

ABE Narrative Writers Workshop



Good Afternoon!

We will begin shortly.

Please introduce yourself and share in the chat:

What is one thing that you are thankful for these days?



ABE Narrative Writers Workshop

November 19, 2020



Agenda

- 1. Introductions**
- 2. Review of 5-year narrative process and timeline**
- 3. Walk-through of 2021 narrative requirements**
- 4. Questions and discussion**



Introductions

Adult Education Team at MDE

From the **Minnesota Department of Education:**

Brad Hasskamp, Interim Adult Education Supervisor

Julie Dincau, Transitions Specialist

Astrid Liden, Professional Development Specialist

Jodi Versaw, Program Quality Specialist



2021 Narrative cohort

- Brainerd
- Glacial Lakes-Willmar
- Metro North-
Anoka/Hennepin
- Metro South-Bloomington
- Minneapolis
- Red Lake
- ThinkSelf Deaf ABE
- White Earth





Materials

- **2021 Narrative Requirements**
- **2021 Narrative – Starting Points**
- **Notes and Ideas**
- **Document templates (optional but recommended)**

All materials 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)



Review of 5-year narrative requirements and process

ABE 5-year narrative: State statute

The 5-year 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

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ABE 5-year narrative: Approach



The ABE state leadership team approach to the 5-year narrative:

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

ABE 5-year narrative: Process and Timeline

Phase one: Review 5-year narratives – Fall 2020

Phase two: Prepare for narrative writing by participating in Narrative Writers Workshop (new online format this year) – Fall 2020

- Narrative Review Wrap-up webinar on September 29
- This webinar today

Phase three: Write narrative – Fall 2020 – June 2021

- Due on June 1, 2021

Phase four: Site visit and follow-up – Summer/Fall 2021





2021 Narrative Requirements

Getting started

Reminder: “2021 ABE Consortium Narrative Requirements” document and all templates available at mnabe.org

Optional: Use the “Notes and Ideas” document throughout the webinar today (or your own note-taking device).

Make a plan to follow-up with your whole team soon after today’s webinar!

Starting points: your last 5-year narrative

The 2021 narrative is substantively different from last time (2015)

- 2018-2020 narratives similar but not identical
- Some elements of the federal competitive application
- Note the “starting points” document



Starting points: Audience

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).

Starting points: online submission

All narratives must be submitted online:

- Must be a publicly accessible website with all items and documents available without requesting permission

ABE 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 One: Overview

Tips on Section One

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

Length estimate: 2 to 4 pages





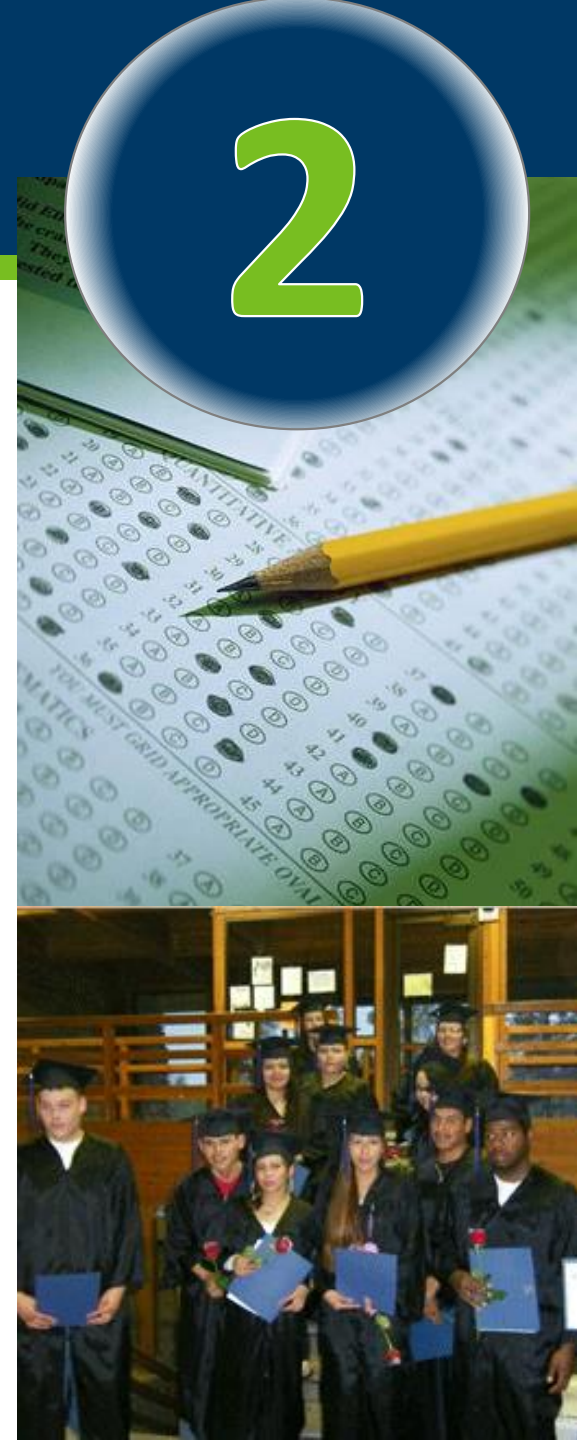
Section Two: Accountability

Tips on Section Two

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 ABE Providers

2

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 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



2.2 Program Accountability Procedures

- Fiscal compliance and policy 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 Three: Professional Development and Training

Tips on Section Three

3

- Engage a group of staff to representing different roles in the program to work on consortium-wide professional development plan



Items in Section Three

3

Item 3.3:

- Be sure to articulate your **process** for determining PD needs.
- Articulate which activities are mandatory for WHICH staff roles
- Include BOTH the amount AND the percentage of funding dedicated to PD



Documents in Section

3

E. 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 Statewide PD Survey to inform your PD plan. Request these from ATLAS.
- The consortium PD plan should identify priority goals for the consortium that have clear PD implications.

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

G. Support Staff PD Plan

H. Instructional Staff PD Plan

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





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
 - Courses can be grouped if they teach the same content
3. Highly Recommended: Use the template provided



How are high quality educational services developed?

Decisions on what instruction to offer?

Evaluation of instruction?

Ensuring sufficient intensity? (define)

Essential components of reading?



New item this year!

Describe Distance Learning programming:

- In response to COVID-19
- Future plans



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.



4.4 Career-Focused programming

- Can refer to Document I

4.5 Adult Diploma programming

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



Volunteers

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



Documents in Section Four

4

I. Instructional Program Description

- Table of Contents is crucial
- Organize by course or by type of instruction (can be per site or over multiple sites)
- NEW THIS YEAR: identify whether courses are in-person, distance, or hybrid

J. 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





Break



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 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 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

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 is a new item as of last year – intended to document current partnerships and promote thought about possible partnerships.



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.

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





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 or in-kind)
- Document O – Technology and Distance Learning Plan should explain “what” and “when” of technology and DL use.



Section Seven: Successes and Challenges

Tips on Section Seven

7

This section is new (as of 2018)

Be honest and thoughtful

Item 7.2 asks specifically about responses to the challenges of COVID-19 pandemic

Item 7.3 refers to equity, not diversity or equal access.

- Possible starting point: MNABE equity statement at mnabe.org





Section Eight: Annual Application

Tips on Section Eight

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.



Creating an online narrative

Online narratives – format options

- Google Sites
 - [Mankato ABE](#)
 - [Moorhead ABE](#)
 - [Duluth ABE](#)
- Other website development tool (Wix)
 - [Robbinsdale ABE](#)
 - [Adult Options \(Hopkins\) ABE](#)
- Existing organization website
 - [Southwest ABE \(Marshall\)](#)
 - [Arrowhead Economic Development Agency \(AEOA\)](#)



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





Next Steps

Next Steps



- Schedule your next meeting time soon!
- 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



Questions and discussion

Thank you!

Jodi Versaw

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