

# Minnesota Standard Adult High School Diploma Program Application (2019)

Application Release Date: January 14, 2019

**Applications Due: March 1, 2019**

Applications must be completed and submitted electronically to Cherie Eichinger via email at cherie.eichinger@state.mn.us by 4:30 p.m. on the due date. **Late submissions and submissions not submitted via email will not be accepted.**

## Instructions

### Eligible Applicants

Applicants must currently be receiving state ABE funding and may be current ABE consortia or collaborations involving multiple ABE consortia. The program site must have qualified ABE staff that have been trained in the CCRS cohort or pilot training offered by ATLAS before the diploma program can launch.

### Applicant Types

Applicants must note whether they are a new program or an extension program.

* A ***new program*** is a consortium that wants to offer the standard adult high school diploma program and was not a part of a previous standard adult high school diploma program, either as a single-consortium or multi-consortium application.
* An ***expansion program*** is a consortium that has been operating an approved standard adult high school diploma pilot program and wants to expand programming to new sites within the consortium.

Current standard adult high school diploma pilot programs do not need to submit an application if they are planning on solely continuing their diploma programming at their current sites with the current and trained staff.

### Application Form

Applicants can complete the application questions (found on pages 4-8 of in this application) electronically in this document or in a separate document.

### Staffing Roles and Requirements

Applicants must have multiple staff members participating in training and implementing the new standard adult diploma program. This helps balance the workload and allows for some local peer support and monitoring of the standard adult diploma program. Applicants must ensure that staff members participate in training and the working group, as proposed in the application or amended through discussion with the Minnesota Department of Education. While not all ABE staff must participate in the state-provided training and working group, sufficient local staff must participate to ensure educational quality and adherence to expectations. Participation in the working group will provide ongoing technical assistance, training and feedback to approved standard adult diploma programs. Specific staff roles can be mixed and matched across staff members and can change over time. Roles will include:

**Administration** will be conducted by the manager(s) and coordinator(s) overseeing the adult diploma program. This role will serve as a program leader and direct staff in the other roles. This role will ensure that the consortium will fulfill grant expectations.

**Intake** is frequently completed by the support professional, teacher or administrator that serves as the first point of contact with the standard adult diploma program student and helps them enroll in the program.

**Advising** will be provided to students to help them identify goals and create and revise their personal learning plan during intake, upon graduation, and throughout their participation in the standard adult diploma program. As part of the personal learning plan, this role will need to help evaluate transcripts and other experiences that may serve as evidence of completion of various competency domains. This role could be filled by local counselors, support professionals, teachers, administrators, or other appropriate ABE staff members.

**Portfolio Review** evaluates students’ online portfolios before submission to the state to ensure that evidence is uploaded, that it clearly and efficiently articulates how the student met the requirements, and that all the domains, areas and competencies have been met. This role cannot be done by a staff person that has been instructing the student.

**Instruction** may be delivered by those teachers and staff through classes, individual instruction, and distance learning to students in the standard adult diploma program.

**Assessment** is fulfilled by the support professional, teacher, administrator or other practitioner that will be giving NRS or other formal learning exams. (This does not include informal in-class assessments.)

**Additional roles** may include local technology support or addressing other identified needs.

### Funding

No additional funding will be specifically allocated to approved standard adult high school diploma programs. For training and implementation, consortia will need to identify and utilize funding from other sources, including regular ABE funding and resources that have already been allocated. Supplemental service funds will help pay for travel expenses to training sessions.

### Additional Program Requirements

Local ABE Consortia that are selected will be required to adhere to the following:

1. **Have multiple local staff available to participate in the orientation and training (April 29-30, 2019)**. This training is targeted to local staff that will be fulfilling any of the staffing roles as identified in the instructions and will cover several topics, including an overview, standards, staffing role expectations, completion options, advising, program procedures and logistics, course development, and implementation planning;
2. Have at least one staff member complete the CCRS Training that includes CCRS Foundations and CCRS Implementation Training in each subject, English Language Arts and Mathematics:
	1. CCRS Foundations is accessible in-person at the Summer Institute Pre-Conference Session, Language and Literacy Institute (ELA only), and Math Institute (Math only) – ***Please note that CCRS Foundations must be completed before participating in CCRS Implementation Training Cohort***;
	2. CCRS Implementation Training is available through the CCRS cohorts starting 2016-17 and previously through Adult Diploma Pilot 1 and Pilot 2 Training;
3. Have local staff participate in quarterly Adult Diploma Working Group meetings once the program is approved and has launched. Meetings are typically held quarterly on the third Monday of the month from 9:15 a.m. – 3:30 p.m. at the Minnesota Department of Education (travel costs can be covered by Literacy Action Network);
4. Use the state-approved online student portfolio tool;
5. Work with the Standard Adult High School Diploma program tools and resources;
6. Adhere to the state ABE and adult diploma policies as established by the Minnesota Department of Education; and
7. Evaluate the standard adult diploma program by entering data into the state ABE database at least monthly and by submitting additional evaluative data and reports, upon request.

### Application Evaluation

Proposals will be evaluated by staff from the Minnesota Department of Education and may be reviewed by select current local standard adult diploma staff.

**Ratings – Each question response will receive a score of 0, 1 or 2:**

|  |  |  |
| --- | --- | --- |
| **0** | **Does Not Meet Expectations** | ***Does not appear to meet local or state expectations or best practices*; information missing, unclear and/or incorrect** |
| **1** | **Meets Minimum Expectations** | ***May meet minimum state expectations but does not appear to represent best practice*** |
| **2** | **Stands Out as Exemplary** | ***Meets and potentially exceeds state expectations and represents best practices*** |

Additional criteria will be considered when reviewing the application, including the following:

In Section B (Proposed Staffing)

* The perceived sustainability of staff workloads and roles;
* Identified staff members’ experience with adult diploma programming, GED, student advising, and standards-based education;
* The number of local staff members’ available for training opportunities;
* Staff members’ foundation in and use of Minnesota’s K-12 standards, College and Career Readiness Standards (CCRS) for Adult Education, the ACES Transitions Integration Framework (TIF), and Northstar Digital Literacy Standards; and
* Consortium and program capacity, in part through its experience with adult diploma programming, GED instruction, and connections to K-12 districts and other helpful resources.

In Section C (Proposed Programming)

* Programming site coordination and consistency across multiple sites;
* Proposed need, based on projected student numbers and justification;
* Sustainability based on student participation numbers compared to budgets and staffing;
* The number of completion options available locally, based on options approved by MDE;
* The proposed instructional description’s alignment with standards, clear articulation, comprehensiveness, ability for students to achieve, intensity of programming, incorporation of digital literacy, embedded nature of advising, and other best practices; and
* Proposed use of technology, including distance learning, portfolios and other resources.

Automatic application disqualifications include:

* If the applicant is not an approved ABE consortium;
* If there are not sustainable staffing roles proposed by the local program;
* If multiple local staff members are not willing or able to participate in the quarterly orientation and training;
* If multiple local staff members either have not previously or are not applying/accepted to participate in CCRS Foundations and CCRS Implementation trainings; and/or
* If local staff members are not willing or able to participate in the quarterly working groups.

Only applications that receive high ratings and are recommended by the reviewers will be approved. Programs will be notified whether their application was approved by March 15, 2019.

### For More Information

Check the [MNABE Adult Diploma website](http://www.mnabe.org/abe-instruction/adult-diploma) (www.mnabe.org/abe-instruction/adult-diploma)

Contact Cherie Eichinger at cherie.eichinger@state.mn.us or (651) 582-8378.

# Minnesota Standard Adult High School Diploma Program 2018 Application Questions

## Section A: ABE Consortium Information

| **Question** | **Program Response** |
| --- | --- |
| Lead Consortium Fiscal Agent |  |
| Participating Consortium/Consortia |  |
| **Lead Contact Person**Who is the main standard adult diploma application contact? | Name |  |
| Email |  |
| Phone |  |

| **Application Type** | **Response** (Mark with “X”) |
| --- | --- |
| **New Program Application** (Consortium is not currently offering standard adult high school diploma programming) |  |
| **Expansion Program Application** (Consortium is currently offering standard adult high school diploma programming and wishes to expand to new/additional sites) |  |

## Section B: Standard Adult High School Diploma Program Staffing

| **Question** | **Program Response** |
| --- | --- |
| **Staff Roles** Which staff member(s) will perform the following roles for the Standard Adult High School Diploma Program? | **Administration** |  |
| **Intake** |  |
| **Advising** |  |
| **Portfolio Review** |  |
| **Instruction** |  |
| **Assessment** |  |
| **Additional?** (i.e. technology support, etc.) Please specify role. |  |
| **Orientation and Training**Which staff members will participate in the Standard Adult High School Diploma Orientation and Training on April 29-30, 2019, from 9:15am-3:30pm at the Minnesota Department of Education, if the application is approved? Topics include program overview, staffing roles and expectations, standards, completion options, advising, program procedures and logistics, and implementation planning. |  |
| **Ongoing Training/Assistance**Which staff members will participate in the Adult Diploma Working Group and its quarterly meetings once the program has launched? (Meetings are typically on the 3rd Monday of the month.) |  |

**Question B-1. Please include or attach a staff roster of all staff that will be working directly with the proposed programming, with names, sites, email addresses and phone numbers, with your application.**

**Question B-2. Please describe your proposed program’s staff members’ current and/or previous implementation of GED® and credit-based and/or competency-based adult diploma programming.**

**Question B-3. In the tables below, please describe your proposed program’s staff members’ training in Minnesota’s ABE content standards, which could include Minnesota’s K-12 standards, the ACES Transitions Integration Framework, the CCRS (College and Career Readiness Standards for Adult Education), and/or Northstar Digital Literacy Standards.**

**CCRS Implementation Training**

| **Training Option** | **Which staff members of your proposed standard adult diploma program have participated or will participate?** |
| --- | --- |
| Pilot 1 Program Training (September 2015 – March 2016) |  |
| Pilot 2 Program Training (March-June 2016) |  |
| CCRS Cohort Training (2016-17) |  |
| CCRS Cohort Training (2017-18) |  |
| CCRS Cohort Training (2018-19) |  |
| CCRS Cohort Training (2019-20) |  |

**ACES Transitions Integration Framework (TIF)**

| **Type of Professional Development (Enter form(s) of professional development below)** | **Which staff members of your proposed standard adult diploma program have participated in this form of professional development?** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

**Northstar Digital Literacy**

| **Type of Professional Development (Enter form(s) of professional development below)** | **Which staff members of your proposed standard adult diploma program have participated in this form of professional development?** |
| --- | --- |
|  |  |
|  |  |
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|  |  |

**Minnesota’s K-12 Academic Standards**

| **Type of Professional Development (Enter form(s) of professional development below)** | **Which staff members of your proposed standard adult diploma program have participated in this form of professional development?** |
| --- | --- |
|  |  |
|  |  |
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|  |  |

**Question B-4. Please describe how the consortium has implemented standards-based educational models to date, which could include Minnesota’s K-12 standards, ACES Transitions Integration Framework, the CCRS (College and Career Readiness Standards for Adult Education), Northstar Digital Literacy Standards, and/or other standards.**

**Question B-5. Please describe your proposed standard adult diploma program’s staff members’ training and experience with providing student advising.**

## Section C: Proposed Standard Adult High School Diploma Programming

| **Question** | **Program Response** |
| --- | --- |
| **Proposed Standard Adult Diploma Programming Site(s), including name and number of proposed site(s)** |  |

**Question C-1. Please describe the potential need for state adult diploma programming in your area. (Examples of demonstrated need might include the number of ABE enrollees that do not have secondary credentials, U.S. Census data for your geographic area, applicable enrollee numbers, etc.)**

**Question C-2. Please describe the technology resources and staff technology skills that may help them implement the standard adult high school diploma. Answers should also include experience and use of distance learning, Northstar Digital Literacy Assessments and/or online portfolios. (Applicants can attach applicable sections of their technology and distance learning plan from their narrative, if applicable.)**

**Question C-3. Of the programming that you currently offer, what classes or instruction do you intend to use with standard adult high school diploma students? (Applicants can attach the applicable program/instructional descriptions from their most recent narrative, if applicable.)**

**Question C-4. If approved, how will your state adult diploma program work with local school districts? Answers should also indicate whether graduates of the standard adult high school diploma will be eligible to receive a diploma from a local school district.**