Get connected!

Wifi info:

Network: MDE-Public
Username: public
Password: Bemidji1905

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

Open a browser to get the login page. If you get an error, try going to a webpage you have never visited before (e.g. www.golf.com).
These slides and key handouts are available at:

mnabe.org/accountability-reporting/program-improvement
ABE Program Improvement Workshop

Welcome!

State ABE staff:
- Cherie Eichinger
- Astrid Liden
- Brad Hasskamp
- Jodi Versaw
- Julie Dincau
- Todd Wagner

ABE staff from:
- AEOA
- Alexandria
- AIOIC
- Brainerd
- Cass Lake
- Faribault County
- Fergus Falls
- Hiawatha Valley
- Lakeville
- Northwest Service Co-op
- St. Paul
- Southwest
- ThinkSelf
- West
Thank you to Literacy Action Network
Reimbursement and CEUs

Travel reimbursement forms:

Literacyactionnetwork.org

Member Services – Reimbursement

CEUs:

Sign up with Cerie, she will email them to you
<table>
<thead>
<tr>
<th>Today’s Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Program Improvement</td>
</tr>
<tr>
<td>Strengths and Challenges Inventory</td>
</tr>
<tr>
<td>Discuss results of Program Analysis Worksheet</td>
</tr>
<tr>
<td>Critical Question 1: Are we using the most effective testing and data practices and procedures?</td>
</tr>
<tr>
<td>LUNCH</td>
</tr>
<tr>
<td>Critical Question 2: Are students staying long enough to make progress?</td>
</tr>
<tr>
<td>Critical Question 3: Are we consistently providing high-quality instruction?</td>
</tr>
<tr>
<td>Program Improvement planning and next steps</td>
</tr>
</tbody>
</table>
Think about an ABE student that you respect and admire. Turn to someone near you, and tell them about that student.
The student matters more than the test.
Overview of Program Improvement
MDE’s responsibility as the agency that distributes ABE funding is to provide oversight of our statewide system.

We choose to:

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

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

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

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

**By Consortium**

**ABE-Level Participants (12+ hours)**

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

**Program Improvement Benchmark**

30.1%
How were ABE consortia identified for Program Improvement?

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

- Measurable Skill Gains (Level Gains and Diplomas) for ABE students fell below 30%
- Measurable Skill Gains (Level Gains and Diplomas) for ESL students fell below 30%
- Post-testing rate for students who have 40+ hours fell below 60%
Group one includes consortia whose level gains rates in either ESL or ABE fell between 27% and 30%, or were only flagged on the post-testing rates measure.

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

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

- Alexandria ABE
- American Indian OIC
- Hiawatha Valley ABE (Red Wing)
- Lakeville ABE
- Southwest ABE (Marshall)
- ThinkSelf Deaf ABE
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 20, 2019</td>
<td>MDE sends notification to ABE consortia</td>
</tr>
<tr>
<td>Oct 15, 2019</td>
<td>MDE sends out Program Analysis Worksheet to consortia</td>
</tr>
<tr>
<td>Oct 15 – Nov 19, 2019</td>
<td>Consortia complete the Program Analysis Worksheet and bring to the Program Improvement Workshop</td>
</tr>
</tbody>
</table>
| November 20, 2019   | Minnesota ABE Program Improvement Workshop  
9:15 a.m. – 3:15 p.m.  
Conference Center A, Room CC-14  
Minnesota Department of Education |
Program Improvement Process – Stage Two

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

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

Compare your responses with others in your group.

Choose one strength per program or consortium to list on flip chart paper.
Strengths and Challenges Inventory: Acknowledging Challenges

What aren’t we able to do well?

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

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

What is frustrating us?
Strengths and Challenges Inventory: Acknowledging Challenges

Compare your responses with others in your group.

Choose one challenge per program or consortium to list on flip chart paper.
Please submit one copy of the Strengths and Challenges Inventory for the whole consortium when submitting the Program Improvement Plan.

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

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

Date Completed: [blank]  Name(s) of person/people completing this form: [blank]

SECTION A: CONSORTIUM INFORMATION and DATA REVIEW

<table>
<thead>
<tr>
<th>ABE Consortium Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and contact info for ABE Consortium Manager</td>
</tr>
<tr>
<td>Consortium Fiscal Agent</td>
</tr>
<tr>
<td>School districts that are consortium members</td>
</tr>
</tbody>
</table>
The Program Analysis Worksheet is designed to make sure that you can use your data in SiD to answer basic performance and reporting questions, including:

- Are students reaching 40 hours of instruction? Which students are not?
- Are students being post-tested once they receive 40 hours of instruction? Which students are not?
- Where/who are the students not showing gains?
  - Levels
  - Demographics
  - Sites
  - Classes
Compare your findings on the Program Analysis Worksheet with other consortia or sites. Share what you learned about the questions below or other data points.

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

• One or two important take-aways from the Program Analysis Worksheet

• One or two key follow-up questions prompted by the data in the Program Analysis Worksheet
Please submit one copy of the Program Analysis Worksheet for the whole consortium to Jodi, either on paper or attached to an email. (No need to submit Level Gains reports).

jodi.versaw@state.mn.us
BREAK
Program Improvement Plan

Pink document in your folder
Consider this your draft version to write on throughout the day
Digital version available at mnabe.org/accountability-reporting/program-improvement

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

• Group One consortia: optional submission to MDE
• Group Two consortia: due to MDE by Jan 30
• Remember to include Strengths and Challenges Inventory when submitting plan
Critical Question #1: Are we using the most effective testing and data practices and procedures?
Create shared understanding about the purpose and importance of testing.

This includes:

- Manager and others in leadership
- Front desk, Intake and other support staff
- Teachers, Paras and other instructional staff
- Students
- Volunteers
Have clear procedures for testing that are accurately documented and consistently followed.

This includes:

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

This includes:

• Pre-testing data
• Post-testing data
• Attendance
Review, share and discuss data across the program.

This includes:

- Monitoring data on a regular basis to catch mistakes or omissions
  - Example: Review Desk Audit Report monthly

- Use reports to create opportunities to process and understand outcomes
  - Example: Review, share and discuss data from Level Gains with Post-Test Rates report at least quarterly
Critical Question #1: Resources

MNABE Assessment Policy
  • mnabe.org/abe-law-policy/mn-abe-policies

Assessment Procedures document from your 5-year narrative, section 2.
  • In earlier narratives this was labeled “Consortium Assessment Policy”

SiD Support
  • mnabe.zendesk.com
  • support@mnabe.org

• SiD Support webinars
  • SiD Testing Strategies webinar on Dec 4th (register at the ATLAS calendar of events)
Critical Question #1: Testing Resources

MNABE Assessment Training and Support
- www.mnabeassessment.com

CASAS website
- www.casas.org

TABE website
- www.tabetest.com

BEST Plus website
- www.cal.org/aea/bp
Consider with your group:

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

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

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

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

You have one minute – GO!
Critical Question #2: Are students staying long enough to make progress?
We acknowledge:

• there are many reasons ABE students don’t persist that are out of our control

AND

• we can positively impact student persistence.
Waiver for 40-hour restriction on post-testing

ONLY when

A student plans to exit the ABE program

AND

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

Must have program administrator approval.

Examples:
• 12-hour Accuplacer Prep Course
• 20-hour Intensive GED Prep Course
• 30-hour Commercial Drivers License Prep Course
Available by December 1

Add in comments:

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

Data on waiver use added to desk monitoring report and to state monitoring.
Create a climate of “stop-out” not “drop-out”, where stopping out is normalized, and students know how to re-engage with programming when they are ready.

- Begin this process at intake, continue it in the classroom
- Have a system for staying in touch with students
- Promote distance learning as an option for independent learning
Work to create ABE programming spaces and cultures that promote:

- Sense of belonging and community
- Clarity of purpose
- Agency
- Competence
- Relevance
- Stability
Critical Question #2: Persistence Resource

New England Literacy Resource Center

nelrc.org/persist

Adult Learner Persistence Project
In your group:

• Assign each driver to one person or pair.

• Everyone take a minute to read the description of their assigned driver.

• Take turns reporting back to the group a brief summary of each driver, including an example or idea of what this could look like in your program.
In pairs or single-consortium groups, choose **one** section of the learner persistence program self-assessments to complete:

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

Assessments available online at: [nelrc.org/persist/program_assess.html](https://nelrc.org/persist/program_assess.html)
NOTE!

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

Find them listed under “Evidence-based strategies” for each section.
Consider with your group:

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

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

C. What goals and action steps related to student persistence can we identify that could have an impact on our program and student outcomes?
Critical Question #3: Are we consistently providing high-quality instruction?
Align curriculum and instruction to content standards.

- Evaluate alignment of instructional materials to standards.
- Observe instruction for alignment to standards.
- Make sure instructional staff have appropriate standards training and opportunities for collaboration.
Critical Question #3: Recommendation 2

Use appropriate instructional methodology, including:

- Adult learning theory
- Relevant, contextualized content
- Opportunities for direct instruction (not just independent student work)
- Universal Design for Learning (UDL)
- What else?
Critical Question #3: Recommendation 3

Provide students sufficient access to instruction. Consider:

- Number of instructional hours
- Daily and weekly schedule
- Program locations
- Distance learning opportunities
Critical Question #3: CCRS Resources

CCR Standards Resource Library

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

CCRS Training Opportunities

• atlasabe.org/key-activities/ccr-standards/
  • CCRS Foundations (online and in-person)
  • CCRS Implementation Cohort
  • Content Standards Integration Cohort
Critical Question #3: ACES Resources

ACES/TIF Resource Library

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

ACES/TIF Training Opportunities

• atlasabe.org/key-activities/aces/
  • ACES Foundations online course
  • ACES PLCs
Critical Question #3: Northstar Resources

Northstar Resources

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

Northstar Training Opportunities

• Northstar Foundations online course: online.themlc.org
• Technology Integration Initiative: mnliteracy.org/techservices/technology-integration-initiative
Critical Question #3: Additional Resources

Universal Design for Learning – Resources and Training
- [mn.abedisabilities.org/category/universal-design-for-learning/](mn.abedisabilities.org/category/universal-design-for-learning/)

Educational Quality section of 5-year narrative

Narrative items and documents:
- Instructional Program Description
- Content Standards Implementation Plan
Critical Question #3: Groupwork

Consider with your group:

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

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

C. What goals and action steps related to quality of instruction can we identify that could have an impact on our program and student outcomes?
Program Improvement Planning and Next Steps
Browse the posters with program improvement goals and action steps brainstormed today.

Note any ideas you may want to implement in your own plan.
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<tr>
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</tr>
</tbody>
</table>
Work with your consortium group

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

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

Report out:

One action step you think will have the biggest impact on your program.
All consortia - Submit your Program Analysis Worksheet on paper or via email.

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

Complete the evaluation – we appreciate your feedback!!
Thank You!