ABE NARRATIVE WRITERS WORKSHOP

Organized by Minnesota Department of Education

Sponsored by Literacy Action Network

October 30, 2018

TODAY'S PRESENTERS INCLUDE

MN Department of Education ABE Staff

- Julie Dincau

- Brad Hasskamp

- Astrid Liden

- Jodi Versaw

- Todd Wagner

ABE Supplemental Service Provider

- Susan Wetenkamp-Brandt, Minnesota Literacy Council

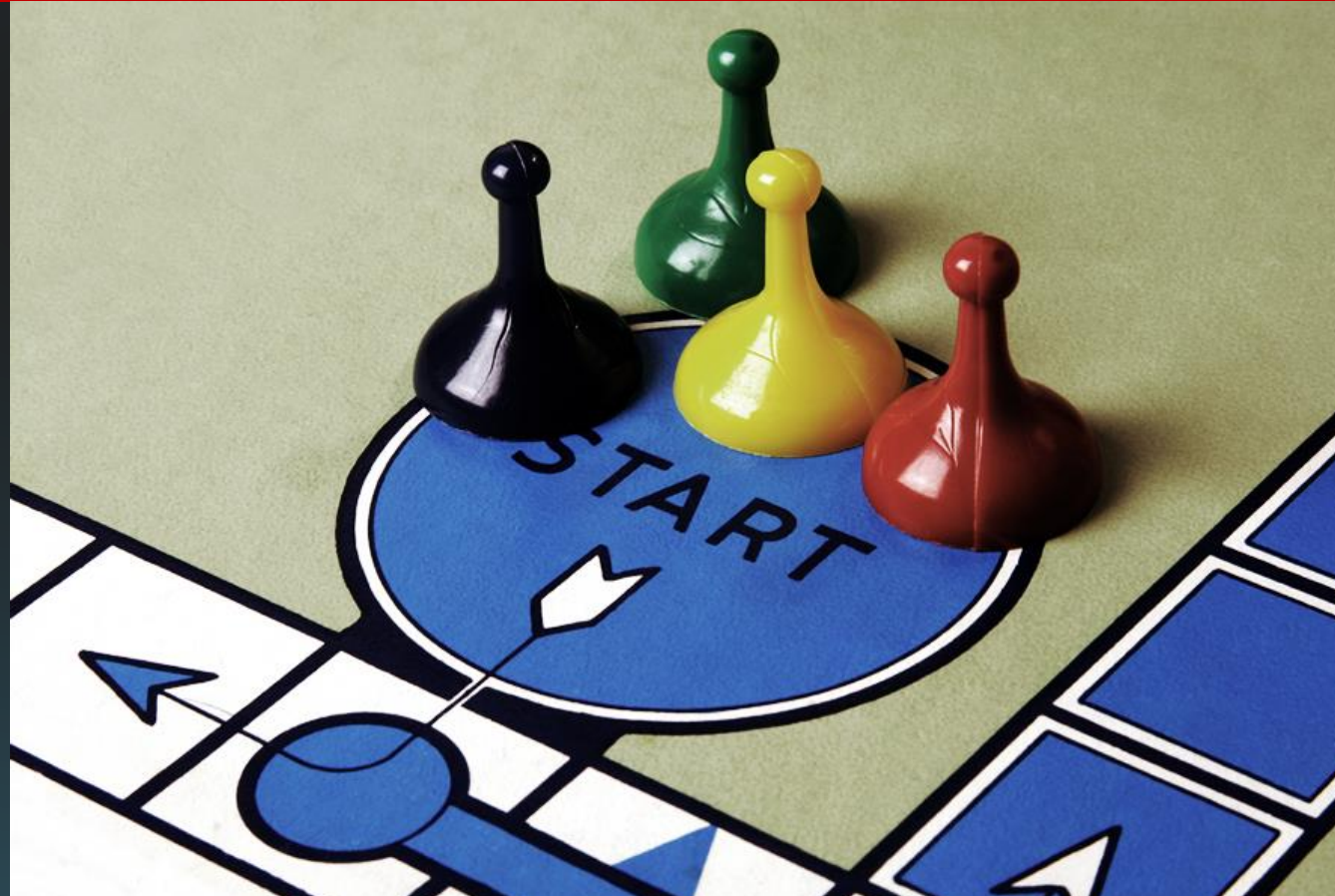**Local ABE Staff**

- Lakeville ABE & Farmington ABE

WHO'S IN THE ROOM?

- **Alexandria**
- **Adult Options (Hopkins)**
- **Detroit Lakes**
- **Duluth**
- **Hiawatha Valley (Red Wing)**
- **Metro East**
- **Rochester**
- **Southwest Metro**
- **West (Monticello)**

WELCOME

Todd Wagner

Why the Narrative?

IMPORTANT NOTE!

The 2019 narrative is substantively different from previous years

- 2018 narratives similar but not identical
- Earlier narratives very different
- Some elements of the federal competitive application
- Note the "starting points" document

OTHER IMPORTANT DETAILS

The "Draft ABE Consortium Narrative Review Form" can help you understand how items and documents will be scored.

Use the "Notes and Ideas" document throughout the day today.

All narratives should be submitted online.

ABE CONSORTIUM NARRATIVE REQUIREMENTS

Organization
- Narrative items (numbers)
- Documents (letters)

Narrative Items
- Mainly created for the narrative
- Descriptions and explanations – provide data; show understanding of requirements; outline processes, implementation and outcomes

Documents
- May be currently existing, not necessarily created for this narrative
- Internally useful and usable
- Templates recommended but not required

ABE CONSORTIUM NARRATIVE REQUIREMENTS

Audience
- Peer reviewers
- Local staff, including new staff

"2019 ABE Consortium Narrative Requirements" document and all templates available at mnabe.org
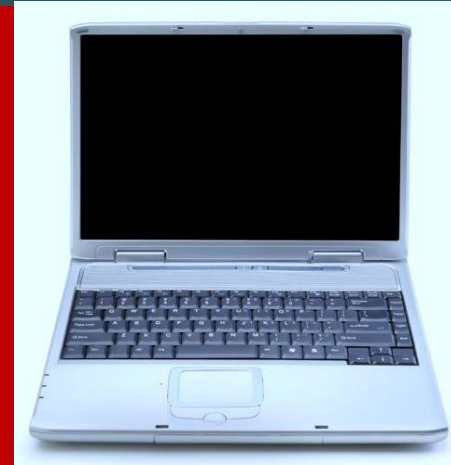
SECTION 1: OVERVIEW

Jodi Versaw

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 6: PROGRAM RESOURCES

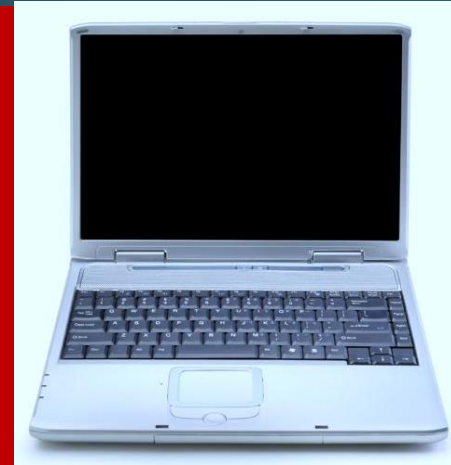Jodi Versaw and Susan Wetenkamp-Brandt

TIPS ON SECTION 6

- Item 6.1 should answer "why" and "how" – How and why is the consortium using technology and DL? To what ends for students?

- Document P – Technology and Distance Learning Plan should explain "what" and "when" of technology and DL use.

CREATING A NARRATIVE ONLINE

Susan Wetenkamp-Brandt

ONLINE NARRATIVES – FORMAT OPTIONS

- **Google Sites**
  - International Education Center
  - Northwest Service Co-op
  - South Suburban ABE

- **Existing organization website**
  - Arrowhead Economic Development Agency (AEOA)
  - Lakes and Prairies ABE

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

SECTION 8: ANNUAL APPLICATION

Jodi Versaw

TIPS ON SECTION

8

- **Do this section last, after all SiD data (attendance, tests, hours) has been entered through April 30, 2019**

- **Include all documents**

    Q. Application, assurances and tables

    R. "Level Gains with Post-Test Rates" Include a separate report for each sub-grantee.

SECTION 3: PROFESSIONAL DEVELOPMENT

Astrid Liden

WHAT IS YOUR CURRENT APPROACH?

- **What is your current process for 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?**
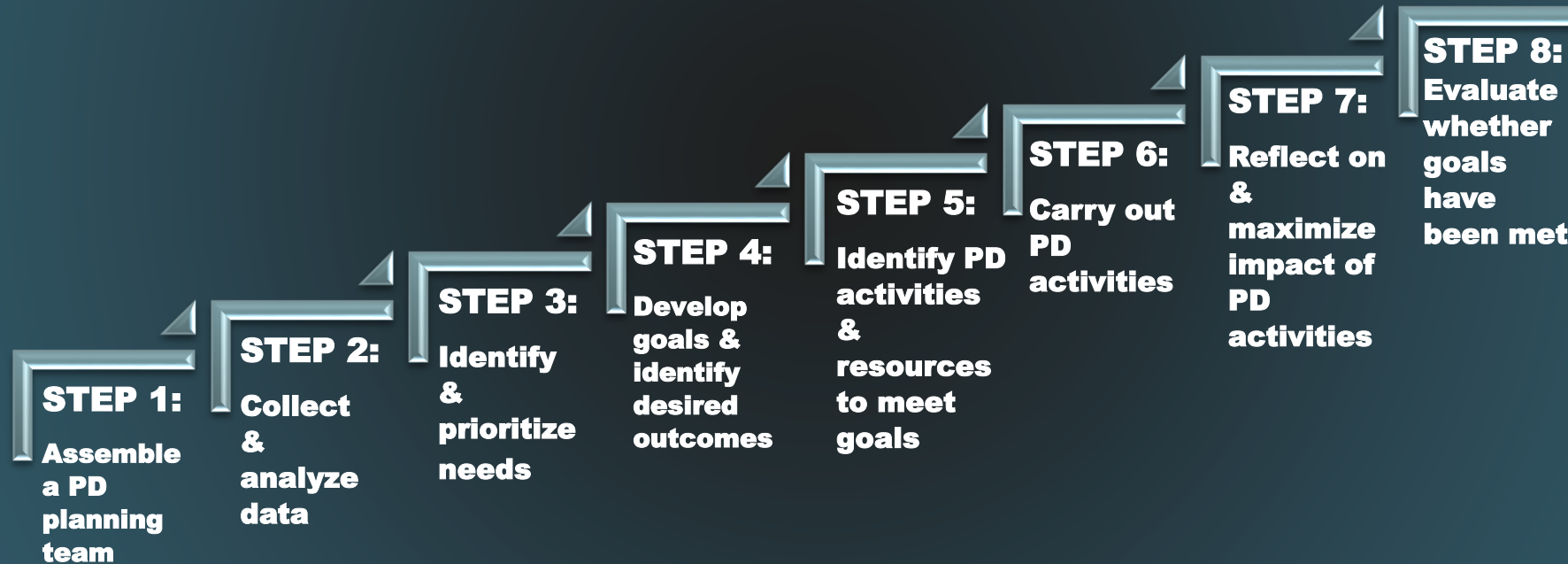
WHAT IS DATA-DRIVEN PD PLANNING?

- 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

- **A link to the statewide PD survey will be emailed to you by November 13**

- **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:

- Specific – *What? Why? How?*

- Measurable – *How will I measure progress & know I've achieved my goal?*

- Action-oriented – *Can I take actions to accomplish this goal?*

- Realistic – *Is it challenging but still possible to achieve?*

- Time-bound – *What is my timeframe for this goal?*

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

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

Evaluating PD
(adapted from Guskey, 2002)

SUGGESTED PD PLANNING TIMELINE

Winter

PD Survey

Spring

Consortium PD Plan

Spring-Fall

Individual PD Plan
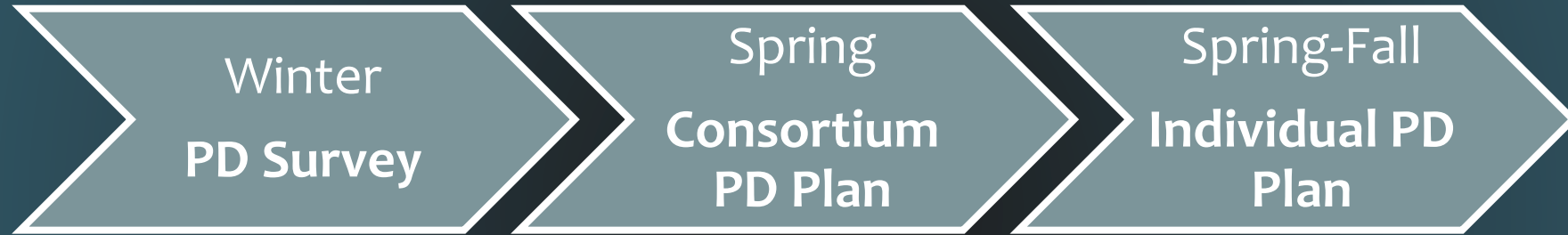
QUESTIONS?

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

phone: 651-582-8424

LOCAL PERSPECTIVE: LAKEVILLE ABE FARMINGTON ABE

LAKEVILLE AND FARMINGTON ABE

Link to Lakeville narrative

Link to Farmington narrative

LUNCH

LOCAL PERSPECTIVE: OSSEO ABE

Narrative Writing Experience:
Osseo ABE

Community Ed
Adult Basic Education

WHAT WE ARE SHARING TODAY

- The timeline and process to complete our narrative
- Who in our team we engaged to help with the work and/or provide information
- Which tool we selected for housing our narrative documents and why
- Our top three pieces of advice for writing the narrative

Community Ed
Adult Basic Education

Timeline and Process

- Osseo started the process in earnest after the narrative writer's workshop
- We developed a timeline (we didn't always stick that well to it) and set goals in a Google folder
- We talked about the narrative in staff meetings, at leadership meetings and checked in regularly to provide support and assistance to each other
- We leveraged the tools we already had on hand – our last narrative, our Federal application, current grant applications (bonus advice – do not reinvent the wheel)
- We used the templates provided for the practices documents (intake, etc) to create consistency in document creation

Community Ed
Adult Basic Education

Team Engagement

- Used team leaders (department chairs) to take the lead on each section, based on interest and/or experience
- Asked all staff to [complete a survey on successes and challenges](#) in program
- Selected student stories from the survey were developed with interview questions sent to their primary teacher
- Shared updates in staff meetings about how their ideas were integrated into the document
- Used our staff development events to review course descriptions within and across levels

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Adult Basic Education

Online Hosting

Osseo ABE used **wix.com** as our hosting platform
- Selected for ease of use and layout options
- Allowed us to integrate all of our own pictures easily
- Free! (maybe not the best website naming convention) with an option to buy your domain and change the website name
- [Our narrative](#)

Community Ed
Adult Basic Education

Advice

- Be flexible and understanding; each program is unique and not all questions will be answered as fully as others – **show off your program's strengths**
- Start planning early and write it down – *even if you don't do the work early* – **knowing what needs to be done** is helpful (some sections need more time, and some may be able to be revised from other documents)
- Think about how you will **use this as a living document** to help guide planning into the future; don't let it be an exercise that will get dusty on a shelf

Community Ed
Adult Basic Education

Contact Us

You can reach Emily Watts, ABE Program Coordinator at:
wattse@district279.org
763.585.7321

You can see our narrative here:
https://wattse5.wixsite.com/osseoabenarrative

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Adult Basic Education

SECTION 2: ACCOUNTABILITY

Brad Hasskamp

TIPS ON SECTION

2

1. **Most policy-driven section**

   A. Detail is essential here

   B. Explain your procedures to someone that does not work there

2. **Use the narrative process to find areas to improve**

3. **Clearly articulate how big programming decisions are made and implemented in your consortium**

QUESTION 2.1: GOVERNANCE

2

Consortium meetings

(2/year minimum to make consortium agreement)

- Identify and convene decision makers and/or staff
- Can be virtual and/or in-person
- Attendance expectations (can vary based on staff, role and programming)
- Annual agreement timeline
- Other membership and programming expectations?

Connects with Document D

2

2.2 Program Accountability Procedures

- Compliance

- Fiscal agent and sub-grantees

2.3 Student Goal Setting

- Consortium wide? By type of program?

- Can connect with Document A

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.   Examples: Check out SE ABE online narrative (document O)

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**

4

4.1 How are high quality educational services developed?

- Decisions on what instruction to offer?

- Evaluation of instruction?

- Ensuring sufficient intensity? (define)

- Essential components of reading?

4

4.2 Career-Focused Programming Overview

- Can cite pages in Document I

4.3 Content Standards Work To Date

- What have you done before today?

4.4 Volunteers

- Outline roles and training

4

I.   **Instructional Program Description**

1.   Revised template

2.   Overview and Table of Contents

3.   By course or type of instruction (can be per site or over multiple sites)

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

1.   Include all 3 sets of content standards

2.   CCRS Implementation Plan? Must also add ACES TIF and Northstar

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

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.

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

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.

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

TIPS ON SECTION

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.)"

5.7 Indicate the individual who currently serves as the Regional Transitions Coordinator for the consortium, and the individual who currently serves as the ABE representative on the local Workforce Development Board(s).
(http://mnabe.org/contacts-directories)

How does communication go from the consortium to these individuals, and how is information and communication from these individuals shared out to the consortium?

SECTION 7: SUCCESSES AND CHALLENGES

Jodi Versaw

TIPS ON SECTION

- This section is new (as of 2018)
- Be honest and thoughtful

QUESTIONS?

WHAT'S NEXT?

ACTION PLANNING

- **Where will you start?**

- **Who needs to get involved?**

- **What are your first steps?**

Minnesota Adult Basic Education

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

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

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.

For a complete list of ABE consortia and 5-year narrative submission dates, open the ABE 5-year narrative schedule.

2019 Narrative Requirements

Detailed requirements for narratives to be submitted on June 3, 2019: 2019 Narrative Requirements

Powerpoint from the October 30, 2018 Narrative Writers Workshop:

The following templates are recommended, but not required, for use as part of the 2019 5-year narrative submission:

Section Two:

Intake and Orientation Procedures Template

FOR MORE INFORMATION...

Jodi Versaw, Program Quality Specialist

(651) 582-8593

jodi.versaw@state.mn.us

Thank You! Good Luck!