ABE NARRATIVE WRITERS WORKSHOP

Organized by Minnesota Department of Education
Sponsored by Literacy Action Network

November 9, 2017

TODAY'S PRESENTERS INCLUDE

MN Department of Education ABE Staff

- Julie Dincau
- Brad Hasskamp
- Astrid Liden
- Jodi Versaw

ABE Supplemental Service Provider

- Susan Wetenkamp-Brandt, Minnesota Literacy Council

Local ABE Staff

- Department of Corrections ABE
- Rosemount Apple Valley Eagan ABE

WHO'S IN THE ROOM?

- AEOA
- Burnsville
- Dakota Prairie-Farmington
- International Education Center
- Lakes & Prairie-Wadena
- Lakeville
- NW Service Cooperative
- Osseo
- South Suburban-South St. Paul

KICKING OFF

The 2018 narrative is substantively different from previous years

- Keep this in mind when looking at earlier narratives
- Some uncertainty about templates, page length expectations
- Do your best, ask questions, and give us feedback

REQUIREMENTS

Looking at the "ABE Consortium Narrative Requirements"

Organization

- Narrative items (numbers)
- Documents (letters)

Audience: reviewers AND local staff, including new staff

This document and all templates available at mnabe.org

STARTING POINTS

Check the "Starting Points" document

Use the "Notes and Ideas" document

The "ABE Consortium Narrative Review Form" can help you understand how items and documents will be scored.
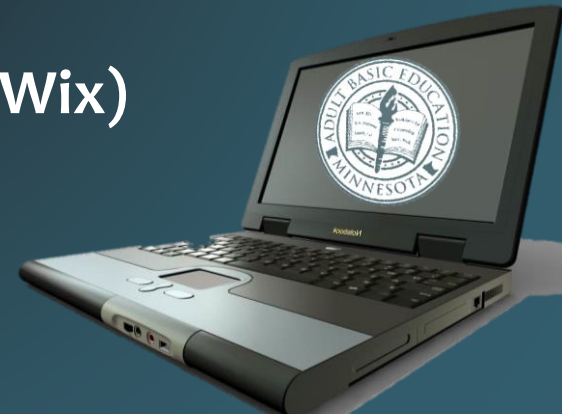** Please write "draft" on this document!

Final note: all narratives should be submitted online

ONLINE NARRATIVES – FORMAT OPTIONS

- **Google Sites**
  - Central MN ABE
  - RAVE ABE

- **Existing organization website**
  - DOC
  - ThinkSelf Deaf ABE
  - Metro South ABE

- **Other website development tool (e.g. Weebly, Wix)**
  - Southeast ABE

SECTION 1: OVERVIEW

Brad Hasskamp

TIPS ON SECTION

1

- **Consider bullets, graphs and maps**

- **Give us the framework, the other sections add the detail**

- **Note item 1.2, suggested time frame = 2-5 years**

**Length estimate: 2 to 4 pages**

SECTION 2: ACCOUNTABILITY

Brad Hasskamp

1. **Most policy-driven section**
   A. Detail is essential here
   B. Explain what and how to someone that does not work there or understand your consortium

2. **Use the narrative process to improve: how could you do things better (i.e. PEP, Accountability)**

3. **Clearly articulate how big programming decisions are made and implemented in your consortium**
   A. Do you have an articulated process?
   B. How could new members join your consortium?
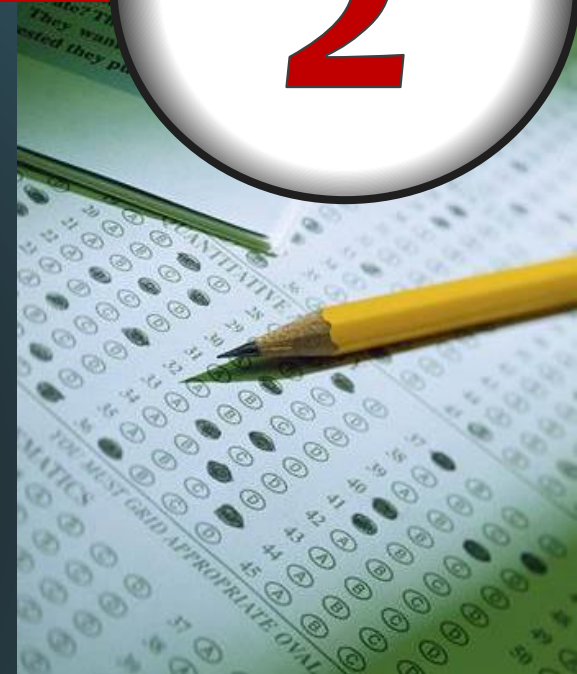
DOCUMENTS IN SECTION

2

A. **Intake and Orientation Procedures**

B. **Assessment Procedures**

  1. How does your consortium implement the state assessment policy?

C. **Contact Hour Tracking Procedures**

D. **Include your consortium agreement**

  1. Check out SE ABE online narrative (document O)

  2. Consortium meetings are required

SECTION 3: PROFESSIONAL DEVELOPMENT

Astrid Liden

WHAT IS YOUR CURRENT APPROACH?

- **What is your current approach to professional development (PD) planning for your consortium?**

- **How is this working for you? What do you see as the benefits and drawbacks of your current process?**

CAFETERIA APPROACH

"We always go to that conference."

"That sounds like a fun workshop."

"My friend is going to that session, so I'm going to tag along."

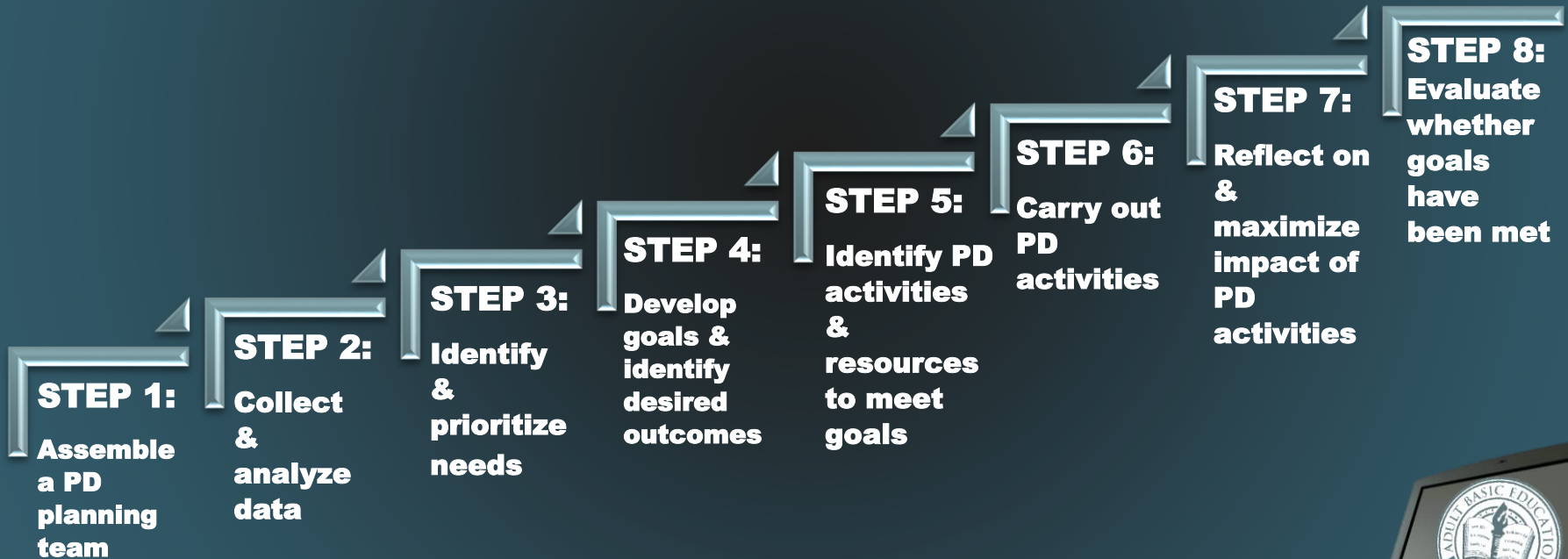*"The only trainings we participate in are regionals because that's all we can afford."*

WHAT IS DATA-DRIVEN PD PLANNING?

- **PD needs are identified and prioritized based on data**
- **SMART goals are developed based on those needs**
- **PD activities align with identified needs & objectives**

PD PLANNING PROCESS

STEP 1: Assemble a PD planning team

STEP 2: Collect & analyze data

STEP 3: Identify & prioritize needs

STEP 4: Develop goals & identify desired outcomes

STEP 5: Identify PD activities & resources to meet goals

STEP 6: Carry out PD activities

STEP 7: Reflect on & maximize impact of PD activities

STEP 8: Evaluate whether goals have been met

STEP 1:

Assemble a PD planning team

CONSIDER:

- Who is/will be part of your PD planning team?
- When do/will you meet?
- What is/will be your planning cycle?
- What resources do/will you need?

SUGGESTIONS:

- Include a mix of roles and perspectives
- Leadership support and involvement

STEP 2:

Collect & analyze data to identify PD needs

CONSIDER:

- What data do you currently use to inform PD planning?

- What data could you use in the future?

PD SURVEY

- **Statewide PD survey open through January 5:**
  http://survey.sogosurvey.com/r/5O4Yoh
- **Consortium-level reports available from ATLAS upon request**
  - Contact Marisa Geisler at
    mgeisler02@hamline.edu

STEP 3:

Identify & prioritize PD needs using a variety of data

CONSIDER:

- Which needs are supported by the greatest amount and diversity of data?

- Which needs reflect local and state priorities & initiatives that need to take precedence?

- Which needs are possible to address in the upcoming program year?

- Which needs can be met with available personnel, resources, and technology capabilities?

STEP 4:

Develop measurable goals & identify desired outcomes

SMART objectives are:

- <u>S</u>pecific – *What? Why? How?*

- <u>M</u>easurable – *How will I measure progress & know I've achieved my goal?*

- <u>A</u>ction-oriented – *Can I take actions to accomplish this goal?*

- <u>R</u>ealistic – *Is it challenging but still possible to achieve?*

- <u>T</u>ime-bound – *What is my timeframe for this goal?*22

STEP 5:

Identify & develop PD activities to meet the goals

- **Traditional PD Conferences and Workshops**
  - *Choose sessions based on your identified needs*
  - *Focus your efforts - participate in a strand of sessions*
  - *Share information with peers*
- **PD cohorts**
- **Online courses**
- **Study circles**
- **Professional learning communities (PLCs)**
- **Site visits**
- **Peer observation/mentoring**
- **Program & product development**

STEP 6:

Carry out / participate in PD activities

CONSIDER:

- What PD activities would help achieve the goals you identified?

- What resources (presenters, materials, etc.) would you need to carry out these activities?

STEP 7:

Reflect on & maximize impact of PD activities

OPTIONS:

- Staff meetings
- Professional learning communities
- Meeting with supervisor or colleague
- Presentation at a conference
- Activity log
- Teacher journal
- Other ideas???

STEP 8:

Evaluate whether objectives have been met

Evaluating PD
(adapted from Guskey, 2002)

Level 5: Student learning outcomes
Assessing student learning

Level 4: Participants' use of new knowledge and skills
Assessing degree and quality of implementation

Level 3: Organization support and change
Assessing organizational advocacy, support, accommodation, facilitation, recognition

Level 2: Participants' learning
Assessing new knowledge and skills

Level 1: Participants' reactions
Assessing initial satisfaction with experience

SUGGESTED PD PLANNING TIMELINE

Winter
PD Survey

Spring
Consortium PD Plan

Spring-Fall
Individual PD Plan

QUESTIONS?

Astrid Liden: Astrid.Liden@state.mn.us

phone: 651-582-8424

SECTION 4: EDUCATIONAL QUALITY

Brad Hasskamp

TIPS ON SECTION 4

1. **Have instructors help develop this section**

   A. Start this section early and allow time for writing and editing

2. **Articulate all programming happening in the consortium**

   A. Courses can be grouped if they do (or will) teach the same content

3. **Highly Recommended: Use the templates provided**

I. **Instructional Program Description**

   1. Overview and Best Practices

   2. Course-by-Course

J. **Multi-Year Content Standards Implementation Plan**

   1. Include all 3 sets of content standards

   2. CCRS Implementation Plan?

K. **Two Examples of Content Standards Integration**

SECTION 5: INTEGRATION AND COLLABORATION

Julie Dincau

5

5.1 Each ABE Consortia is in a Workforce Development Area (WDA) and should be a part of at least one local WIOA plan.

To locate the area you are in go to:

http://education.state.mn.us/Maps/ABE/

To locate the plans go to:

https://mn.gov/deed/about/what-we-do/objectives-plans/wioa.jsp

TIPS ON SECTION

5.2 Methods of referral are included in the MOU with Local Workforce Development Area (LWDA)

Specifically it is Article 5: Method of Referral. This process should be included along with other ways the consortia supports concurrent enrollment.

It would be good to have a conversation with the individual(s) who work with the Title 1 funding.

TIPS ON SECTION

5

5.3 Coordination and Collaboration

How do you develop instructional programming in coordination with K-12? Postsecondary? Employers? Career and Technical Education? Workforce Development?

5.4 Correctional Facilities

Even if a consortia does not have programming at the local and county correctional facilities there should still be some collaboration around referrals.

TIPS ON SECTION

5

5.5 The ABE Manager of the consortia was asked to participate in the development of the regional transitions plan. The idea is that this is shared with all staff and input/ideas are gathered from staff.

The Regional Transitions Coordinator (RTC) for your transitions region would be a good resource.

http://mnabe.org/contacts-directories

5

5.6 Adult Literacy Hotline (this is in the assurances that you sign every year ☺)

"The grantee will provide updated delivery site and program information at least annually to the State Adult Literacy Hotline and will provide additional updates as programming changes occur (including changes in schedule, site locations, programs offered, etc.)"

SECTION 6: PROGRAM RESOURCES

Jodi Versaw
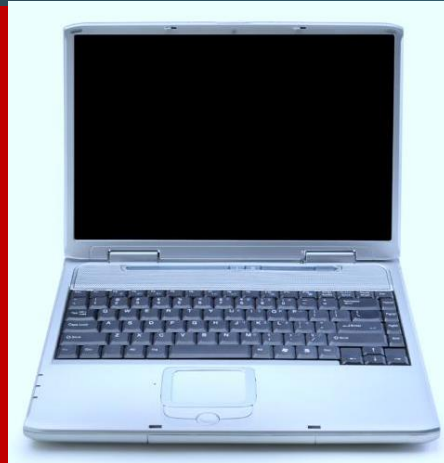
TIPS ON SECTION 6

- **No longer requiring a technology plan**
- **For 6.1 and 6.4, give a current snapshot**
- **For 6.2 and 6.3, consider the future**

SECTION 7: SUCCESSES AND CHALLENGES

Jodi Versaw

TIPS ON SECTION 7

- This section is new
- Be honest and thoughtful

SECTION 8: ANNUAL APPLICATION

Jodi Versaw

TIPS ON SECTION 8

1. **Include all documents**

   A. Application, assurances and tables

   B. Report for each sub-grantee

2. **Reviewers will be evaluating your tables**

LOCAL PERSPECTIVE: DEPARTMENT OF CORRECTIONS

Narrative Preparation FY16

Narrative Writer's Workshop

November 9, 2017

Narrative Writer's Workshop – Fall 2015
Now the REAL work began!

▶ **DOC Education Directors, Consortium Manager and Narrative Coordinator attended the workshop**

▶ **Created a Narrative project plan**

➢ **Assigned teams of 2 to each Section of the Narrative**

➢ **Set up folders for each Section in iShare** (internal electronic site**)**

➢ **Alerted Communications Department** (need a link for public viewing)

mn DEPARTMENT OF CORRECTIONS

- **Created the overall plan of action**
- **November 2015 Education Director's Meeting: Plan presented**
- **Each of 9 Sections assigned to teams (2 managers/supervisors)**
- **Specific time-line created for each stage of process**
- **Formal check-ins monthly as an agenda item at Education Director's meetings**
- **Regular check-ins with Section teams**

DEPARTMENT OF CORRECTIONS

The PLAN

DOC Narrative Plan FY16

Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Narrative Writer's Workshop	Set-up iShare Folders	Section teams start preliminary work on their sections	Education Director's meeting - Narrative update/check-in	Individual section team check-in meetings	Ongoing section preparation	First draft for sections due Section 2, 3, 5 and 6	Complete MARCS Data entry and clean-up	Submit to MDE!
Develop initial plan	Assign sections	Send instructional class description template to instructors to be filled in	Set deadlines for specific sections to be reviewed by manager and coordinator	Review new forms and processes at Ed Director's meeting e.g new manual, PD template	Schedule check-in meetings with section leaders for each section	Section 1 draft and upload photos, maps, etc.	Techonology Plan Section 7 drafted	Send portal links to MDE and other stakeholders
	Introduce Plan at Ed Director Meeting	Communications Department about setting up viewer access		Review ABE Survey		Review instructional class descriptions at Ed Director meeting	Future Plans & Issues draft Section 8 (based on MAP and ABE Survey results)	
	Set Deadlines			Summarize survey results		Send new PD templates to Ed Directors	Proofing - grammar, spelling, editing, thoroughness, attachments	
	Gather materials and related documents			Consolidate instructional class descriptions		Select 3-6 sample completed PD templates and upload into attachments Section 3	Complete annual ABE application	
	Contact Communications Department about setting up viewer access						Final check-in with Communications/proof extranet portal access	

DEPARTMENT OF CORRECTIONS

iShare *DOC Intranet*

OUR MISSION

Reduce recidivism by promoting offender change through proven strategies during safe and secure incarceration and effective community supervision

DEPARTMENT OF CORRECTIONS

DOC Portal Homepage | Search Center | DOC Extranet

DOC Intranet Portal	Divisions	Facilities	Business Units/Offices	Staff Resources	DOC Applications	Site Directory	Search this site...

	Type	Name	Modified	Modified By
	📁	Section 1 - Program Overview (George, Theresa)	1/5/2016 10:34 AM	George Kimball
	📁	Section 2 - Program and Student Accountability (George, Nancy)	1/5/2016 10:34 AM	George Kimball
	📁	Section 3 - Staff and Professional Development (Theresa, Heather)	1/5/2016 10:34 AM	George Kimball
	📁	Section 4 - Instructional Program Description (Nancy, Todd)	1/5/2016 10:35 AM	George Kimball
	📁	Section 5 - Program Governance and Coordination (George, Jeanne)	1/5/2016 10:35 AM	George Kimball
	📁	Section 6 - Program Partnerships and Collaboration (Randy, Pat)	1/5/2016 10:35 AM	George Kimball
	📁	Section 7 - Technology and Distance Learning Plan (Jeanne, Pat)	1/5/2016 10:36 AM	George Kimball
	📁	Section 8 - Future Plans and Issues (George, Jim)	1/5/2016 10:36 AM	George Kimball
	📁	Section 9 - Annual Consortium Grant Application (George, Karla)	3/8/2016 9:42 AM	George Kimball
	📄	DOC Narrative Table of Contents	5/31/2016 10:18 AM	George Kimball

Home Page

Documents

Pathways Program Plan

FY 2011-2012 ABE Narrative

Finance

Human Resources

Management Resources

Master Academic Planning

Offender Graduation Info

ACA Standards

Education Director Manual

ABE Narrative 2016

ABE

➕ Add document

What's in each Section folder?

Examples of folders/files within the main Section folder

Education Administration ▸ ABE Narrative 2016 ▸ ... FY16 Narrative related documents ▸
All Documents ▾

OUR MISSION
Reduce recidivism by promoting off
through proven strategies during sa
incarceration and effective communi

DOC Portal Homepage | Search Center |

OC Intranet Portal	Divisions	Facilities	Business Units/Offices	Staff Resources	DOC Applications	Site Directory	Search this site...

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ocuments	📁	extras	5/25/2016 11:25 AM	▣ Theresa Luther
thways Program Plan	📁	Final Section 2 Program and Student Accountability FY16 Narrative	5/24/2016 11:18 AM	Karla Vien
2011-2012 ABE rrative	�w	Section 2 TO DO	5/20/2016 12:10 PM	▣ Theresa Luther
ance				

Deeper into the Working files -

Central Office
1450 Energy Park Drive Suite 200
St. Paul MN, 55108
PH 651.361.7200 Fax 651-642-0223
TTY 800.627.3529
www.doc.state.mn.us

2016-2017 ABE Narrative – Minnesota Department of Corrections

Section 2: Program and Student Accountability

2.1   In adherence with the **ABE Contact Hour Policy**, explain how student contact hours are recorded and verified for intake, orientation, assessment, daily attendance, distance learning and any other allowable time. Refer to Attachment F in your explanation, the student attendance sheet example.

Initial Intake and Assessment at Saint Cloud and Shakopee

Every new offender (inmate) goes through a corrections intake/orientation process. The intake/orientation is basically a "Prison 101" type of program, with offenders learning what life will be like during incarceration. Some of those offenders will eventually enroll in ABE classes. During this process each and every offender takes a TABE test and is provided with an overview of DOC education. Since we are not certain which offenders will be ABE-eligible, at this time the DOC Consortium **does not count** hours for initial TABE testing or education overview.

Some offenders also enroll in cognitive or critical thinking skills courses during this initial intake, as well. The DOC has had the curriculum approved by MDE/ABE as conditional content. We track students who take these cognitive skills classes and, **if they enroll in one**

4. The actual number of hours of attendance (as recorded in COMS) for Student A (and all students) is entered in MARCS. See page 4 of Attachment F.

Assessment

Each ABE student takes a TABE (or CASAS if ESL) post-test at least once per quarter (every three months or after 40 hours of instruction) and the scores are entered into COMS and MARCS. Functioning level increases, if any, are noted in MARCS. These tests are scheduled during student's regular classroom time, so the hours are counted accordingly.

GED testing is done on site at each correctional facility. Each facility has an MDE/GED authorized Chief Examiner as well as one or more back-up Examiners. There are different GED testing schedules at each facility, according to demand. If GED testing is scheduled during a student's ABE class time, the student signs out of class and does not receive instructional hours time for the time spent taking the GED test. GED test data is recorded in COMS and MARCS, with MARCS data entry staff careful to follow the ABE rule of 7.5 maximum hours of GED testing credit per student per ABE year. *Might have to change this wording a little to reflect the GED 2014 computer-based testing*

DEPARTMENT OF CORRECTIONS

FINAL Section Two

DEPARTMENT OF CORRECTIONS

DOC Portal Homepage | Search Ce

| | Divisions | Facilities | Business Units/Offices | Staff Resources | DOC Applications | Site Directory | | Search this site... |

☐ Type	Name	Modified	☐ Modified By
📁	section 2 attachments	5/26/2016 9:36 AM	Theresa Luther
📄	Section Two Program and Student Accountability	11/3/2016 9:54 AM	Shari Scanlon

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TTY 800.627.3529
www.doc.state.mn.us

2016-2017 ABE Narrative – Minnesota Department of Corrections

Section Two: Program and Student Accountability

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In addition to literacy classes, some offenders also enroll in conditional content courses during their stay in the DOC. Examples include cognitive or critical thinking skills courses and re-entry/transitions classes taken when they are near the time of their release from prison. The DOC has had the curriculum approved by MDE/ABE as conditional content. We track students who take these classes and, **if they enroll in one or more core ABE instructional content classes** during the same ABE year, we then count those hours. If they do not enroll in a core content class during the same ABE year, we remove those hours and that student from our current year ABE records.

DEPARTMENT OF CORRECTIONS

Section Two – Final Attachments

Final Version – Each Section

- One "voice" – one writer to do edits and draft the final version of all Sections

- Each Section looks the same – DOC logo, letterhead, etc.

- Choose a font at beginning – we chose Calibri, 12 pt.

- Double spaced throughout, extra space between paragraphs

- Attachments for the specific section

- Include table of contents

DEPARTMENT OF CORRECTIONS

Table of Contents – final stage of documents

DEPARTMENT OF CORRECTIONS

Dragons that needed to be Slayed

- **Didn't start early enough – even with a plan**
- **Some teams needed regular reminders**
- **Schedule conflicts and workload issues for Section leaders**
  - Interfered with prioritizing
- **Some team leaders were better writers than others**
  - Font errors due to cutting and pasting, etc.
- **Final "drafts" needed to be completed in plenty of time so that the "final voice" person had time to meet the deadline.** *Our final draft person sometimes has trouble with deadlines!*
- **How to get the Narrative into an accessible web-based format**

DEPARTMENT OF CORRECTIONS

- ► Start early!
- ► Establish specific deadlines
- ► Meet deadlines!
- ► One voice for final narrative version
- ► Consistent format
- ► Regular check-in with team members
- ► Have at least two proofreaders
  - ► Proofreaders not part of Narrative team
  - ► Proofreaders must be well versed and thorough
- ► Communication
  - ► All departments, stakeholders provided with enough lead time and information
  - ► All changes (deadlines, process) immediately communicated to all affected
- ► Start early!

DEPARTMENT OF CORRECTIONS

Minnesota Adult Basic Education

- Home
- About ABE in MN
- ▸ ABE delivery system
- ▸ ABE instruction
- ▸ ABE content standards
- ▸ Career pathways
- Distance learning
- Professional development
- Upcoming events
- ▸ Supplemental services
- ▾ ABE funding and grants
  - ABE annual consortium application
  - Five-year narrative (consortium authorization)
  - Federal competitive application

Home / ABE funding and grants / Five-year narrative (ABE consortium authorization)

Five-year narrative (ABE consortium authorization)

The ABE 5-year narrative is designed to give existing ABE consortia and new or reorganized applicants for ABE funding an opportunity to review and describe program results, successes, organizational structure, adherence to state/federal requirements, and future plans. Once submitted, the narrative is reviewed and evaluated in order to make decisions about new or continuing multi-year program approval for funding. The 5-year narrative process is based on requirements outlined in Minnesota State Statute 124D.52, subd. 2.

2017-2018 Narrative Requirements

Detailed requirements for ABE consortia required to submit the 5-year narrative on June 1, 2018 can be found in this document: 2018 Narrative Requirements

The following templates are recommended, but not required, for use as part of the 5-year narrative submission:

Section Two:

Intake and Orientation Procedures Template

Assessment Procedures Template

Contact Hour Tracking Procedures Template

FOR MORE INFORMATION...

Jodi Versaw, Program Quality Specialist

(651) 582-8593

jodi.versaw@state.mn.us

Thank You! Good Luck!