

**Minnesota Adult Basic Education**

# ABE Program Improvement Policy

**Policy Development Date: January 3, 2008**

**Policy Implementation Date: January 3, 2008**

**Latest Policy Revision Date: September 25, 2018**

## Policy Overview

### Background

Adult Basic Education consortia that are supported with state and federal funds are accountable for a number of important actions including using funds appropriately, complying with federal law and state statutes, required policies and assurances, and delivering effective programming for students. The State ABE Office has established quantitative performance targets for student level completion and other core performance indicators as a part of the National Reporting System (NRS). Consortia that report annual results which are significantly below the state performance targets are affected by the ABE Program Improvement Policy.

Under the federal Workforce Innovation and Opportunity Act (WIOA) Minnesota State Statute 124D.52, the Minnesota Department of Education has the authority to annually approve consortia. The approval process includes criteria that emphasize the evaluation of participant outcomes.

This policy documents the:

* Procedure to identify consortia for program improvement;
* Expected actions for consortia in program improvement; and
* Potential consequences if the identified consortium does not improve results and/or comply with a set of corrective actions.

### Identification of Consortia for Program Improvement

There are three steps to identify which consortia are marked for program improvement:

1. Report Card and Flagging for Program Improvement
2. Data Review and Analysis
3. Granting Provisional Approval Status

#### Report Card and Flagging for Program Improvement

For program improvement, the state ABE office will focus the report card markers on:

* Measurable Skill Gains for ABE-leveled students
* Measurable Skill Gains for ESL-leveled students
* Post-testing rates

All outcomes are reported by consortium on the report card.

**Measurable Skill Gain Markers**

Consortia results for measurable skill gain are collected annually and reviewed by the ABE office. The results for measurable skill gain for ABE levels collectively (six levels) and ESL levels collectively (six levels) are compared to weighted state targets (or super targets). For each consortium an aggregate measurable skill gain outcome is computed for the ABE levels and for the ESL levels. These aggregate outcomes are compared to the state’s weighted targets for the ABE and ESL levels. The difference from the target mean is the calculation that will be used to flag potential low-performing consortia. A program improvement benchmark is set on the report card that is significantly below the state’s weighted targets in the ABE levels and in the ESL levels. Consortia that have measurable skill gains more than 30% below the weighted state targets for an area (ABE or ESL, but not combined) will be flagged for program improvement.

The following is an example that illustrates the application of the benchmark:

In one year, the state weighted target (or super target) is 43% for measurable skill gain for ABE-leveled participants. The program improvement benchmark is calculated by:

43% x 30% = 12.9%

43% - 12.9% = 30.1% (Program Improvement Benchmark)

Consortium A’s measurable skill gains for their ABE-leveled participants equal 20%. Consortium A’s ABE-leveled participant outcomes are 20 points below the state’s weighted target. Because Consortium A’s performance for ABE-leveled students falls below 30.1%, it would be flagged for program improvement.

In that same year, Consortium B’s measurable skill gains equal 35% for their ABE-leveled participants. Consortium B is 8 points below the state’s weighted target. Even though Consortium B’s performance for ABE-leveled students is below the weighted target, it is higher than the 30.1% program improvement benchmark and would not be flagged for program improvement for measurable skill gain for ABE-leveled participants.

**Post-Testing Marker**

In addition to measurable skill gain, post-testing rates will be reviewed as an additional potential flag for program improvement. The Minnesota ABE Assessment Policy requires that programs post-test at least 60% of participants. Recognizing that ABE programs cannot test students until they have completed 40 instructional hours since their pre-test, the ABE office will review post-test rates for students who have 40 or more hours of instruction that reporting year. Any consortia that falls below 60% post-testing rate for students who have 40+ annual contact hours will be flagged for program improvement.

#### Data Review and Analysis

If a consortium performs below the program improvement benchmarks as stated above, the State ABE Office will review to determine if there are any patterns of low-performance within particular educational functional levels. The ABE office will review the flagged consortia data, including:

* Current year performance in both ABE and ESL;
* Participant numbers served in ABE and ESL; and
* Prior year performance
* Number of consortia flagged.

After the data review and analysis, the State ABE Office will identify, from the pool of flagged consortia, which consortia are identified for the Program Improvement Cohort.

#### Granting Provisional Approval Status

Consortia identified for the Program Improvement Cohort will be notified and issued “provisional approval status” for the current program year. The notification goes to the ABE consortium leadership, typically via email.

### Requirements for Program Improvement Cohort Consortia

If a consortium is identified for program improvement, the consortium’s **provisional approval status** will be lifted upon the decision of the State ABE Office once the consortium completes all Program Improvement Cohort expectations. Expectations may include any or all of the following:

1. Attend a Program Improvement Workshop
2. Complete and submit a program improvement plan which includes information and local consortium policies and strategies that impact student success.
3. Participate in a local site visit

The State ABE Office may add, modify or eliminate steps for all or specific consortia pending performance and other data available.

### Consequences for Non-Compliance

If the provisional approval status consortium fails to achieve their negotiated improvement target results during the provisional year, or fails to implement required corrective actions in the judgment of the State ABE Office, the following consequences will result:

1. The administrative authority of the consortium (district superintendent or executive director of the agency) will be contacted by the State ABE Office for purposes of identifying appropriate actions to be taken.
2. Required actions may include items such as:
   1. Program management training
   2. Instructor evaluation processes
   3. Mentorship opportunities
   4. Program coordination change
   5. Fiscal agency change
   6. Program withdrawal from the ABE funding system

## For More Information, Questions and Contacts

This policy, along with other ABE policies and resources, can be found online at the [Minnesota ABE Web Site’s page for Law, Policy and Guidance](http://www.mnabe.org/abe-law-policy/mn-abe-policies) (http://www.mnabe.org/abe-law-policy/mn-abe-policies).

For questions or consultative assistance regarding this policy, please contact the State ABE Office at the Minnesota Department of Education:

Brad Hasskamp

Adult Secondary Credential and Education Policy Specialist

(651) 582-8594

[brad.hasskamp@state.mn.us](mailto:brad.hasskamp@state.mn.us)

Jodi Versaw

ABE Program Quality Specialist

(651) 582-8593

[jodi.versaw@state.mn.us](mailto:jodi.versaw@state.mn.us)