

Section 4: Instructional Program Description

4.1: Explain who developed the instructional program descriptions and how the descriptions are communicated and revised with instructors and other staff.

Each Minneapolis ABE Consortium partner develops its own curriculum and programming. Below is a description of how each partner develops, communicates and revises its own instructional program.

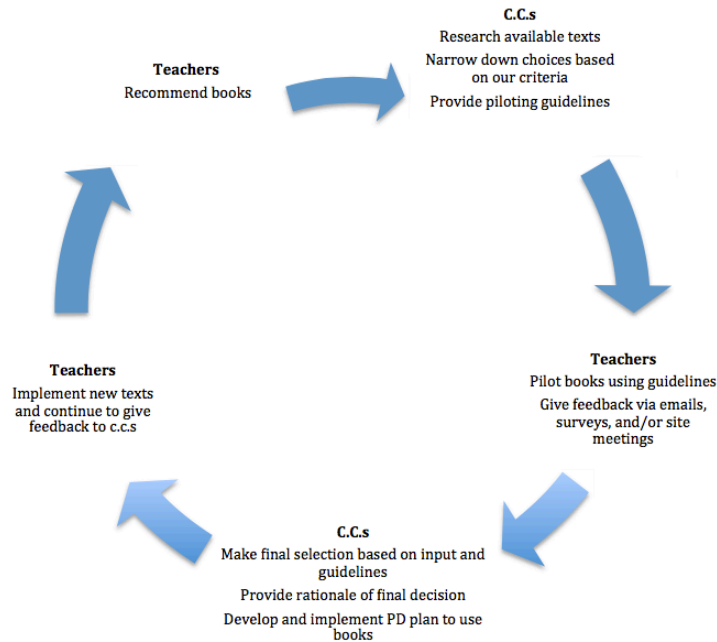
Minneapolis Public Schools Adult Education (MPS)

The course names and descriptions for the MPS AE program were developed four years ago. The goal was to align AE courses as closely as possible with courses taught at MCTC. Teacher work teams and curriculum coordinators wrote or adjusted descriptions for all ELL and ABE courses. The teacher work teams then wrote benchmarks for all courses with guidance from the curriculum coordinators. Now the curriculum coordinators continue to make changes to course descriptions and benchmarks as needed with input from staff. Figures 1 and 2 are excerpted from our Curriculum Development Process and explain how descriptions are revised with instructors and other staff:

Figure 1: Guiding Principles for Curriculum Processes

Rationale	Guiding Principles
Decisions are based on evidence/research	Teachers have a collaborative say in what materials, benchmarks and assessments are used
Decisions are based on what is best for student learning	Teachers use texts assigned to their classes
Using the same books, benchmarks and placement/advancement guidelines increases program consistency and alignment	Teachers follow established placement and advancement guidelines .

Figure 2: Text Selection Process



Cedar Riverside Adult Education Center (CRAEC)

The instructional program descriptions are based on the ELL Core Learning Targets for Minneapolis Adult Education and are developed by curriculum development specialist. Program coordinator and teachers review the descriptions yearly at staff meetings. A designated teacher compiled course descriptions for each ELL level. These descriptions were reviewed and amended by current instructors to reflect the content, texts, activities and resources used in each class. The Program coordinator communicates the instructional descriptions and changes (if any) with the teaching staff.

English Learning Center (ELC)

English Learning Center (ELC) staff has developed the school's course descriptions over many years in response to growing educational opportunities, state and federal standards, and student needs. The ELC staff meets on a weekly basis to discuss program needs and goals under the direction of the Program Director. In addition, staff communicates about improvements and potential revisions within course designs by way of email and ad-hoc meetings. Volunteer coordinators and program assistants maintain communication with volunteer instructors and students via direct dialogue and yearly surveys, both which give feedback on potential revisions for the courses. All revisions to curriculum and course descriptions are done by the curriculum specialist.

Learning in Style (LIS)

Originally, in 1994, LEARNING IN STYLE's curriculum was designed to provide English education to adult Minneapolis residents in need of reading, writing, speaking and math skills. From the needs that became obvious in the school's location the curriculum would provide English education to adult, immigrant residents. The new focus increased a curriculum to include classes in English, citizenship, math and computer lab. Curriculum

decisions and procedures are reserved to the director and individual faculty of LEARNING IN STYLE. The faculty at LIS are often life long experienced teachers, holders of multiple degrees in education and liberal arts and have established the following guidelines for LIS curriculum:

- Faculty may use textbooks, software and other materials they deem appropriate and quality.
- Faculty determine their own scope and sequence of curriculum and / or use the scope and sequence of published curricula.
- Faculty do their own weekly lesson planning, adapting for individual differences within any given class.
- A variety of teaching styles are used at LIS.

English Learning Program at Learning in Style

* 0	~180	Beginning Literacy ESL
* 1	181-190	Low Beginning ESL
* 2	191-200	High Beginning ESL
* 3	201-210	Low Intermediate ESL
* 4	211-220	High Intermediate ESL
* 5, 6	221-235++	Advanced ESL

*CASAS format

Somali Success School (SSS)

Somali Success School course/program descriptions are developed, communicated and revised with instructors and other staff on an ongoing basis. At least once a year, the ABE staff and management at Somali Success School review the course/program descriptions and make changes based on student needs and program developments. All ABE staffs are asked to keep a copy of course/program description on file. Somali Success curricula are designed with work readiness and soft skills for all levels.

The core classes offered through Somali Success include:

- Beginning Literacy ESL
- Low Beginning ESL
- High Beginning ESL
- Low Intermediate ESL
- High Intermediate ESL
- Advanced ESL

Specialty Classes:

Citizenship preparation: Adults who qualify for citizenship receive information that is geared towards U.S history and government. Students receive instruction that will prepare them for the written and oral portion of the U.S citizenship examination; students practice speaking English for the interview. Citizenship preparation classes are offered to students who are permanent residents of the U.S and are currently enrolled in our program.

Twin Cities Rise! (TCR)

The Program/course descriptions were developed by the Co-Directors of Education Services with input and guidance from the Chief Operating Officers as well as input from the Directors of Coaching and Employer Services. Revisions are handled at the Directors' Team level, though input from the instructional staff is taken into account. Updates to course descriptions are included in our Program Handbook and communicated to Instructors at our periodic Instructor's Meetings and to Staff at our larger, periodic Staff Meetings.

Volunteer of America Adult High School (VOA)

Our instructional program was developed by our director with approval of the teachers. Teachers develop specific course content for each one-month term using the state K-12 and new adult diploma program standards. Any changes to the program are discussed and approved at staff meetings.

4.2: How do you ensure that the Adult Literacy Hotline (Minnesota Literacy Council) has the most up-to-date information about your consortium, its sites and its programming?

Each August the fiscal agent gives each program in our consortium a print-out of their current MLC Hotline information. They then return it to us with updated information in order to make sure the most current information is included. The testing coordinator is responsible for compiling all this information into the online template. Once completed it is electronically emailed to the Accountability Specialist who reviews the information before submitting it to MLC.

Each August sites are reminded that they are responsible for providing any updates or changes to MLC directly between August and July each year. Approximately three times per year we ask for updates to our Minneapolis Adult Education Consortium brochure and when changes are submitted, we remind programs that they should also notify MLC.

4.3: Summarize your consortium's current transitions programming, including FastTRAC grant projects, postsecondary readiness, employability skills and career awareness.

FastTRAC

Minneapolis AE works with PPL on two FastTRAC grant projects (Service Excellence and Health and Human Services) as well as with Emerge (Manufacturing).

Postsecondary Readiness

Most of the programs in the Minneapolis ABE Consortium serve low-level ELL learners and focus on students' literacy and life skills needs. The programs transition learners to Minneapolis Adult Education (AE) for college prep and GED classes as student progress to a

higher level.

Minneapolis AE embeds postsecondary readiness in all areas of ABE programming. Some examples are:

- ABE classes in math, reading, writing, social studies, and science align with the local MnSCU institution (MCTC) and incorporate academic language, digital technology, and other skills students may need in post-secondary education.
- All Minneapolis AE programming is on a quarter or semester basis with managed enrollment.

New students are orientated to our program's course offerings, policies, and procedures which are all very similar to what is found in most post-secondary institutions.

- All students are given computer accounts (Schoology, MySkillsTutor, iPathways, etc.) to assist with their learning.
- All classes have a syllabus for each quarter which provide students a guide to their classes.
- Employability Skills and Career Awareness

In the Minneapolis ABE Consortium, most of the programs have embraced ACES and completed ACES PLC 1 training. Currently, a few programs are gearing up for ACES PLC II training. There are a few programs that have incorporated ACES and the corresponding TIF into their curriculum and programming. Other programs are offering direct career readiness classes that include employability skills in the curriculum.

Minneapolis AE has trained staff with ACES PLC I training and is making plans for ACES PLC II training in the upcoming months. Teachers are encouraged to make use of the TIF when planning curriculum and class activities. Employability skills are also embedded in the current ELL core text, Ventures.

Programs in the Minneapolis ABE Consortium transition students, when possible, to Minneapolis Adult Education for career-focused classes. Minneapolis AE offers four career pathways (Early Childhood Education, Manufacturing and the Trades, Healthcare, and Food Service) which include introductory classes to assist students in career planning. The curriculum for courses in these pathways include career exploration and also may have internship or volunteer components where appropriate.

Cedar Riverside Adult Education Center (CRAEC)

We do not currently have any transitions programming. We regularly offer volunteer-led computer classes and citizenship classes based on the availability of volunteers and the demand for the classes. In the spring of 2015 we partnered with Legal Aid Society of MN, to offer teacher-led citizenship classes that meet twice a week. Additionally, we refer students to local programs such as Emerge for job resources and training and to other Minneapolis Adult Education programs as needed.

English Learning Center (ELC)

CASAS-aligned transitions and work skills are embedded in all English Learning Center courses. In addition to English courses, students are encouraged to take computer and math classes so that they acquire digital and numeracy skills. We are currently revising our Level 5/6 class to be a six-month long course integrating ACES transitions categories. This course will offer students the chance to learn how to job search, write resumes and cover letters, act in a job interview, use Microsoft Word, write paragraphs and essays, and read fiction and nonfiction. This class will prepare students wishing to pursue work and/or college and/or career prep classes.

Furthermore, the current curriculum specialist is an ACES facilitator and has done trainings in the ACES transitions integration framework for both staff and volunteer teachers.

Teachers and staff are therefore familiar with the transitions skills needed for students to succeed outside of school and actively look for ways to implement training of these skills in the classes they teach.

Currently the ELC does not have any FastTRAC grant projects or postsecondary readiness.

Learning in Style (LIS)

LIS does not have a GED program and does not directly prepare students for entry into employment or future education. Its curriculum, however, does provide preparation materials used for awareness of job attainment and further schooling.

Somali Success School (SSS)

Somali Success operated an introduction to Nursing Assistant and was the recipient of FastTRAC funding in the past. Currently, SSS plans on providing 2 transitional classes: intro to Healthcare and intro to Machinery in construction.

Volunteers of America Adult High School (VOA)

Our program follows the state standard adult diploma program competencies for college and career readiness. We focus on employability skills at all levels through the use of group work, accountability for course work and attendance.

Twin Cities Rise! (TCR)

Twin Cities RISE! does not use FastTRAC programming nor do we prepare participants for postsecondary readiness. Employability skills and career awareness are embedded in our Foundation One courses which the ABE Grant serves: Workplace Communications 1, Introduction to Computing, Introduction to Keyboarding. The technical and communications covered in these courses use participants' employment documents and job-search process as teaching vehicles.