

ABE Narrative Writers Workshop



Good Morning!

We will begin shortly.

Please introduce yourself and share in the chat:

What's your favorite fall activity?

Tech issues? Chat to Astrid Liden for help.



Recording Today's Session

The recording will be posted on the mnabe.org website.



ABE Narrative Writers Workshop

October 9, 2024



Agenda

- **Introductions**
- **ABE narrative process and timeline**
- **Walk-through of 2025 narrative requirements**
- **Reflection and advice from 2024 narrative writer**
- **Planning and discussion in consortium teams**

Schedule

Morning:

- **Intros**
- **Walk through sections 1-5**

Afternoon:

- **Walk through sections 6-8**
- **Group work time**

(with mid-morning break and lunch break)



Introductions

Adult Education Team at MDE

From the **Minnesota Department of Education:**

Jodi Versaw, Program Quality Specialist

Brad Hasskamp, State Director

Astrid Liden, Professional Development Specialist

Brandy Logan, HSE & Accountability Specialist

Julie Dincau, Transitions Specialist



2025 Narrative cohort

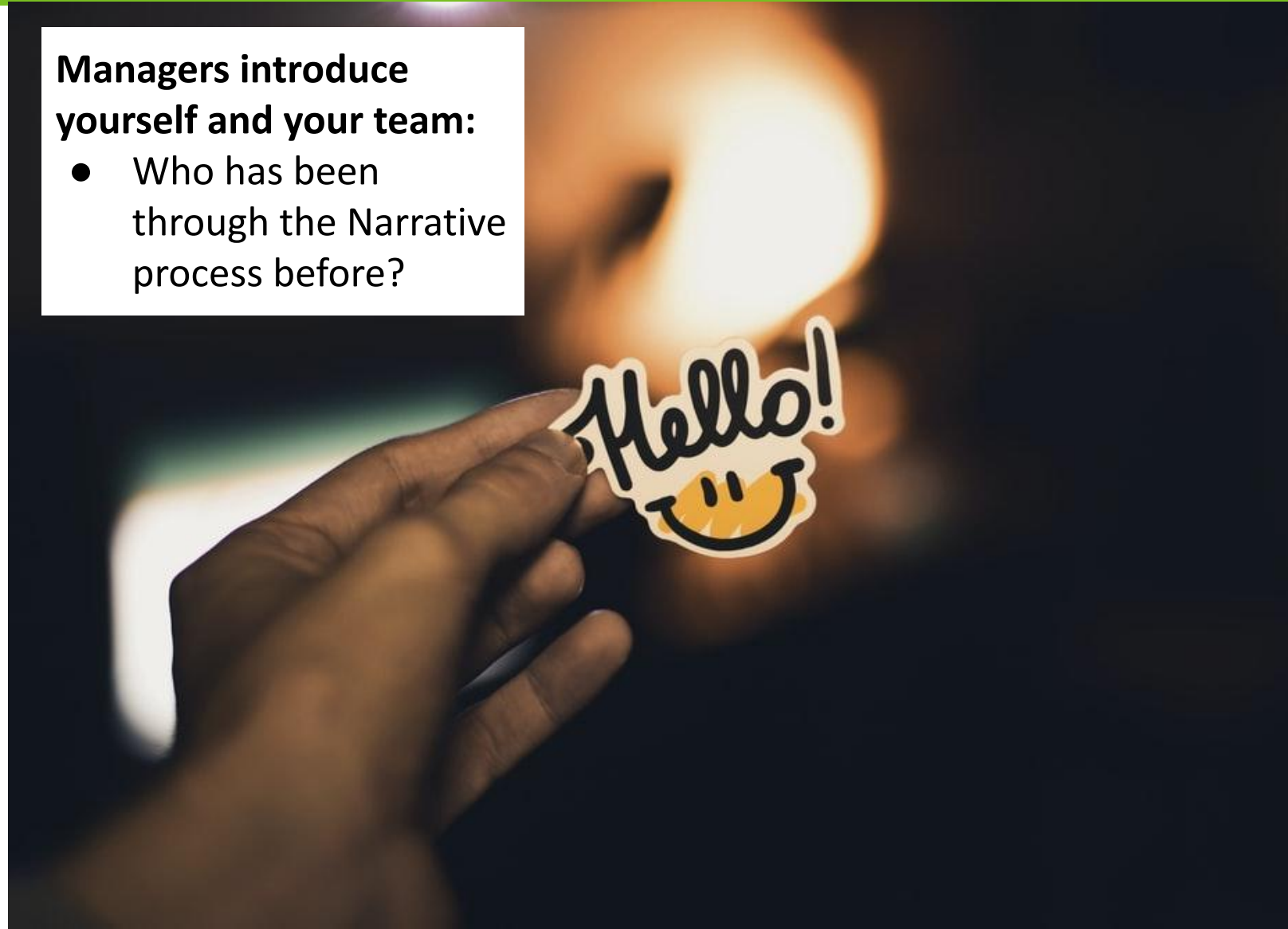
- Adult Options
- Alexandria
- Duluth
- Hiawatha Valley
- Lakes Area
- Metro East
- Rochester
- Southwest Metro
- West

Potential new applicant:

- HAP

Managers introduce yourself and your team:

- Who has been through the Narrative process before?





Materials

- **2025 ABE Consortium Narrative Requirements**
- **Recommended Templates for Required Documents (folder w/ 8 docs)**
- **2025 Narrative – Alignment to Federal Competitive Application**
- **DRAFT Narrative Review Form**
- **Notes and Ideas (optional notetaking document)**

All materials in participant folder

Link to participant folder:

[Participant Materials for ABE Narrative Writers Workshop](#)

Materials also available on mnabe.org

Find links to materials on mnabe.org

www.mnabe.org/abe-funding-grants/narrative

Minnesota Adult Basic Education

- Home

- About ABE in MN

- ABE delivery system

- ABE instruction

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

Five-year narrative (ABE consortium authorization)

2025 Narrative Requirements

2025 Consortium Narrative Requirements – Adult Basic Education (ABE)



ABE Consortium Narrative Requirements

Publication date of this document: October 2024

Due date: June 2, 2025

Introduction and Purpose

The ABE consortium narrative is designed to give ABE grant applicants needing authorization or re-authorization an opportunity to describe program results, organizational structure, adherence to state and federal requirements, and future plans. Along with other sections of the annual consortium grant application, the narrative will be evaluated in order to make decisions about new or continuing multi-year consortium approval and funding. ABE consortium narratives will be rated by a team of reviewers according to the application evaluation criteria specified in Minnesota Statutes, Section 124D.52 and in the Workforce Innovation and Opportunity Act (WIOA) State Plan. This narrative identifies basic requirements and areas of best practice for ABE consortia. [Check the table at the end of this document to see the list of consortia that must submit narratives.](#)

Note: The ABE Consortium Narrative is a separate submission from the Annual Consortium Grant Application. See “Submitting Narrative” for specific instructions.

Recommended Templates for Required Documents (8 documents)

Document A

Intake and Orientation Procedures

Consortium	
Staff contact	
Date of last update	
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Conditional Work Referral Policy• Eligible Student Policy• Eligible Content Policy

Introduction

2025 Narrative - Alignment to Federal Competitive Application

2025 ABE Consortium Narrative – Alignment to Federal Competitive Application

2025 Narrative	Federal Competitive Application (submitted spring 2022)
Section 1 (Overview)	Section 1 (Executive Summary)
	Section 3 (Need and Target Population), item 1
	Section 4 (Provider Educational Capacity), item 1
Section 2 (Accountability)	none

DRAFT Narrative Review Form

	A	B	C	D	E	F	G	H	I	J
1	Adult Basic Education Consortium Narrative Review Form (for narratives submitted June 2025)									
2										
3	ABE Consortium Name:									
4										
5	Reviewer Name:									
6										
7	INSTRUCTIONS FOR REVIEWERS: Use this form for review and rating of each ABE narrative. Use your best judgement and understanding to rate each item. Add									
8	comments when rating is 0 or 1, and any other place that is useful. Your ratings and comments are anonymous and will be combined with those of other reviewers before being sent to the consortium.									
9										
10	Use these guidelines to rate each item:									
11	0	Does not meet expectations	Does not appear to meet local, state, or federal expectations or best practices; <i>Not acceptable: e.g., item not addressed or included, unclear description, minimal description and evidence, or incorrect information</i>							
12	1	Partially meets expectations	Partially meets state and federal expectations or best practices; <i>Some clarification, revision or addition is needed: e.g., item included but not fully addressed, some evidence missing, some clarification needed, some information missing or incorrect</i>							
13	2	Meets or exceeds expectations	Meets expectations and best practices; <i>Complete, no revision or addition needed: e.g., item fully addressed, clear information, full descriptive evidence presented</i>							
14										
15	Items rated 0 or 1 must include reviewer comments or recommendations.									
16										

Notes and Ideas

Narrative Writers Workshop – October 9, 2024

Section	Questions, notes, ideas	Who Leads? Who is Involved?	Schedule/Due Dates
1			

Supporting information - ABE policies

Find links to ABE policies on mnabe.org

<http://mnabe.org/abe-law-policy/mn-abe-policies>

Relevant policies include:

- Assessment Policy
- Eligible Content Policy
- Staff Training Policy
- Volunteer Training Standards Policy



Do you have access to these materials?

- **2025 ABE Consortium Narrative Requirements**
- **Recommended Templates for Required Documents (folder w/ 8 docs)**
- **2025 Narrative – Alignment to Federal Competitive Application**
- **DRAFT Narrative Review Form**
- **Notes and Ideas (optional notetaking document)**



**Narrative background
and process**

ABE Narrative: State statute

The ABE Narrative is based on requirements of Minnesota State Statute 124D.52, subd 2



Minnesota Legislature

House ▾ Senate ▾ Joint ▾ Schedules ▾ Committees ▾ Bills ▾ Law ▾ Multimedia ▾ Publications ▾

Office of the Revisor of Statutes

Retrieve by number Statutes GO Statutes Laws Rules Court Rules Constitution Revisor's Office ▾ Search Law by Key

[2019 Minnesota Statutes](#) > [EDUCATION CODE: PREKINDERGARTEN - GRADE 12](#) > [Chapter 124D](#) > Section 124D.52

◀ [124D.518](#)

2019 Minnesota Statutes

124D.52 ADULT BASIC EDUCATION.

§ Subdivision 1. **Program requirements.** (a) An adult basic education program is a day or evening program offered by a district that is for people who do not attend an elementary or secondary school and are not subject to compulsory

20

ABE Narrative: Approach



The MDE-Adult Education leadership team approach to the ABE Narrative:

- The narrative fulfills an accountability requirement
- The narrative should also serve as a useful and useable set of documents for the consortium

ABE Narrative: Process and Timeline

Phase one: Review Narratives – June 2024

Phase two: Attend Narrative Writers Workshop – today

Phase three: Write Narrative – Fall 2024 – May 2025

- Due on June 2, 2025

Phase four: Site visit and follow-up – Summer/Fall 2025



You are not starting from scratch!

- ❖ 2019 narrative had similar sections and documents
 - Do you still have access to all these documents?
- ❖ Some similarities with the federal competitive application, submitted in 2022
 - Note the Alignment document
 - Do you have access to this application?



Audience

- Peer reviewers – ABE colleagues including MDE-Adult Education 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).



2025 Narrative Requirements Overview

2025 ABE Consortium Narrative Requirements

Two types of content:

- 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



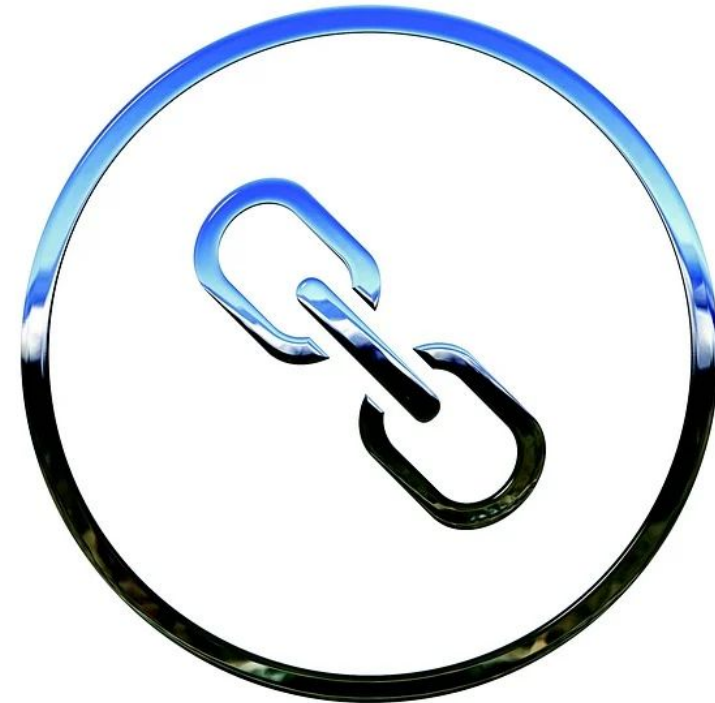
Feedback from Reviewers: using links

Within the required items and required documents of the narrative, you may choose to link to other websites or documents. Sometimes this is a great way to provide some additional background or information!

However - keep in mind that reviewing narratives is a time-consuming task, and reviewers may not click on all links.

DO NOT include any **required** information in a linked document.

DO include **supporting/extra** info this way.





Questions before we dive in?

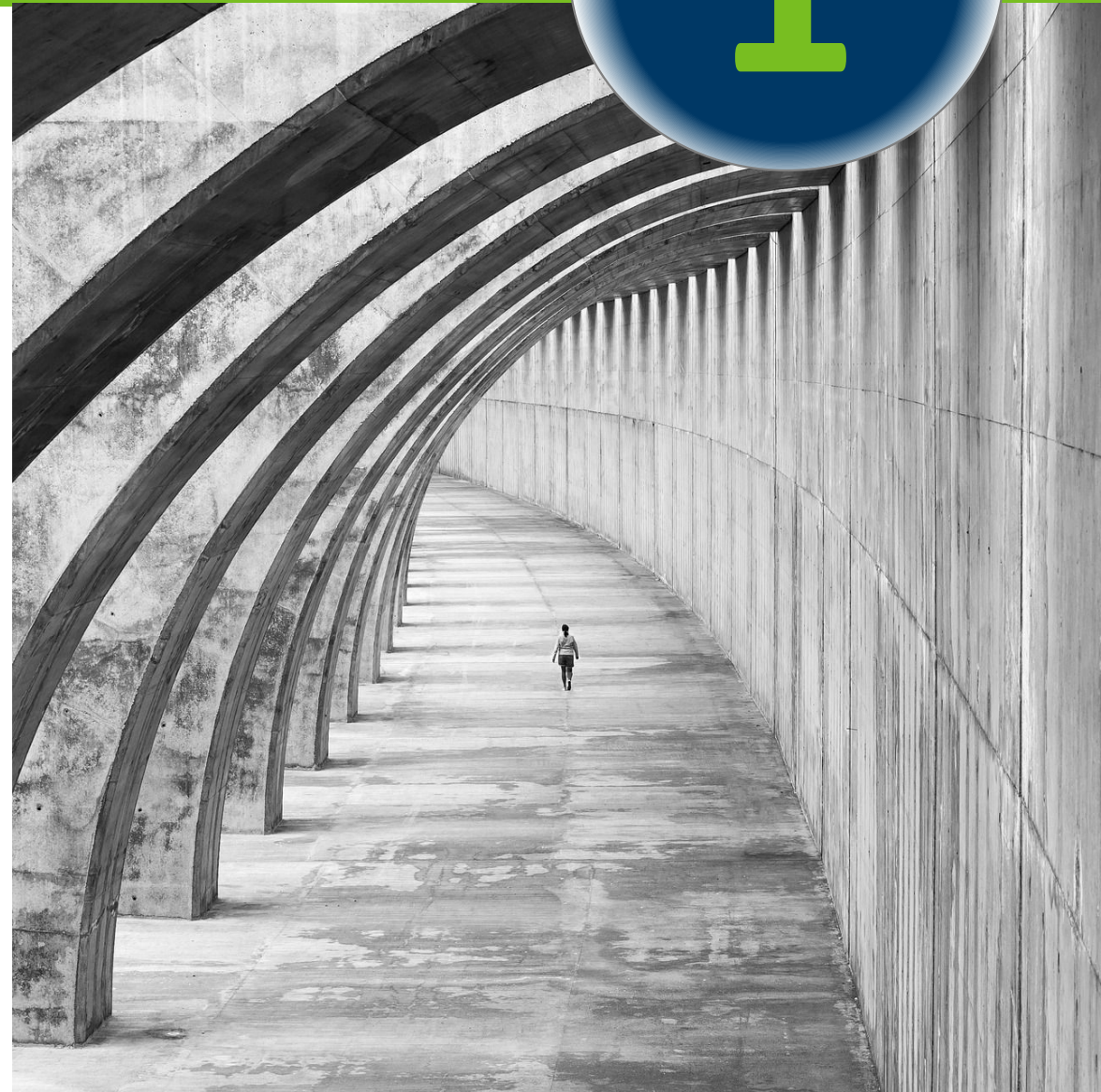


Section One: Overview

Tips on Section One

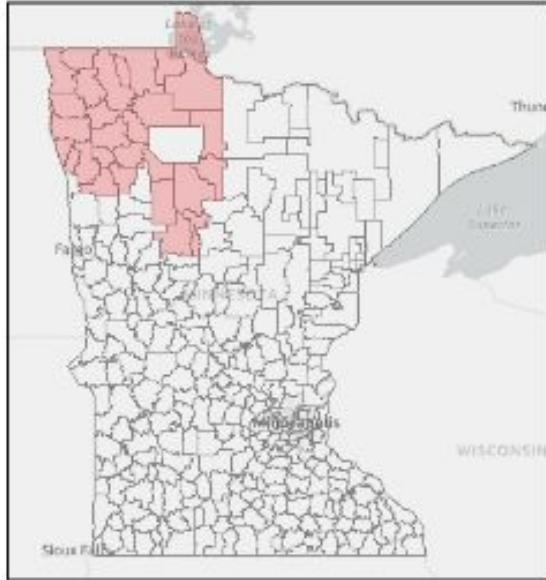
1

Section One should give readers the framework, the other sections add the detail.



Items 1.1 and 1.2

1



From: Northwest Service Cooperative ABE Narrative, 2024

- Maps are nice! Bullets and graphs are good, too.
- Note item 1.2 - suggested time frame = 2-5 years

Questions about Section One?

1





Section Two: Accountability

Items in Section Two

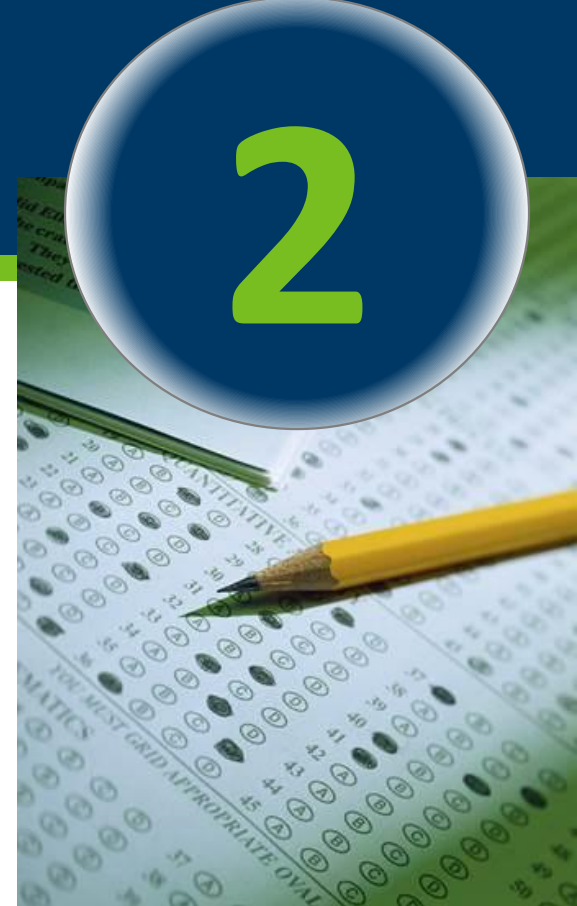
2

Narrative Responses

- 2.1-2.4

Documents

- A-E

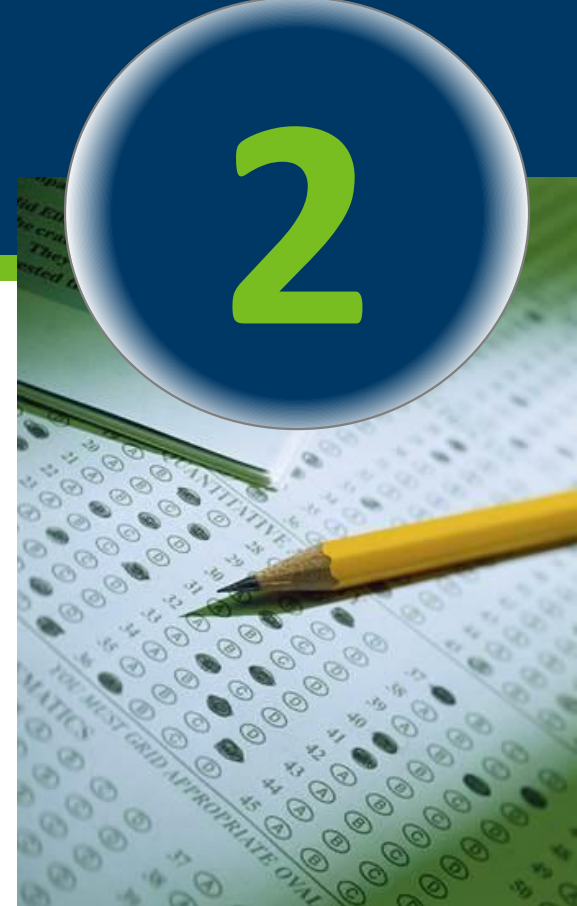


Tips on Section Two

2

Clearly articulate how your consortium ensures that ABE funds are being used to provide effective and high quality adult education services

- Detail is important
- Outline specific processes and procedures
- Use this opportunity to find areas to improve



Item 2.1 Consortium Governance

2

- How does the consortium make decisions?
- Who is included and what role(s) do they have?

Note: This differs greatly from consortium to consortium, based on the consortium **structure**, the **number** of providers and members, **how involved** each member is, and the consortium **history and leadership**.



Item 2.1 ABE Providers

2

What is an ABE Provider: Any entity (mainly school districts and community-based organizations (CBOs)) that receives state and/or federal ABE funding to provide ABE instruction.

All consortia have one fiscal agent entity that is an ABE provider.



Item 2.1 Provider or Member?

2

How do I know the difference between a consortium member and/or provider?

- Most consortia have additional members, either school districts or CBOs.
- Some of those additional members are also ABE providers, others are not.
- **If the entity that is part of your consortium does not receive state and/or federal Adult Education grant funding from the fiscal agent to develop and implement Adult Education programming, it is not a provider.**



Item 2.1 Providers and Members Examples

2

Example: Duluth

A consortium with multiple members but only one provider

Provider: Duluth Public Schools

Members: Hermantown and Proctor public school districts

Example: Metro East

A consortium with multiple members and providers

Providers include: school districts offering Adult Education classes, Ramsey County Community Corrections, Lyndale Neighborhood Association

Members (not providers) include: school districts in consortium boundaries that do not receive ABE grant funding nor offer their own ABE programming

Item 2.1 Consortium Meetings

2

Consortium meetings:

- According to State statute 124D.521 must be twice per year
- 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

2.2 Program Accountability Procedures

- (Write for both fiscal agent and additional ABE providers)
- Fiscal compliance
- Program policy compliance
- Program data monitoring
- Sharing program data

2.3 Student Goal Setting

- Consortium wide or differentiated?
 - Do procedures differ by type of program?
- Can connect with Document A



2.4 Identifying WIOA Barriers to Employment

(public assistance, exhausting MFIP, disability, displaced homemakers, ex-offender, foster care, homeless, learning disabled, low-income, migrant worker, and single parent)

- Obtaining the information accurately and in a trustworthy way from students and documenting it in SiD
- Utilizing the information



Documents in Section

2

- A. Intake and Orientation Procedures**
- B. Assessment Procedures**
- C. Contact Hour Tracking Procedures**
- D. Consortium agreement**
 - a. No template for D
- E. Blank intake form (if not using the provided form in SiD)**



Completing the Document Templates-1

2

Fill out these boxes

Contact Hour Tracking Procedures

Consortium	
Staff contact	
Date of last update	
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• Contact Hour Policy• Contact Hour Rounding Policy• Distance Learning Policy• GED Testing Center Contact Hours Policy
Additional resources	Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning)

Introduction

These procedures detail the local ABE consortium's contact hour tracking procedures used at all sites. These procedures describe how the consortium is complying with Minnesota ABE policies through outlining:

- How **daily contact hours** are counted and recorded in a reliable, accurate, and timely manner for intake, orientation, support service coordination, goal setting, assessment, evaluation, and any other time the student spends interacting with ABE staff or trained ABE volunteers to discuss or debrief learning.
- How **proxy hours** are counted and recorded in a reliable, accurate, and timely manner for approved distance learning products, ensuring that there is no double counting of on-site contact hours and proxy hours.
- How **GED testing hours** are accurately counted and with which testing centers the consortium has a signed agreement.
- How contact hours and proxy hours are **monitored**, including how records are kept and evaluated.
- What **additional guidance** and procedures the ABE consortium has for local staff regarding contact hour tracking.

The Introduction has all the content you need to complete (you do not need to fill this part out)

Completing the Document Templates-2

2

Add the consortium procedures in each section

Daily Contact Hours Counting and Recording

Proxy Hours Counting and Recording

GED Testing Contact Hours Counting and Recording

Monitoring and Record Keeping of Contact and Proxy Hours

Additional Procedures and Guidance



Documents A-C in Section

2

A. Intake and Orientation Procedures

B. Assessment Procedures

- Tests used
- Pre- and post-testing procedures
- Test training requirements and procedures

C. Contact Hour Tracking Procedures

- Daily contact hours
- Proxy hours (distance learning, Teacher Verification Model)
- High School Equivalency/GED testing hours
- Monitoring and record keeping

NOTE: Documents A-C should include concrete procedures, not just general theories or vague descriptions



Document D in Section

2

D. Consortium agreement

Examine

- What the fiscal agent and providers roles and responsibilities are, and
- How funding is distributed to providers

This agreement should be renewed and signed annually

Let Jodi know if you want to see examples from similar consortia



Document E in Section

2

E. Blank intake form (if not using the provided form in SiD)

We encourage all providers to use the SiD form.

If you are not using the SiD form, you are required to include all required information from the SiD form.

Quick Check In:

- Are you using the SiD form or a locally-developed form?
- Are you using a paper or electronic form?
- Who is completing the intake form: enrollees or intake staff?
- Are all required areas on your form?



Questions about Section Two?

2



Break





Section Three: Professional Development and Training

3.1 & 3.2

3

3.1

Describe the process and criteria used in hiring decisions for staff (licensure, education, credentials, experience, etc.)

3.2

Describe the new staff orientation process and information included.



Describe how the consortium ensures that staff receive the training required by the Adult Education staff training policy for their position, such as ABE Foundations, test administration certification and distance learning training.



3.4 Describe how the consortium supports professional development (PD) for staff.

- What is the **process** for determining PD needs and priorities at both the consortium and individual staff level?
- Does the consortium require any professional development beyond the requirements of the Adult Education Staff Training Policy?
- How does the consortium ensure all staff are aware of appropriate PD opportunities?
- Include BOTH the amount AND the percentage of funding dedicated to PD.



Documents in Section

3

F. Consortium PD Plan

- For data review questions, make sure to also include potential PD implications of the data.
- Use your consortium's results from the PD Survey to inform your PD plan. Request these from ATLAS: mgeisler02@hamline.edu
- The consortium PD plan should identify priority goals for the consortium that have clear PD implications.

G. Administrative Staff PD Plan (e.g. manager or coordinator)

H. Support Staff PD Plan

I. Instructional Staff PD Plan

- NOTE: F, G and H are one staff person's plan for each role (not all staff in that role)



PD Planning Resources

3

- [FY25 Professional Development Overview](#): Overview document with events and cohorts scheduled for 2024-25, as well as links to key PD resources
- [FY25 PD Dates](#): List of all scheduled PD events
- [Suggested Training Pathways](#): Recommended training for various roles in adult education, along with a suggested timeline for completion
- [MN Adult Education PD Catalog](#): Searchable catalog of all PD activities offered through the [MN Adult Education Support Network](#)



Questions about Section Three?

3





Section Four: Educational Quality

Tips on Section Four

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
 - Only one course description is needed if the same “course” is taught at multiple times/locations
3. Highly Recommended: Use the template provided



Item 4.1

4

How are high quality educational services developed?

Decisions on what instruction to offer?

Evaluation of courses & instruction?

Student access to sufficient intensity of instruction to make learning gains?

Essential components of reading?



Describe distance/hybrid learning programming:

- Lessons learned & best practices
- Future plans



Item 4.3

4

Content Standards work to date

- What have you done before today?

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



Items 4.4-4.5

4

4.4 Career-Focused programming

- Can refer to Document J

4.5 Secondary credential programming

- Includes HSE (GED/HiSET) and adult diploma
- Can refer to Document J



Overview of process to effectively serve eligible adults with disabilities:

- How do providers identify and utilize appropriate accommodations for students (and staff)?
- What data and/or information do you have that shows how effectively eligible adults with disabilities are being served?



Volunteers in your consortium

- Roles
- How they enhance student success
- Orientation and initial training
- Ongoing training

Remember that volunteers must receive 2 hours of training annually!



Documents in Section Four

4

J. Instructional Program Description

- Table of Contents is crucial
- Organize by course or by type of instruction (can be per site or over multiple sites)
- Make sure to include which CCRS Levels (not just Anchor Standard numbers) are addressed in the course

K. Multi-Year Content Standards Implementation Plan

- Include all 3 sets of content standards
- Already have CCRS Implementation Plan? Must also add ACES TIF and Northstar



Questions about Section Four?

4





For discussion in breakouts:

- 1. Do you understand the requirements for sections 1-4?**
- 2. What questions do you have?**
- 3. What are your next steps for sections 1-4?**



Section Five: Integration and Collaboration

Tips on item 5.1

5

Each ABE Consortia is in a Workforce Development Area (WDA) and should be a part of at least one regional and 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

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 co-enrollment.

It would be good to have a conversation with the individual(s) who work with the Title 1 funding at the local CareerForce or Tribal Workforce location.



Tips on item 5.3

5

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

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

Collaboration with Tribal Nations

This question is intended to document current partnerships and promote thought about possible partnerships.

For information regarding the 11 federally recognized Indian Tribal governments in Minnesota go to:

<https://mn.gov/portal/government/tribal/mn-indian-tribes/>

Use the ABE Map to determine which tribal nations are within consortia boundaries:

<https://education.mn.gov/Maps/ABE/>



Tips on item 5.6

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. The RTC Directory can be found at:

<http://mnabe.org/contacts-directories>



Tips on item 5.7

5

Indicate the individual who currently serves as the Regional Transitions Coordinator (RTC) for the consortium, and the individual who currently serves as the ABE Representative/s to the Local Workforce Development Board/s.

How does the RTC communicate the information from the regional meetings to the entire region?

How does the ABE Representative communicate the information from the LWDBs to the entire Workforce Development Area?



Documents in Section

5

Doc L: Most recent Memorandum of Understanding (MOU) with the local Workforce Center

Doc M: List of local Workforce Development Board (WDB) members

Doc N: Current year ABE Regional Transitions Plan

Doc O: Current Regional/Local WIOA Plan for the local Workforce Development Area(s) (WDA) served



Questions about Section Five?

5





Creating an online narrative

Online narratives – format options

- Google Sites
 - [Metro South ABE](#)
- Other website development tool (Wix)
 - [Robbinsdale Adult Academic Program](#)
- Existing organization website
 - [Southwest ABE \(Marshall\)](#)

Browse other online narratives at:

mnabe.org/abe-funding-grants/narrative



The screenshot displays the website for the Adult Academic Program at Robbinsdale Area Schools. The header features the program's logo, which consists of a green asterisk-like symbol next to the text "ADULT ACADEMIC" and "ROBBINSDALE AREA SCHOOLS" below it. A navigation menu includes "Home" (highlighted in green), "1 Overview", "2 Accountability", "3 PD & Training", and "4 Educational Quality". The main content area has a light green background and features the title "5-Year Narrative" in large green font, with "Published August 2020" underneath. Below this is the heading "Adult Academic Program" and a paragraph: "Our mission is to help adults gain skills to find quality employment and/or prepare for college to better support themselves and their families." A green button labeled "About Us - Video" is positioned at the bottom left of the content area. On the right side, there is a photograph of a group of graduates in blue caps and gowns standing in front of a brick building.

Support with creating an online narrative

For help creating an online narrative,
contact:

Susan Wetenkamp-Brandt

Senior Manager – Educational Technology and
Digital Literacy, Literacy Minnesota

swbrandt@literacymn.org



ABE Narrative

Tips and Advice

Susan Edmonson, Burnsville ABE Coordinator



Plan Ahead



Organize



**Tips before
submitting**



Plan Ahead

- Create a timeline for yourself to complete sections
- Block off time each month on your calendar to give yourself the time and space to work

Narrative Timeline:

- September-** Section 1.1-1.2
- October-** Section 2 Items: 2.1-2.4, Section 2 Documents: A-B
- November-** Section 2 documents:C-E, Section 3 Items: 3.1-3.4
- December-** Section 3 documents:F-I, Start Section 4 Items: 4.1-4.3
- January -** Section 4 Items: 4.4- 4.7, Section 4 documents: J,K
- February-** Section 5 Items: 5.1-5.7, Section 5 documents: L-O
- March-** Section 6 Items: 6.1-6.2, Section 6 documents: P
- April-** Section 7 Items: 7.1-7.6, Section 7 documents: Q,R
- May-** Section 8 (all) + time for editing and catch up-
- June 1, 2024**
 - Narrative due date

Plan Ahead

- Decide which sections you would like teachers/your team to contribute to and put time on the calendar during staff, building leadership, and collaborative time meetings to give them time to work:

BLT: Building Leadership Team: 2-3 Teachers

- 2.3 Describe the process(es) used in the consortium to help students develop realistic goals and timelines for educational progress, secondary credential attainment, enrolling in college and/or gaining or improving employment.
- 4.3 Give an overview of how the consortium has integrated all three sets of the state's content standards for ABE (CCRS, ACES/TIF and Northstar) into instruction to date.
- 6.1 Describe the use of technology, both in person and at a distance/hybrid learning, to improve student access to programming, enhance the quality of instruction, and lead to improved outcomes for students.
- **Time to proofread**

Plan Ahead: All Teachers

Document J: Instructional Program Description

- I gave several hours during an staff inservice day + time at a CT meeting for all teachers to contribute to [Document J](#).
- Teachers worked together with other teachers that teach the same level
- Some teachers worked independently, with my support, if they didn't have other teachers to work with.

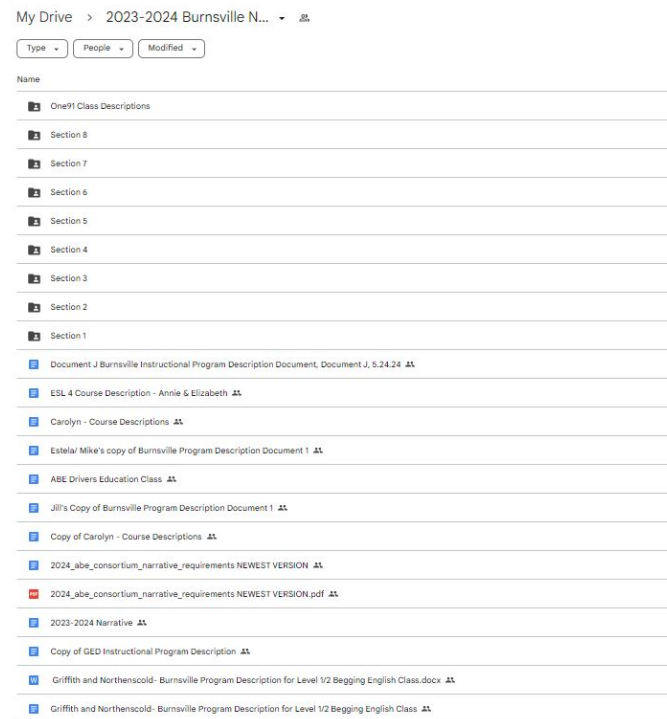
Plan Ahead: All Teachers

7.5 How does the consortium use an equity lens to examine and adjust its policies and procedures?

- I also gave all teachers several hours at a CT Meeting to work on 7.5 and answer this question individually, based on how they use an equity lens with policies and procedures in their own classrooms
- I answered the same question, based on the policies and procedures of our entire school.

Organize

- **Create a folder in Google Drive with all your documents for the narrative website**
- **Within that folder, create folders for the different sections and documents; this makes it easy to link documents to your website**

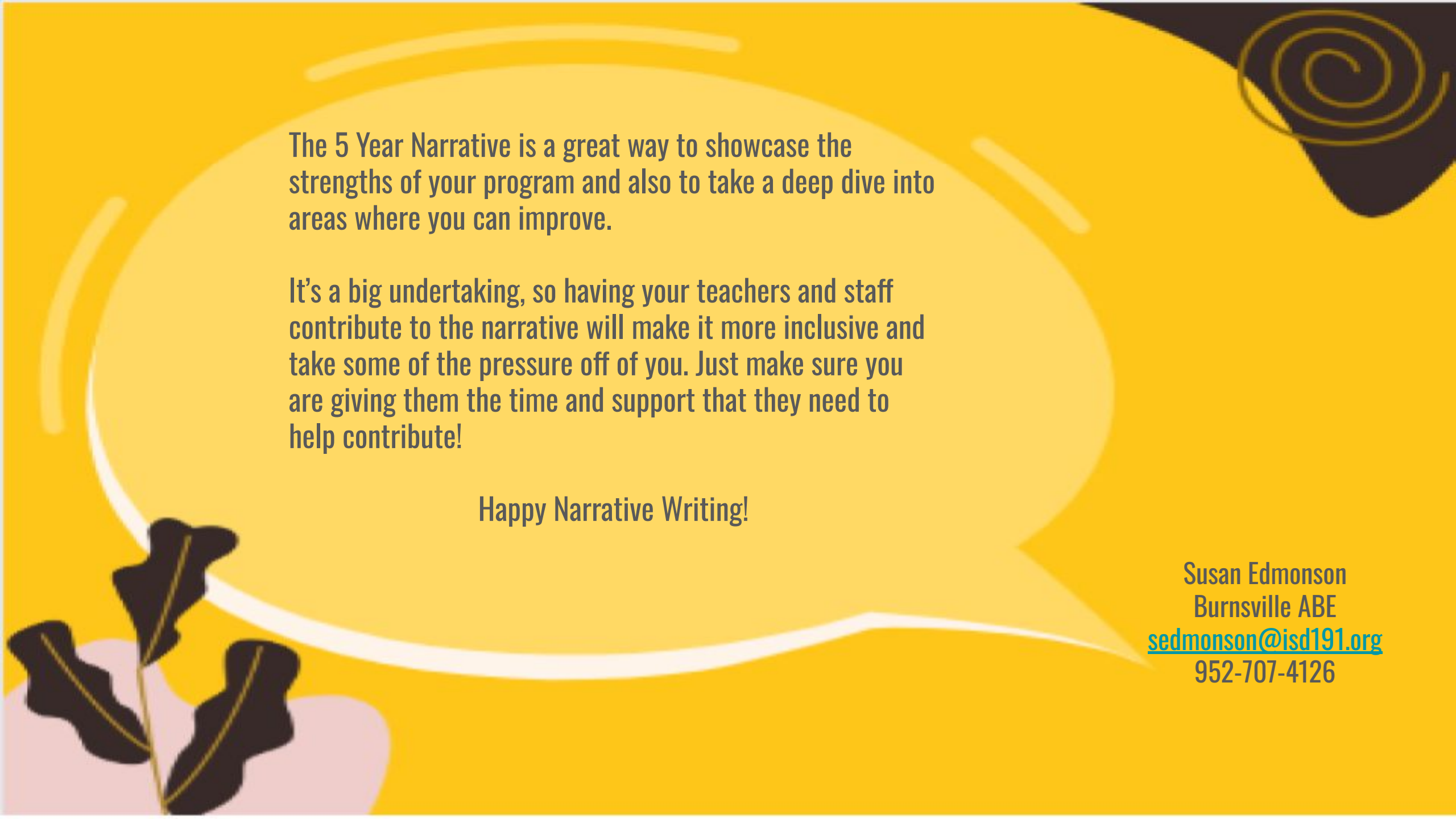


Organize: Narrative Website

- Create your [Narrative Website early](#). This way, you can get used to the formatting and create all of the sections.
- As you finish certain sections or documents, you can link them into the narrative website.
- Gather lots of pictures to use in your website!
- Link your social media site(s), school website, and youtube channel to your site's homepage

Before You Submit

- **Make sure all your documents in your website are set to “Share to ANYONE with the link”**
- **Have people who are not in your school check your links to make sure they can open them**
- **Make sure your font is the same in all your documents**
- **If you include links in your documents, make sure those are shared with “Anyone with the link” too**



The 5 Year Narrative is a great way to showcase the strengths of your program and also to take a deep dive into areas where you can improve.

It's a big undertaking, so having your teachers and staff contribute to the narrative will make it more inclusive and take some of the pressure off of you. Just make sure you are giving them the time and support that they need to help contribute!

Happy Narrative Writing!

Susan Edmonson
Burnsville ABE
sedmonson@isd191.org
952-707-4126



Lunch



45:00



Section Six: Program Resources

Tips on Section Six

6

- Item 6.1 should answer “how” and “why” – How and why is the consortium using technology? To what ends for students?
- Item 6.2 should address additional resources (financial, support services, or in-kind)
- Document P – Technology and Distance/Hybrid Learning Plan should explain “what” and “when” of technology and DL use.

Questions about Section Six?

6



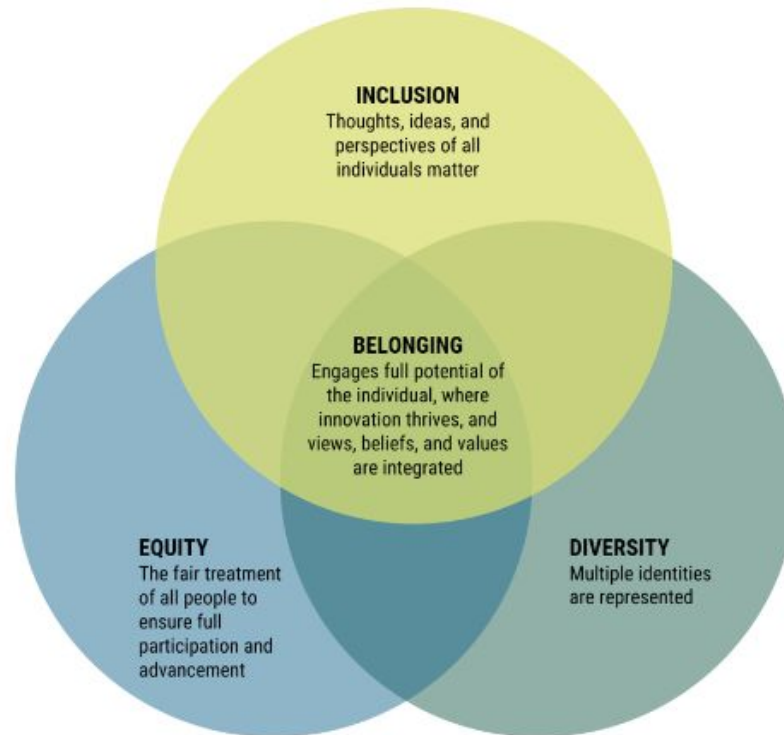


Section Seven: Successes and Challenges

Tips on Section Seven

7

7.1 Student Success Story



Be honest and thoughtful

Item 7.2 asks about your challenges as well as ways to address them.



Diversity, Equity, Inclusion (DEI)

- How the consortium addresses
- What definitions of diversity, equity and inclusion is the consortium using to guide its work?
- What is the consortium's vision or strategy for addressing issues of equity? How is this vision or strategy shared amongst providers, staff and students? If a vision doesn't exist, how and when will one be developed?
- How do you implement and measure the effectiveness of your DEI strategies?

Useful Resource on this topic available at:

<https://atlasabe.org/resources/cultural-competency/>



DEI PD

- How do you determine who participates in DEI training?
- How is the consortium implementing and applying lessons learned from DEI PD participation?



7.5

How does the consortium use an equity lens to examine and adjust its policies and procedures?

7.6

What is the procedure for reporting discrimination or other equity concerns in your consortium? How are staff and students made aware of these procedures?



Questions about Section Seven?

7





Section Eight: Annual Application

Tips on Section Eight

8

- Do this section last (in May)
- Document Q –annual application and tables submitted to MDE on or before June 1
- Document R - “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.

Questions about Section Eight?

8





Next Steps

Next Steps



- Make a plan: timeline and point people
- Decide which online platform to use
 - Contact Susan W-B for support
- Possible check-in webinar in February or March



For discussion in breakouts:

- 1. Do you understand the requirements for sections 5-8?**
- 2. What questions do you have?**
- 3. What are your next steps for sections 5-8?**
- 4. Can you start creating a timeline for narrative development?**



Existing consortia: work time!
New consortia: more info



Section Nine: New Consortia

Items 9.1 and 9.2

9

9.1 Identify the consortium's classification in seeking authorization as either: First-time applicant; ABE program that has previously been a member of an approved ABE consortium that is applying to become a new, restructured consortium; or ABE program seeking authorization due to performance issues.

- What unmet need do you feel this proposed ABE consortium will meet?
- What factors have led you to the decision in creating this new consortium?

9.2 Describe what actions the proposed consortium and its provider(s) have taken to familiarize staff with the ABE system.

- How has the proposed consortium collaborated with other consortia and providers in the geographic area, including actions the provider has been taking up to now and actions it proposes to take if approved?
- What formal and informal training have staff completed to build awareness of the Minnesota Adult Education system, including how it operates, what are the policies, who is served, and how success is measured?

Items 9.3-9.5

9

9.3 What entity/entities would be providers in this proposed consortium, including the fiscal agent?

- What school districts, if any, are proposed members or providers within this proposed consortium?

9.4 What information or data is available for the state to determine first prior year contact hours? (First prior year is from May 1, 2024 – April 30, 2025.)

9.5 Has the program been identified as a low-performing program previously?

- If so, please include details of the program's history as a low-performing program or in provisional approval status, along with an explanation of what has been done to improve performance and address issues.

Thank you!