

ABE NARRATIVE WRITERS WORKSHOP

**Organized by Minnesota Department of Education
Sponsored by Literacy Action Network**

October 29, 2019



TODAY'S PRESENTERS

MN Department of Education ABE Staff

- Julie Dincau
- Astrid Liden
- Jodi Versaw

ABE Supplemental Service Provider

- Susan Wetenkamp-Brandt, Minnesota Literacy Council

Local ABE Staff

- Hopkins ABE & Duluth ABE



WHO'S IN THE ROOM?

- Area Adult Learning Center (LeSueur)
- Cass Lake Bena Walker
- Fergus Falls
- Mankato
- Moorhead
- Robbinsdale
- St. Paul Community Literacy Collaborative
- Southwest (Marshall)
- Tri-County Corrections



WELCOME





Why the Narrative?

IMPORTANT NOTE!

The 2020 narrative is substantively different from last time (2014)

- 2018 and 2019 narratives similar but not identical
- Pre-2018 narratives very different
- Some elements of the federal competitive application
- Note the “starting points” document



IMPORTANT STARTING POINTS

“2020 ABE Consortium Narrative Requirements”
and all templates available at mnabe.org



Audience

- Peer reviewers – ABE colleagues including MDE-ABE staff
- Your own staff, especially new staff or new consortium members

Note that if a document or narrative item does not apply, please sure to explain that clearly (don't just skip it).

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



SECTION 1: OVERVIEW

Jodi Versaw



TIPS ON SECTION

1

- Maps are great! Bullets and graphs are good, too.
- Give us the framework, the other sections add the detail
- Note item 1.2, suggested time frame = 2-5 years
- New for 2020: acknowledge Tribal Nations

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?
- Item 6.2 should address additional resources (financial or in-kind)
- Document O – 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**
 - [Alexandria ABE](#)
 - [Detroit Lakes ABE](#)
 - [Duluth ABE](#)
 - [Rochester ABE](#)
- **Other website development tool (Wix)**
 - [Adult Options \(Hopkins\) ABE](#)
 - [SouthWest Metro ABE](#)
- **Existing organization website**
 - [Arrowhead Economic Development Agency \(AEOA\)](#)



SECTION 8: ANNUAL APPLICATION

Jodi Versaw



TIPS ON SECTION

8

- Do this section last (in May)
- Document P –annual application and tables submitted to MDE on or before June 1
- Document Q - “Level Gains with Post-Test Rates” Include a consortium-wide report and also a separate report for each ABE provider.

“ABE provider” means any entity that receives ABE funding – this includes the fiscal agent and any additional districts or CBOs that get funding from the fiscal agent.



SECTION 5: INTEGRATION AND COLLABORATION

Julie Dincau



TIPS ON ITEM 5.1

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 ITEM 5.2



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 ITEM 5.3

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?



TIPS ON ITEM 5.4

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.



TIPS ON ITEM 5.5

5

5.5 Collaboration with Tribal Nations

This is a new item this year – intended to document current partnerships and promote thought about possible partnerships.



TIPS ON ITEM 5.6



5.6 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 ITEM 5.7



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?




**LOCAL PERSPECTIVE:
ADULT OPTIONS – HOPKINS ABE**

NARRATIVE WRITING

Adult Options In Education

ASKED TO SHARE TODAY:

- ↳ Organization of the narrative work & timeline
 - ↳ How we engaged staff
 - ↳ What to start on early
 - ↳ Our experience with Wix and why we chose it
 - ↳ Advice for this year's writers
- 
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TIMELINE & ORGANIZATION OF THE WORK

- ↳ We walked away from today's workshop with a clear idea of what was expected and the time it would take. We let it all sink in, but not for too long!
- ↳ Created a 5 Year Narrative 2019 shared [Google Drive](#). Sub folders:
 - ↳ Attachment (Documents A - R)
 - ↳ Narrative (Sections 1 - 8)
 - ↳ Instructional program descriptions for each course
 - ↳ Linked documents
- ↳ Determined who would be responsible for what attachments, sections or portions of sections. Agreed upon target deadlines to have these completed.
- ↳ Started by plugging in content from other grant applications (federal recompetete, IELCE grant) and making edits from there. No need to recreate the wheel!
- ↳ Create the 'shells' of all documents and the platform you plan to use right away. We used the templates provided by MDE. This helps to visualize the work ahead & standardize the content you will be submitting.

STAFF ENGAGEMENT

- ↳ After the workshop, we shared with staff what the 5 Year Narrative was (some know, newer staff to ABE did not), when it would be 'live' online, and why it would be important.
- ↳ We used already established consortium meeting staff development time to do the Instructional Program Description work
- ↳ Sent out a Google Form survey to staff (the staff survey was an idea shared by Osseo ABE before us!). This is something that we are adopting at the end of each program year regardless of the narrative. Great feedback from staff and a nice way to capture student success stories. [Link to Survey](#)

WHAT TO START ON EARLY

- ↳ Instructional Course Descriptions
- ↳ Section 4



WIX SITE

Free!

User friendly and easy to navigate

Visually appealing

Keep a folder in your Google Drive of all the documents you are embedding into your website.

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PARTING ADVICE

- ⤵ Now that you have gone through the review process, you know how exacting and demanding we all can be of other's narratives. Remember who you are writing for. Be succinct and honest. **Let the unique aspects of your program shine through as your strengths.** Take advantage of all the narratives available for your review to gather ideas and make sure you are as thorough as possible in your responses.
- ⤵ You will spend a significant amount of time on this. It is truly worth involving key staff and treating this not as a requirement but as a **living document** that will guide your work in the years ahead (distance learning plan, PD plans, racial equity plans, using these now and have shaped what we are doing

CONTACT

Chelsea Ritland
Adult Options In Education

Chelsea.Ritland@hopkinsschools.org

<https://adultoptions.wixsite.com/adultoptions>

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LUNCH



**LOCAL PERSPECTIVE:
DULUTH ABE**



Duluth Adult Education Five Year Narrative

[HTTPS://SITES.GOOGLE.COM/ISD709.ORG/DULUTH-ABE-2019-NARRATIVE/HOME](https://sites.google.com/isd709.org/duluth-abe-2019-narrative/home)

Technology???

(Oh, gosh!!!)

▶ 1. Self-Assessment

- ▶ **My Tech Skills = Nada** (Call Tech Dept!)
 - ▶ Initial meeting to Introduce and develop strategy 11/27
 - ▶ Call to Jodi Versaw for clarification
 - ▶ Follow-up meetings on April 24, May 2, May 21, May 28th
 - ▶ Much emailing and calling
 - ▶ Submission on May 28th

Scope:

▶ WHO:

- ▶ Full time Teachers (2)
- ▶ Hourly Teachers (9)
- ▶ .75 Data Entry (1)
- ▶ 16 hour Clerical (1)
- ▶ 12 hour Para (1)
- ▶ .75 Manager (1)

▶ WHAT and WHEN:

- ▶ **Data Tables, Graphs, Charts**
 - ▶ Data Entry Specialist
 - ▶ LMI Data Specialist from DEED
 - ▶ Grant Partners (P2P & WESA)
 - ▶ Workforce Development Board webpage

▶ **Instructional Program Descriptions (CCRS, NS, ACES)**

- ▶ Due February 12
- ▶ Paid time

▶ **Individual Professional Development Plans**

- ▶ Due April 8
- ▶ Paid time

▶ **Pictures**

▶ **Success Stories**

▶ **Technology**

- ▶ Websites, DL Platforms, Hardware, Software

▶ **WHERE and HOW:**

- ▶ **Googledocs**
- ▶ **District Website**

Considerations:

- ▶ **CCRS Cohort Training:**
 - ▶ Training Staff through monthly meetings
 - ▶ CCRS Implementation Plan
 - ▶ Instructional Course Descriptions
- ▶ **Consortium Professional Development Plan:**
 - ▶ Personal Professional Development Plans
 - ▶ Full-time vs Part-time vs Hourly PPDP's

Resources:

- ▶ **Workforce Development Board**
 - ▶ Board Chair
 - ▶ Director of Workforce Development City of Duluth
 - ▶ One Stop Partners
- ▶ **LMI Data Specialist**
- ▶ **Grant Partners**
 - ▶ Completion Data
 - ▶ Employment Data
- ▶ **Co-location Partners**
 - ▶ Target population (Soar & CAD & Careerforce Center)
- ▶ **Regional Transition Coordinator**

SECTION 4: EDUCATIONAL QUALITY

Astrid Liden



TIPS ON SECTION

4

- 1. Have instructors help develop this section**
 - Start early and allow time for writing and editing
- 2. Articulate all instruction offered across the consortium**
 - Courses can be grouped if they teach the same content
- 3. Highly Recommended: Use the templates provided**



ITEM 4.1

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



ITEM 4.2

4.2 Content Standards Work To Date

- What have you done before today?

Note that this item should describe work in the past, while Document J should include plans for the future.

4



ITEMS 4.3-4.4

4.3 Career-Focused programming

- Can refer to Document I

4.4 Adult Diploma programming

- Doesn't include GED prep
- Can refer to Document I



ITEM 4.5

4.5 Volunteers

- Outline roles and training
- Remember that volunteers must receive 2 hours of training annually



DOCUMENTS

4

I. Instructional Program Description

1. Table of Contents is crucial
2. Organize by course or by 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



SECTION 2: ACCOUNTABILITY

Jodi Versaw



TIPS ON SECTION

2

- Clearly articulate how your consortium ensures that ABE funds are being used to provide effective and high quality ABE services
 - Detail is important
 - Outline specific processes and procedures
 - Use this opportunity to find areas to improve



ITEM 2.1: GOVERNANCE



ABE Providers:

- Any entity (mainly school districts and CBOs) that receives ABE funding to provide ABE instruction.
- All consortia have one fiscal agent entity that is an ABE provider.
- Most consortia have additional members, either school districts or CBOs.
- Some of those additional members are also ABE providers, others are not.



ITEM 2.1: GOVERNANCE



Consortium meetings

(State statute 124D.521)

- Identify and convene decision makers and/or staff
- Can be virtual and/or in-person
- Set attendance expectations (can vary based on staff, role and programming)
- Develop and sign annual agreement

Connects with Document D



ITEMS 2.2-2.3



2.2 Program Accountability Procedures

- Compliance
- Fiscal agent and additional ABE providers

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
- C. Contact Hour Tracking Procedures

NOTE: these should include concrete procedures, not just general theories or vague descriptions

- D. Consortium agreement
 - Let Jodi know if you want to see examples from similar consortia



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?

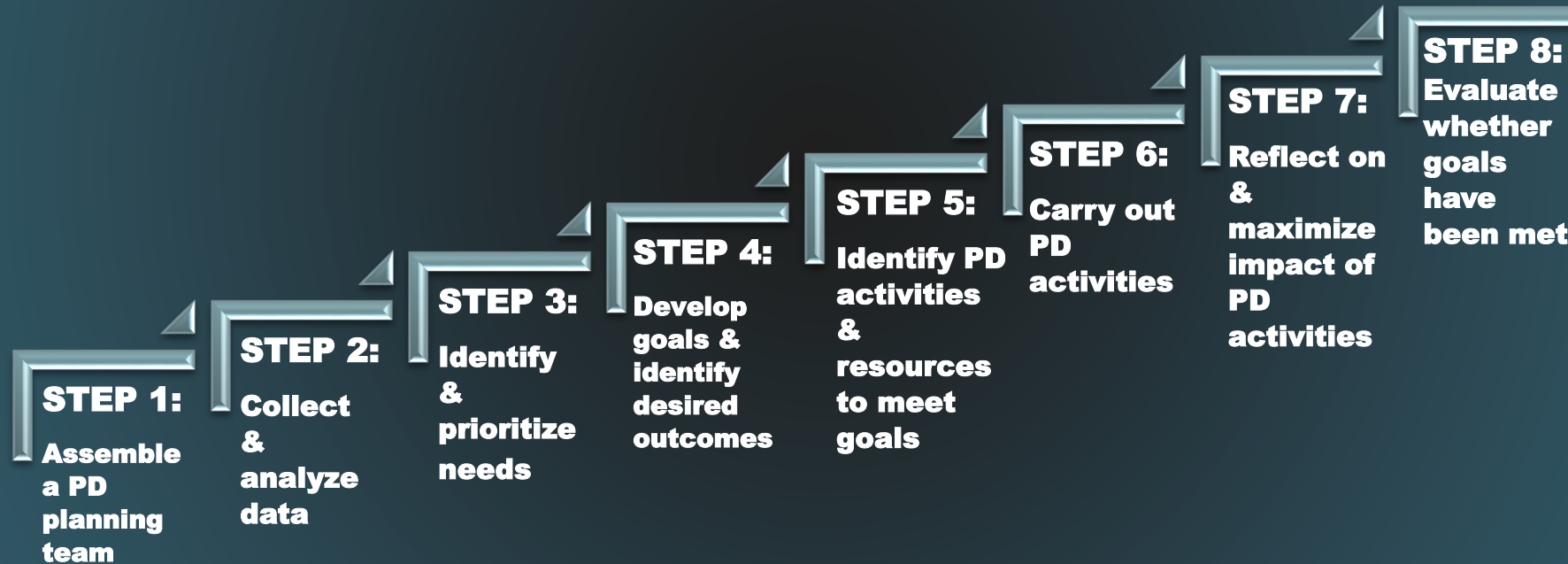


WHAT IS DATA-DRIVEN PD PLANNING?

- 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

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 the end of November
- 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*

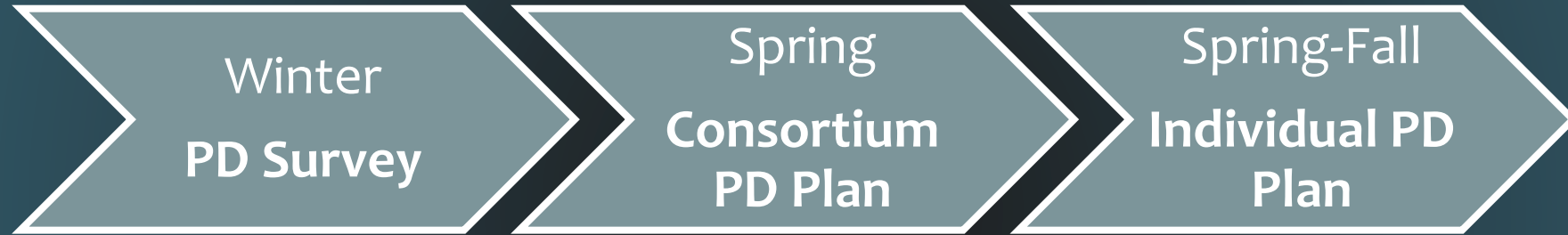
Level 3: Organization support and change
*Assessing organizational advocacy, support,
accommodation, facilitation, recognition*

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



QUESTIONS?

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

phone: 651-582-8424



SECTION 7: SUCCESSSES AND CHALLENGES

Jodi Versaw



TIPS ON SECTION

7

- This section is new (as of 2018)
- Be honest and thoughtful
- Item 7.4 refers to equity, not diversity or equal access.
 - Possible starting point: MNABE equity statement at mnabe.org





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

▪ 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)

[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.

For a complete list of ABE consortia and 5-year narrative submission dates, open the [ABE 5-year narrative schedule](#).

2020 Narrative Requirements

Detailed requirements for narratives submitted on June 1, 2020: [2020 Narrative Requirements](#)

Powerpoint from the October 29, 2019 Narrative Writers Workshop: [Narrative Writers Workshop slides](#)

The following templates are recommended, but not required, for use as part of the 2020 5-year narrative submission:



REACH OUT FOR HELP...

Jodi Versaw, Program Quality Specialist

651.582.8593

jodi.versaw@state.mn.us





Thank You!