helps balance the workload and allows for some local peer support and monitoring of the State Adult Diploma Program. Applicants must ensure that staff members participate in training and the working group, as proposed in the application or amended through discussion with the Minnesota Department of Education. While not all ABE staff must participate in the state-provided training and working group, sufficient local staff must participate to ensure educational quality and adherence to expectations. Participation in the working group will provide ongoing technical assistance, training and feedback to approved pilot programs. Specific staff roles can be mixed and matched across staff members and can change over time. Roles will include:

Administration will be conducted by the manager(s) and coordinator(s) overseeing the adult diploma pilot. This role will serve as a program leader and direct staff in the other roles. This role will ensure that the consortium will fulfill grant expectations.

Intake is frequently completed by the support professional, teacher or administrator that serves as the first point of contact with the adult diploma pilot student and helps them enroll in the program.

Advising will be provided to students to help them identify goals and create and revise their personal learning plan during intake, upon graduation, and throughout their participation in the adult diploma pilot. As part of the personal learning plan, this role will need to help evaluate transcripts and other experiences that may serve as evidence of completion of various competency domains. This role could be filled by local counselors, support professionals, teachers, administrators, or other appropriate ABE staff members.

Instruction may be delivered by those teachers and staff through classes, individual instruction, and distance learning to students in the adult diploma pilot.

Assessment is fulfilled by the support professional, teacher, administrator or other practitioner that will be giving NRS or other formal learning exams. (This does not include informal in-class assessments.)

Additional roles may include local technology support or addressing other identified needs.

Funding

Applicants are expected to develop a proposed budget to successfully implement the adult diploma pilot. Applicants may request up to $10,000 in federal ABE funding to help them complete the pilot, which ends on June 30, 2015. Consortia can supplement this funding with additional funding from other sources, including regular ABE funding and resources that have already been allocated. Of the additional funds provided to approved State Adult Diploma Pilot Programs, the majority is expected to pay for staffing, training and program development.

Additional Program Requirements

Local ABE Consortia that are selected to pilot will be required to adhere to the following:

A. Have multiple local staff available to participate in the initial training on Monday, December 15, Thursday, January 15, and Friday, January 16. This training is targeted to local staff that will be fulfilling any of the staffing roles as identified in the instructions and will cover several topics, including an overview, standards, staffing role expectations, completion options, advising, program procedures and logistics, course development, and implementation planning;
B. Have local staff participate in monthly Adult Diploma Working Group meetings, which are typically held the third Monday of the month from 9:15 a.m. – 3:30 p.m. at the Minnesota Department of Education (travel costs can be covered by Literacy Action Network);
C. Use Learner Web as the pilot online student portfolio tool;
D. Work with the State Adult Diploma pilot tools and resources;
E. Adhere to the state Adult Diploma Policy and other policies as established by the Minnesota Department of Education;
F. Evaluate the pilot program by entering data into the state ABE database at least monthly and by submitting additional evaluative data and reports, upon request;

For More Information:

Check the [MNABE Adult Diploma website](www.mnabe.org/programs/adult-diploma) (www.mnabe.org/programs/adult-diploma)

Participate in the Adult Diploma Pilot Application Webinars, taking place:

- 12:15-1:30 p.m. on Friday, November 7, 2014 (to register, please go to: https://student.gototraining.com/r/6823769635281662976)

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- 10:00-11:00 a.m. on Tuesday, November 25, 2014 (to register, please go to: https://student.gototraining.com/r/2273728835777204992)
- 12:30-1:30 p.m. on Monday, December 1 (to register, please go to: https://student.gototraining.com/r/6035927772538355712)

Contact Brad Hasskamp at brad.hasskamp@state.mn.us or (651) 582-8594

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Minnesota Standard Adult High School Diploma Program Pilot Application Questions

Section A: ABE Consortium Information

Lead Consortium Fiscal Agent		
Participating Consortium/Consortia		
Lead Contact Who is the main pilot application contact?	Person	
	Email	
	Phone	

Section B: Adult Diploma Pilot Program Staffing

Staff Roles Which staff member(s) will perform the following roles for the new State Adult Diploma Pilot Program?	**Administration**	
	Intake	
	Advising	
	Instruction	
	Assessment	
	Additional? (i.e. technology support, etc.) Please specify role.	
Training (Part One) Which staff member(s) will participate in the Adult Diploma Pilot Training (Part One) on Monday, December 15 from 9:15-3:30pm at the Minnesota Department of Education, if the application is approved? Topics tentatively include overview, staffing roles and expectations, standards I, and implementation planning I.		
Training (Part Two) Which staff member(s) will participate in the Adult Diploma Pilot 2-Day Training (Part Two) on January 15-16 at the Minnesota Department of Education, if the application is approved? Topics tentatively include standards II, completion options, advising, program procedures and logistics, course development, and implementation planning II.		
Ongoing Training/Assistance Which staff members will participate in the Adult Diploma Working Group and its monthly meetings starting on Monday, January 26, if the application is approved?		

Question B-1. Please attach a staff roster of all staff that will be working directly with the pilot programming, with names, sites, email addresses and phone numbers, with your application.

Question B-2. Please describe your staff members' training and implementation of GED and adult diploma programming, including participation in the adult diploma task forces, working group or other applicable groups.

Question B-3. Please describe your staff members' training and implementation of standards-based educational models, which could include Minnesota's K-12 standards, ACES Transitions Integration Framework, the CCRS (College and Career Readiness Standards for Adult Education), Northstar Digital Literacy Standards, and/or other standards models.

Question B-4. Please describe your staff members' training and experience with providing student advising.

Section C: Adult Diploma Pilot Proposed Programming

Proposed Adult Diploma Pilot Programming Site(s)	
Potential Number of Students Participating Pilot (January – June 2015)?	
Which completion options do you plan on having available to your students during the pilot period?	(Please complete checklist below of all approved completion options.)

Potential Multi-Domain State Adult Diploma Completion Options

Potential Completion Option	***Do you plan to make it available locally?***
National External Diploma Program (NEDP) + *This option will not be available during the beginning of the pilot period.*	
Approved and aligned transcripts from foreign secondary schools +	

Potential Language Arts Completion Options

Potential Completion Option	***Do you plan to make it available locally?***
K-12 Language Arts Credit Verification	
Aligned Postsecondary Course Completion	
Accuplacer Test Score Verification (78+)	
GED (2002 Version) score 450+ on Reading and Writing tests + writing sample	
GED (2014 Version) score 158+ on RLA and Social Studies/Science tests + writing sample; GED Ready if proctored	
Passing scores on BST or MCA tests	
TOEFL	
ACT Score 18+ on Writing and 21+ on	

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Potential Completion Option	Do you plan to make it available locally?
Reading tests	
ABE group instruction	
ABE individual instruction	
ABE distance learning	
Approved and aligned interdisciplinary and/or culminating project with written report and oral presentation	

Potential Mathematics Completion Options

Potential Completion Option	Do you plan to make it available locally?
K-12 Math Course Completion Verification	
GED (2002 Version) Mathematics + additional work	
GED (2014 Version) Mathematics	
GED Ready Score 158 (in a proctored environment)	
Advancing from Developmental Education to college credit-level courses according to an approved postsecondary ready test	
Passing MCA or BST Math tests	
ABE group instruction	
ABE individual instruction	
ABE distance learning	

Potential Science Completion Options

Potential Completion Option	Do you plan to make it available locally?
K-12 course completion verification	
Postsecondary course completion verfication	
GED (2002 Version) Science test passing score + additional work	
GED (2014 Version) Science passing score	
ABE group instruction	
ABE individual instruction	
ABE distance learning	
Approved and aligned research projects and/or reports	

Potential Social Studies Completion Options

Completion Option	Do you plan to make it available locally?
K-12 course completion verification	
Postsecondary course completion verification	
GED (2002 Version) Social Studies passing score + additional work	
GED (2014 Version) Social Studies passing score	
ABE group instruction	
ABE individual instruction	
ABE distance learning	
Approved and aligned research project and/or report	

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Potential Employability, Career Development and Digital Literacy Completion Options

Potential Completion Option	***Do you plan to make it available locally?***
ABE group instruction	
ABE individual instruction	
ABE distance learning (including MindQuest Academy, APEX, or other options)	
FastTRAC Programming	
ABE College Prep Courses	
Northstar Digital Literacy Assessments/Certificate	
Resume Completion	
Approved and aligned projects and/or reports	
Typing speed verification (15+ words/minute)	

Please note that additional information will be given about each completion option during the initial and ongoing training and technical assistance.

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Question C-1. Please describe the potential need for state adult diploma programming in your area. With this information, please include information on how the potential participant number (identified above) was calculated. (Examples of demonstrated need might include the number of ABE enrollees that do not have secondary credentials, U.S. Census data for your geographic area, applicable enrollee numbers, etc.)

Questions C-2. In addition to staffing and information noted in previous sections, please describe your consortium's/consortia's capacity to implement the state adult diploma pilot.

Question C-3. Please describe the technology resources and staff technology skills that may help them implement the state adult diploma pilot. Answers should also include experience and use of distance learning, Northstar Digital Literacy Assessments and/or online portfolios. (Applicants can attach applicable sections of their technology and distance learning plan from their narrative, if applicable.)

Question C-4. Of the programming that you currently offer, what classes or instruction do you intend to use with adult diploma students? (Applicants can attach the applicable program/instructional descriptions from their most recent narrative, if applicable.)

Question C-5. If approved, how will your state adult diploma pilot work with local school districts? Answers should also indicate whether graduates of the state adult diploma will be eligible to receive a diploma from a local school district.

Section D: Budget

Please include a proposed budget narrative. This should identify how the additional federal funding (up to $10,000 in additional federal ABE funds) will be spent. (Please complete the budget worksheet that has the UFARS codes.)

Question D-1. If approved, how much, if any, additional funding and/or resources, including in-kind, will be used to supplement the pilot funds?

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State Adult Diploma Pilot Budget Narrative

Budgets are tentative proposals, pending approval from the Minnesota Department of Education. Budgets should cover costs related to implementing the new State Adult Diploma Pilot Program from January-June 2015. Requested funds should not exceed $10,000.

100 - SALARIES AND WAGES

Please identify the applicable UFARS (line item) object code for each position funded with this opportunity and identify the amount of time you will charge to this grant for each position. *Example: Object code: 156 Social Worker FTE: .50%*

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	FTE	July 1, 2011 – June 30, 2012 Funding Amount Per Object Code
110	Administration/Supervision *Justification:*	*FTE:*	
140	Licensed Classroom Personnel *Justification:*	*FTE:*	
141	Non-Licensed Classroom Personnel *Justification:*	*FTE:*	
143			

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	Licensed Instructional Support Personnel *Justification:*	*FTE:*	
144	Non-Licensed Instructional Support Personnel *Justification:*	*FTE:*	
145	Substitute Teacher-Licensed Personnel Salaries *Justification:*	*FTE:*	
146	Substitute Non-Licensed Classroom/Instructional Salaries *Justification:*	*FTE:*	
156	School Social Worker *Justification:*	*FTE:*	
157	School Psychologist *Justification:*	*FTE:*	
158	Qualified Mental Health Professional	*FTE:*	

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	Justification:		
161	Certified Paraprofessional/Personal Care Assistant	*FTE:*	
	Justification:		
162	Certified One-to-One Paraprofessional	*FTE:*	
	Justification:		
163	Foreign Language Interpreter	*FTE:*	
	Justification:		
164	Interpreter for the Deaf	*FTE:*	
	Justification:		
165	School Counselor	*FTE:*	
	Justification:		
168	Security Specialist	*FTE:*	
	Justification:		

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170	Non-Instructional Support	*FTE:*	
	Justification:		
172	Physician (evaluation only)	*FTE:*	
	Justification:		
175	Cultural Liaison	*FTE:*	
	Justification:		
185	Other Salary Payments (Licensed or Certified)	*FTE:*	
	Justification:		
186	Other Salary Payments (non-licensed or non-certified)	*FTE:*	
	Justification:		
199	Salary Adjustments - Full Cafeteria Plans/Cash In Lieu of Benefits	*FTE:*	
	Justification:		

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200 - EMPLOYEE BENEFITS

Identify total benefits for each position identified above (in Salaries). *Justification example: 156 School Social Worker 10% at $20,000 = $2,000 Other Salary 10% at $10,000 = $1,000*

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code
210	FICA/Medicare *Justification:*	
214	PERA (Public Employees Retirement Association) *Justification:*	
218	TRA (Teacher Retirement Association) *Justification:*	
220	Health Insurance *Justification:*	
230		

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	Life Insurance	
	Justification:	
235	Dental Insurance	
	Justification:	
240	Long Term Disability Insurance	
	Justification:	
250	Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	
	Justification:	
251	Employer-Sponsored Health Reimbursement Arrangements (HRA)	
	Justification:	
252	Other Post Employment Benefits (Up to an equal to ARC)	
	Justification:	
270	Workers Compensation	

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	Justification:	
280	Unemployment Compensation	
	Justification:	
299	Other Employee Benefits	
	Justification:	

300 - PURCHASED SERVICES

OBJECT CODES 301 AND 302 ARE NOT ALLOWED FOR THIS GRANT OPPORTUNITY		
UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code
303	Federal Sub Awards and Contracts, up to $25,000 Identify each subaward, subcontract and purchase of service agreement up to $25,000. *Justification examples: Subcontract with outside Evaluator to develop evaluation forms and collect data - $7,000 for services only (no benefits - all allocated under Object Code 303); Purchase of service agreement with (named organization) for xyz – total amount $30,000 (first $25,000 allocated under Object Code 303, remaining $5,000 allocated under Object Code 304). $28,000 Subcontract with (named organization) for development of curriculum (first $25,000 allocated under Object Code 303, remaining $3,000 allocated under Object Code 304)*	
	Justification:	
304		

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	Federal Sub Awards and Contracts, amount that exceeds $25,000 Identify each subaward, subcontract and purchase of service agreement over $25,000 *Justification example: Purchase of service agreement with (named organization) for xyz - total amount $30,000 (first $25,000 allocated under Object Code 303, $5,000 remaining balance allocated under Object Code 304). $28,000 Subcontract with (named organization) for development of curriculum (first $25,000 allocated under Object Code 303, $3,000 remaining balance allocated under Object Code 304)*	
	Justification:	
316	Data Processing Services (Other Educational Agencies)	
	Justification:	
320	Communication Services	
	Justification:	
329	Postage and Parcel Services	
	Justification:	
330	Utility Services	
	Justification:	
340		

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	Insurance	
	Justification:	
344	Audiologist Contracted Services >$25,000	
	Justification:	
345	Licensed School Nurse Services >$25,000	
	Justification:	
347	School Social Worker Contracted Services >$25,000	
	Justification:	
348	School Psychologist Contracted Services >$25,000	
	Justification:	
349	Qualified Mental Health Professional Contracted Services >$25,000	
	Justification:	
350	Repairs and Maintenance Services	
	Justification:	

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353	Paraprofessional/Personal Care Assistant Contracted Services >$25,000	
	Justification:	
354	One-to-One Paraprofessional Contracted Services >$25,000	
	Justification:	
355	Foreign Language Interpreter Contracted Services >$25,000	
	Justification:	
356	Interpreter for the Deaf Contracted Services >$25,000	
	Justification:	
357	Interpreter for the Deaf Contracted Services <$25,000	
	Justification:	
358	Foreign Language Interpreter Contracted Services <$25,000	
	Justification:	

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359	One-to-one Paraprofessional Contracted Services <$25,000	
	Justification:	
360	Transportation Contracts With Private or Public Carriers – up to $25,000	
	Justification:	
Obj. Code 360 should be used in rare circumstances – Obj. Code 303/304 should almost always be used.		
361	Paraprofessional/Personal Care Assistant Contracted Services <$25,000	
	Justification:	
364	Transportation Contracts with Public or Private Carriers Paid w/Federal Funds (over $25,000)	
	Justification:	
365	Interdepartmental Transportation (Chargeback)	
	Justification:	
366	Travel, Conventions And Conferences Identify estimated travel costs that grant staff (not contractors) are expected to incur while performing the duties of the grant. *Justification example: In-state Travel costs to Training Sites - $1,000 Registration to in-state conference (identify conference) - $250*	
	Justification:	
368	Federal Reimbursed Out-Of-State Travel – (must be pre-approved)	

	Identify out-of-state trip and why it is necessary/relevant to this funded project and number of staff for trip – Identify name of conference if known and estimated total costs per trip per person.	
	Justification:	
369	Entry Fees/Student Travel Allowances	
	Justification:	
370	Operating Leases or Rentals, Rentals of Training Room Space	
	Justification:	
373	Educational Speech/Language Pathologist Contracted Services <$25,000	
	Justification:	
374	Audiologist Contracted Services <$25,000	
	Justification:	
377	School Social Worker Contracted Services <$25,000	
	Justification:	
378	School Psychologist Contracted Services <$25,000	

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	Justification:	
389	Training and Tuition Reimbursement Identify costs to staff, parents and others who participate in trainings or other capacity building initiatives to enhance their knowledge and better serve their student/child. Might include tuition, books, materials, and non-staff mileage, lodging and daycare costs (not personal care attendants). Must be based on reimbursement of actual expenditures incurred by person/people reimbursed.	
	Justification:	
390	Payments For Educational Purposes To Other Minnesota School Districts	
	Justification:	
Obj. Code 390 should be used in rare circumstances – Obj. Code 303/304 should almost always be used.		
391	Payments To Minnesota School Districts (Cost Sharing Agreements)	
	Justification:	
Obj. Code 391 should be used in rare circumstances – Obj. Code 303/304 should almost always be used.		
392	Payments For Educational Purposes To Out-of-State School Districts and Other	
	Justification:	
Obj. Codes 392 and 393 are student placements and cannot be entered as Obj. Code 303 and/or 304.		
394	Payments For Educational Purposes To Other Agencies (Non-School Districts)	
	Justification:	

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Obj. Code 394 should be used in rare circumstances – Obj. Code 303/304 should almost always be used.		
395	Shared Costs For Paired Districts Only *Justification:*	
Obj. Code 395 should be used in rare circumstances – Obj. Code 303/304 should almost always be used.		

400 - SUPPLIES AND MATERIALS

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code
401	Supplies And Materials - Non-Instructional *Justification:*	
430	Supplies And Materials - Non-Individualized Instructional *Justification:*	
433	Supplies And Materials - Individualized Instruction *Justification:*	

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460	Textbooks And Workbooks *Justification:*	
461	Standardized Tests *Justification:*	
470	Media Resources *Justification:*	
490	Food Identify approximate number of workshops that will necessitate expenditures related to food/ refreshments *Justification:*	

500 - CAPITAL EXPENDITURES

UFARS Object Code	Object Code Description and Justification Narrative – Please use additional space as necessary.	Funding Amount Per Object Code
530	Other Equipment Purchased – No indirect to be calculated for these costs	

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	Justification:	
555	Technology Equipment – No indirect to be calculated for these costs	
	Justification:	

800 – OTHER EXPENDITURES

895	Federal and Nonpublic Indirect Costs Indirect - Identify restricted or approved rate used to calculate indirect charges to the grant. Indirect = total direct costs X the approved/restricted indirect rate. ***(Applies to Federal Funding Only)***	
	Justification:	

Please add ALL object code values and enter the **GRAND TOTAL** amount in the next box Multiple Site Applicants: remember this total should reflect the total for all sites	***$***

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State Adult Diploma Pilot Application Rubric

Proposals will be evaluated by staff from the Minnesota Department of Education and by select members of the consultation team.

Ratings – Each item received a score of 0, 1 or 2:

0	**Does Not Meet Expectations**	***Does not appear to meet local or state expectations or best practices*****; information missing, unclear and/or incorrect**
1	**Meets Minimum Expectations**	***May meet minimum state expectations but does not appear to represent best practice***
2	**Stands Out as Exemplary**	***Meets and potentially exceeds state expectations and represents best practices***

Section A: ABE Consortium Information

Item	Notes	Rating
Entire section		
Total Section Score		/2

Section B: Adult Diploma Pilot Program Staffing

Item	Notes	Rating
Staff Roles		
Staff Participation in Pilot Training in December (Part One)		
Staff Participation in Pilot Training in January (Part Two)		
Staff Participation in Working Group		
Response to Question B-1 *Please attach a staff roster of all staff that will be working directly with the pilot programming, with names, sites, email and phone numbers, with your application.*		
Response to Question B-2 *Please describe your staff members' training and implementation of GED and adult diploma programming, including participation in the adult diploma task forces, working group or other applicable groups.*		
Response to Question B-3 *Please describe your staff members' training and implementation of standards-based educational models, which could include Minnesota's K-12 standards, ACES Transitions Integration Framework, the CCRS (College and Career Readiness Standards for Adult*		

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Item	Notes	Rating
Education), Northstar Digital Literacy Standards, and/or other standards models.		
Response to Question B-4 *Please describe your staff members' training and experience with providing student advising.*		
Total Section Score		/16

Additional criteria to consider when rating the staffing section:

In the proposed staffing roles, assess:

- The perceived sustainability of staff workloads and roles;
- Identified staff members' experience with adult diploma programming, GED, student advising, and standards-based education;
- The number of local staff members' available for training opportunities;
- Staff members' foundation in and use of Minnesota's K-12 standards, College and Career Readiness Standards (CCRS) for Adult Education, the ACES Transitions Integration Framework (TIF), and Northstar Digital Literacy Standards; and
- Consortium and program capacity, in part through its experience with adult diploma programming, GED instruction, and connections to K-12 districts and other helpful resources.

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Section C: Adult Diploma Pilot Proposed Programming

Item	Notes	Rating
Proposed Sites		
Potential Number of Students Participating		
English Language Arts Competency Options Available		
Math Competency Options Available		
Science Competency Options Available		
Social Studies Competency Options Available		
Employability, Career Development and Digital Literacy Competency Options Available		
Response to Question C-1 *Please describe the potential need for state adult diploma programming in your area. With this information, please include information on how the potential participant number (identified above) calculated. (Examples of demonstrated need might include the number of ABE enrollees that do not have secondary credentials, U.S. Census data for your geographic area, applicable enrollee*		

Item	Notes	Rating
numbers, etc.)		
Response to Question C-2 *In addition to staffing and information noted in previous sections, please describe your consortium's/consortia's capacity to implement the state adult diploma pilot.*		
Response to Question C-3 *Please describe the technology resources and staff technology skills that may help them implement the state adult diploma pilot. Answers should also include experience and use of distance learning, Northstar Digital Literacy Assessments and/or online portfolios. (Applicants can attach applicable sections of their technology and distance learning plan from their narrative, if applicable.)*		
Response to Question C-4 *Of the programming that you currently offer, what classes or instruction do you intend to use with adult diploma students? (Applicants can attach the applicable program/instructional descriptions from their most recent narrative, if applicable.)*		
Response to Question C-5 *If approved, how will your state adult diploma pilot work with local school districts? Answers should also indicate whether graduates of the state adult diploma will be eligible to receive a diploma from a local school district.*		
Total Section Score		/24

Additional criteria to consider when rating the proposed programming section:

In the proposed programming, assess:

- Programming site coordination and consistency across multiple sites;
- Proposed need, based on projected student numbers and justification;
- Sustainability based on student participation numbers compared to budgets and staffing;
- The number of completion options available locally, based on options approved by MDE;
- The proposed instructional description's alignment with standards, clear articulation, comprehensiveness, ability for students to achieve, intensity of programming, incorporation of digital literacy, embedded nature of advising, and other best practices; and
- Proposed use of technology, including distance learning, portfolios and other resources.

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Section D: Budget

Item	Notes	Rating
Budget narrative		
Response to Question D-1 *If approved, how much, if any, additional funding and/or resources, including in-kind, will be used to supplement the pilot funds?*		
Total Section Score		/4

Additional criteria to consider when rating the budget section:

In the proposed programming, assess:

- The sustainability of the proposed budget; and
- The incorporation of other resources or funds.

Automatic Disqualifications

Section A **Is the applicant a current grant recipient as an ABE consortium? (automatic disqualification if no)**	
Section B **Are local ABE staff members willing to participate in required training? (automatic disqualification if no)**	
Section B **Are local ABE staff members willing to participate in the monthly State Adult Diploma Working Group? (automatic disqualification if no)**	

Application Summary

Total Application Score	
Does the application have any automatic disqualifications?	
Geographic/Transitions Region *Central, DOC, East Metro, Mpls, NE, NW, SE, St. Paul, SW, West Metro*	
Setting *Rural, Urban and/or Suburban?*	
Consortium/Consortia Size (in terms of service) *Small, medium or large*	

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Section Six: For More Information

Minnesota ABE Adult Diploma Web Site (www.mnabe.org/programs/adult-diploma)

Additional Resources

Academic, Career, and Employability Skills (ACES) Transitions Integration Framework (TIF) (http://atlasabe.org/professional/transitions)

College and Career Readiness Standards (CCRS) for Adult Education (http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)

Literacy Action Network Web Site (www.literacyactionnetwork.org/supplemental-service-activities/adult-secondary-credential-task-force)

Minnesota Department of Education Adult Diploma Task Force Web Site (http://education.state.mn.us/MDE/Welcome/AdvBCT/StandultHighSchDiplTaskForce/)

Minnesota's K-12 Academic Standards (http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm)

Northstar Digital Literacy Standards (https://www.digitalliteracyassessment.org/standards.php)

Contact

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