

## Section 3: Staff and Professional Development

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### **3.1: Describe the process used to identify the PD objectives in the Consortium PD plan.**

One of the goals of the July consortium meeting is to identify common areas of professional development that can be made available to all consortium staff as appropriate. In addition to operational items, such as reviewing the consortium structure and operation, providing updates on adult education in Minnesota and providing MABE refreshers and training for new staff, several topics about improving instruction and service to learners are discussed. Guided by information from MDE's Adult Basic Education unit's annual PD survey, the consortium members identify which of the priority State ABE content areas and standards affect their individual program instruction. Those items are included on the list of PD topics that become start of each program's PD plan. Plans also include topics that are of specific interest to the individual members.

The next step in the process is to determine how program administrators can access PD sessions that are already scheduled around the region. The Regional Transitions Coordinator (RTC) for the Minneapolis region plays a key role in keeping the consortium informed as to what PD is available in the region and the state. Having the RTC closely involved in this process allows the consortium to focus on collaboration with each other and on how to make the larger picture of transitions work locally. The RTC also makes recommendations for programs looking for specific PD for their staff. The Minneapolis RTC wove ACES training into the transitions plan to assure that all consortium members had opportunities to participate in the professional learning communities around ACES. The RTC sends monthly updates to all programs in the region, including the consortium members, to keep them up-to-date about news and PD. Those newsletters can be viewed at [http://abe.mpls.k12.mn.us/additional\\_curriculum\\_resources](http://abe.mpls.k12.mn.us/additional_curriculum_resources). Consortium members also share the topics and schedule of their local PD sessions with each other and open their sessions to staff from consortium organizations.

### **3.2: Funding for Professional Development**

The Minneapolis Adult Education PD plan exists in order to intentionally support AE teachers in teaching adult learners life, work, and academic skills. It is our vision to have the most highly trained and most effective Adult Basic Education staff in the nation. To this end, the Minneapolis Adult Education Consortium's combined total professional development budget is approximately \$157,256 or 2.8% of our total budget.

Below is a description of each individual partner's professional development expenditures.

#### **Minneapolis Public Schools Adult Education (MPS AE)**

\$20,000 -- conference registrations, EnVOY costs and sending people places (not included in grants)

\$118,580--Staff costs for attending PD events (taken from eCompass hours and other docs)

from support staff conference, etc.)

Total \$138,580 out of the \$4,185,731 we have to spend on MPS AE—3.3%

### **Cedar Riverside Adult Education Center (CRAEC)**

We use between 1% and 2% (\$300-\$400) of our payroll funding to cover the costs of in-house professional development and program staff attending regional in-services. In the past, these expenses have been paid with discretionary funds. We plan to create a separate budget category for professional development. Provided that next year's funds are comparable to this year, we also plan to moderately increase the budgeted amount for PD to \$750. The program pays for substitute teachers when a teacher attends professional development. As needed, we meet for professional development during regular class time. In such cases, staff are paid for the hours worked. Occasionally, registration fees for external professional development opportunities are covered with program funds. When specific development opportunities are essential to programming or required, additional funds are set aside for these purposes.

### **English Learning Center (ELC)**

In recent years, the entire organization budgeted a total amount for staff professional development.

YEAR:	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
TOTAL:	\$1900	\$1850	\$2426
TOTAL USED:	\$515	\$376	\$412 to date
% OF BUDGET USED:	34%	29%	25% to date

The organization has a commitment to continue to strengthen our funding available for staff continuing education.

### **Learning in Style (LIS)**

At this time, LISABE/ESL does not formally allocate funds specifically for PD. The consortium supports the use of no-cost PD activities, to include workshops developed by MLC, ATLAS, and Internet sources. PD activities with fees are paid for out-of-pocket by those attending.

### **Somali Success School (SSS)**

As is common with small programs, PD opportunities are mostly free or need to be scheduled when people are not working to not interrupt with student schedules. This year a former teacher from SSS provided sessions on curriculum and syllabus development. Staff also participated in a "systems audit" by the Clifton Larson Allen company. After completing an assessment the company helped staff understand the bigger picture of data collection and record keeping. About \$4000 was spent on professional development for staff for the year.

### **Twin Cities Rise!**

Twin Cities RISE! budgets \$200 per employee for professional development per year. We also budget \$5,000 for additional training. Staff may access this fund by contacting the CEO

for approval. This fund will be used for more extensive training opportunities. It would be our hope that the staff person taking this kind of training could bring back the tools they learned and share it with departments and/or all staff.

### **Volunteers of America Adult High School (VOA)**

We build paid PD days into our budget as work days, allowing for 16 hours per teacher per year. This amounts to about \$4,000 per year – less than 2% of our funding.

### **3.3: Describe the process and criteria (e.g., licensure, education, credentials, experience, etc.) used in hiring decisions related to paid instructional staff.**

Each consortium partner has a slightly different process for selecting staff members. Below is a description of each.

#### **Minneapolis Public Schools Adult Education (MPS)**

The MPS Adult Education program follows the Minneapolis School District's process for posting, interviewing and selecting employees. Positions are posted online for a minimum of five working days. When the posting closes, a member of the MPS human resources team screens each applicant a process that includes looking up each applicant on the MDE Teacher Lookup site to confirm the teacher has an active license and is in good standing with the State. Applications that successfully make it through the screening process are forwarded on to the appropriate administrator to complete the interview process.

In addition to checking an applicant's license status prior to an interview, the Human Resources department identifies every licensed teacher who has a license expiring. Teachers are contacted and provided the link to the District relicensure process.

Position descriptions include the following information:

Required qualifications for teachers:

- Current valid Minnesota teaching license or Adult Education license.
- Previous experience teaching adults
- Must demonstrate an ability to interact effectively with people of diverse backgrounds.
- Excellent communicator, both written and oral.
- Demonstrable knowledge of adult education theories and adult learners.
- Proficient computer skills and ability to incorporate technology into instruction.
- Ability to contribute in a team setting and collaborate on goal setting and assessment.
- Must be flexible, adapting to different instructional content or teaching schedule as needed.

Preferred qualifications for teachers:

- Experience teaching in an urban setting
- Ability to use a virtual classroom platform

- Second language experience
- Curriculum development background
- Ability to incorporate several instructional modalities including cooperative learning, computer-aided instruction, individual and group work into instruction.
- Familiarity with testing, measurement and accountability processes in MN adult education
- Program expectations are also shared (adapted from New Teacher Project website):

### **Cedar Riverside Adult Education Center (CRAEC)**

Job openings are posted on a minimum of two websites: minnesotanonprofits.org and edemocracy.org. Notices are also posted at CRAEC office, at Riverside Plaza and Brian Coyle Community Center. Interviews are conducted by the Program Coordinator of CRAEC along with the Executive Director of RPTA (Riverside Plaza Tenants Association) and a current senior instructional staff member when possible.

In compliance with Minneapolis ABE requirements, instructional staff are required to have one of the following credentials:

- Current Minnesota K-12 teaching license
- Current Minnesota ABE teaching license
- TEFL/TESL certificate
- 400+ hours of documented ELL or ABE/GED instructional time as a paid or volunteer instructor in a program comparable to the MN ABE system.
- The Minnesota Literacy Council's 12 hour Pre-Service Training or a MDE approved equivalent.

We do not require our instructional staff to hold K-12 licenses. Instructors present copies of all current licenses and certifications that are kept in their file. Instructors are expected to provide updated copies of these licenses and certifications as needed, as well as to submit any new licensures they may add.

### **English Learning Center (ELC)**

Our regular instructional staff are not paid and do not require licensure. Please see section 2 for further information on volunteer training, qualifications, and monitoring.

### **Learning in Style (LIS)**

Licensure and experience are considered but not required in the hiring process at LISABE/ESL. Positions are filled through recommendations from present staff upon approval of the Director, who reviews candidate applications, resumes, and other documented experience, and interviews qualified candidates before making a final selection. Criminal background checks are performed on all new hires and volunteers. Each instructor with a current state license is responsible for its renewal. A copy of the instructor's license is submitted upon hire.

### **Somali Success School (SSS)**

Somali Success requires College Education, at least 2 years' experience in teaching, ability

to work with individual at low literacy level. Must pass background check and English proficiency interview with Executive Director.

### **Twin Cities Rise! (TCR)**

Each position has a written detailed job description and any job postings and job interview questions are geared to these job requirements. We also look for as much relevant experience as possible. Typically, the Program Director, Department Director and one or more staff members in related positions comprise the interview teams. Teacher candidates are asked the same specific set of questions about their teaching methods and philosophy and are asked how they would handle typical classroom challenges. The Directors collaborate to make the final decision but rely heavily on the ratings and comments of the entire interview team. Each person being considered must have a background check and three reference checks done prior to hire.

### **Volunteer of America Adult High School (VOA)**

All teachers are required to hold valid Minnesota teaching licenses in the subject they teach. Teachers with ABE licenses may be hired as additional teachers if a lead teacher holding a K-12 license in the subject is on staff. Teachers with experience teaching adults and East African students are preferred, as are teachers who currently hold a 9-12 teaching position in their subject or work at other ABE programs. We check licenses online and disqualify any applicant who doesn't meet our criteria. For current staff, we maintain copies of all earned CEUs to be sure everyone is on track for renewal and process renewals through VOA whenever possible to ensure they happen on time. If a license is not renewed the teacher is let go immediately.

## **3.4: Describe the new staff orientation process and the information included**

Minneapolis Consortium Partners' new staff orientation processes are detailed below:

### **Minneapolis Public Schools Adult Education (MPS AE)**

#### *Instructional staff*

The orientation process starts during the initial phone screening, pre-interview. At that time we begin describing our program; to inform new staff of our expectations and who we are, and to determine whether or not they will be a good fit. If we decide to schedule an interview, about 25% of the allotted interview time is spent describing our program: our students, our focus, our funding, our policies, our classes, our structure, our staff supports, professional development, etc.

If applicants are offered a teaching position they meet with their program coordinator for a 1.5 hour orientation. The orientation covers the following items:

- Our Vision & Mission (3 pages)
- Effective Instructional Practices (1 page)
- MPS AE Consortium Details (2 pages)

- Non-Instructional Staff and Duties (1 page)
- Non-Instructional Leadership Teams and Duties (1 page)
- ABE Jargon & Acronyms (1 page)
- Sub Expectations (2 pages)
- New Teacher Orientation Information (3 pages)
- Logistics of License Renewal (2 pages)
- Volunteer information (3 pages)
- Theft prevention, safety & security tips (1 page)
- Important Computer links and logins (1 page)
- MABE, SharePoint, email, etc.
- Entering work hours in ESS (2 pages)

The following items need to be signed and returned:

- Staff Emergency Information form (1 page)
- Internet and Email Use Agreement (1 page)
- Code of Conduct (2 pages)
- the MPS staff handbook is online and is signed electronically

New teachers also meet with Curriculum Coordinator staff for 0.5 hours to discuss core materials, learning targets, etc. and with our Volunteer Coordinator for 0.25 hours to review volunteer options and opportunities. Teachers scheduled into computer labs additionally meet with a technology support teacher.

New teachers are further supported throughout the school year at the following critical times:

- post-testing weeks
- conferencing and recommendation periods
- the transition from Q4 to the summer session

Support Staff Training Attachment 3.4.q

New Consortium Members Training Attachment 3.4.r

### **Cedar Riverside Adult Education Center (CRAEC)**

New staff meet one-on-one with the program coordinator for their orientation. Over the course of 2-3 meetings, totaling an average of 3-4 hours, the program coordinator orients new staff to the information in: ABE Staff Training Checklist, Training Required of Minneapolis ABE Consortium Teaching Staff, New Partnership Checklist, and Orientation to ABE Training Documentation. New staff members are encouraged to take time to review the staff handbook, located in the resource center. The program coordinator provides all relevant information for the classes they will be teaching and facilitates a meeting between the new instructional staff and a current instructional staff member who has experience with the class or classes they will begin teaching.

### **English Learning Center (ELC)**

The new staff orientation process varies greatly depending on the position. All new staff receive an orientation to site policies and procedures, orientation to ABE in MN, orientation

to NRS and ABE Accountability, Orientation to ABE policies (as applicable to role), orientation to curriculum (as applicable to role), orientation to personal education plan, and information about professional development opportunities.

Some staff (those who might substitute teach in a volunteer's absence) are required to attend the MLC 12 hour pre-service training. Some staff are required to attend the CASAS certification training.

### **Learning in Style (LIS)**

New staff member:

- Reviews the Personnel Policy Manual provided by the Director.
- Meets with a teacher mentor to discuss state guidelines, LISABE/ESL policies and procedures, forms and instructional materials outlined in the New Teacher-Mentor Information Document.
- Observes classrooms and reviews instructional materials.
- Consults with the teacher mentor weekly for at least two months, with additional time determined as needed by the new hire.

### **Somali Success School (SSS)**

New staff is oriented on policy and procedures in relation to the organization's own; in addition, the ABE Manager goes over job descriptions, responsibilities and expectations. ABE staff is given clear objectives and NRS goals are explained and shared. Usually, new staff is linked to senior staff to guide them through first weeks of employment (especially evening staff).

### **Twin Cities Rise! (TCR)**

Prior to a new staff person's first day, the department director confers with the HR Director to plan that person's orientation. Also, a staff "buddy" is paired with the new hire to help the person find the resources they need and to answer questions about program culture and protocol. Whatever instructional and/or office staff the new hire would be working with most closely comprises this team. The HR department also meets with the new hire to have the person complete relevant paperwork. Once hired, the person is given a tour and meets with all relevant office staff for a one-on-one explanation of the office person's function and how the function relates to the new staff person. Any necessary forms or procedures relevant to these individuals are reviewed with the new person. Concerning new instructors, the Director of Education Services orients the new hire to the curriculum, focusing on course content and on how that content interphases with other content across the curriculum. The purpose is to provide the "big picture" view. The new instructor is then paired with another instructor who teaches that same level or content, and the established instructor mentors the new instructor into the details of the curriculum, its resources, and procedures as they relate to instruction.

### **Volunteer of America Adult High School (VOA)**

Orientation is given by the director as soon as possible after hiring using a checklist provided by Minneapolis Adult Education (see attached). In addition, we retrain all

teachers annually during a staff meeting using the same checklist.

### **3.5: How does the consortium develop and revise individual staff professional development plans?**

#### **Minneapolis Public Schools Adult Educations (MPS AE)**

All MPS staff members participate in an employee evaluation process. The process is consistent; however, performance, goal setting and review are based on individual rubrics that define high-quality practice in a specific type of position: Standards of Effective School Leadership, Standards of Effective Educational Support, and Standards of Effective Instruction.

#### *Administration:*

Administrators in the MPS Adult Education program have begun a new evaluation process that will inform their professional development plan. Modeled after the Standards of Effective Instruction (SOEI) process used by all MPS teachers, the Standards of Effective School Leadership (SOESL) has four domains: Instructional Practices and Student Learning; Conditions for Learning; Professional Development and Staff Management; and Resource Operation and Relationship Management.

Using program goals as a guide, administrators meet with their supervisors to articulate their expected role in achieving each goal. This will include identifying measurable outcomes that define success and evidence that will be used to assess progress toward a goal. This process allows individuals to identify any training or skills that is needed to be acquired to reach the goals. The two meet periodically and adjust the plan as needed to be a realistic and useful tool for program and individual improvement.

#### *Support Staff:*

Our support staff engage in the MPS Educational Support Professionals (ESP) Review process to evaluate their work skills. This process is a self and supervisor evaluation. At the beginning of the school year the support staff meet to talk about training required; CASAS and TABE administrator certification, 1st Aid, CPR, AED and to ask staff what they feel would be beneficial to them in their work. We then work these trainings into our professional development days and others are many times covered during the Support Services conference.

#### *Instructional Staff:*

Our goal is to observe/evaluate instructors three times per school year. Each observation includes a pre-conference, observation, and post-conference. During the observation, the observer collects evidence of practice in each rubric element. The evidence is then shared with the instructor at the post-conference and a score is determined in each area. The teacher and observer then agree upon areas of focus for 'next steps'. The teacher then interacts with a mentor or colleague and reviews progress with the administrator at the next observation. Scores and next steps are recorded in the school district's online PD management tool.



### **Cedar Riverside Adult Education Center (CRAEC)**

Staff record new professional development activities, classes, workshops and trainings on a professional development log that is stored in their file. On that form, staff make recommendations for the program based on the knowledge they have acquired. Staff are also encouraged to report back at staff meetings regarding any training, information or resources they find to be relevant to our staff. In PY 2015-2016, a senior instructional staff will serve as an on-site professional development plan coordinator. The first year will be a trial year to determine how many hours this role will require. Two to three instructional staff will participate in the first year. In following years, any staff who opt to participate will create personal PDP plans which the designated instructional staff and the program coordinator will monitor and approve.

### **English Learning Center (ELC)**

We plan to implement a new process this year. Initially, staff will identify 1-3 relevant professional development goals for the year. Goals will be reviewed and re-evaluated on an annual basis, or at the discretion of the Program Director or request of the staff member.

### **Learning in Style (LIS)**

The LIS PD team has requested that each staff member complete individual SMART goals by September 30 of each year with subsequent review, sharing, and evaluation in the spring.

### **Somali Success School (SSS)**

Plans at Somali Success are developed based on individual's experience, needs, and, in the case of ABE staff, based on the NRS outcomes, attendance and retention rate for each class/instructor, and based on the ABE Manager's recommendations, and students' feedback.

### **Twin Cities Rise! (TCR)**

Individual staff members develop a personal plan each year based upon input from the their department director who, in turn, is guided by the subordinate's position description and any relevant department actions established in that year's Annual Plan. Instructional and coaching staff meet individually with their department directors on a quarterly basis to discuss their individual plans and their performance since the previous quarter; subordinates received feedback, support, and guidance. We use two forms: the "Professional Development Plan" for annual planning as seen in samples in Documents K-M and the "Quarterly Conference Tool" for periodic reviews (See attached.) Staff are also asked to submit a Professional Development Request form prior to actually registering for any event and to follow up the training with a written description of what they have learned and how to apply this in their work. Some of these professional development experiences are highlighted in monthly staff meetings. The PD request form allows for revision to the plans made in the initial annual plan document with the staffer's department director.

### **Volunteer of America Adult High School (VOA)**

Staff PD plans are developed based on a combination of what the teacher wants to work on

as part of their own goals, what the director sees as a need based on observation, and what the program needs based on current and future changes to the program and issues determined by NRS goals.

**3.6: Please list professional development opportunities that are promoted and/or supported by the consortium in some way. Estimate numbers or percentages of staff that participate in each activity in a typical year.**

The Minneapolis Adult Education Consortium promotes professional development primarily via the Regional Transitions Coordinator’s (RTC) monthly newsletter. Our RTC maintains a list of all relevant local, regional, state and national PD opportunities for ABE practitioners and sends that list out monthly to all consortium partner staff. You may view the RTC Monthly at:

[http://abe.mpls.k12.mn.us/minneapolis\\_regional\\_transitions\\_coordinator\\_newsletters.html](http://abe.mpls.k12.mn.us/minneapolis_regional_transitions_coordinator_newsletters.html)

In addition, our RTC and curriculum coordinators attend the fall consortium meeting each year in order to answer questions about ABE curriculum and spotlight specific PD opportunities available to MN ABE professionals.

**3.6.1 – 3.6.6: Estimated numbers of staff that participate in each activity in a typical year.**

Consortium member	PD Opportunities	Topics/Type	Annual Participants	Required
Cedar Riverside	Local	Site meetings	10	X
		ACES/TIF	9	X
		Professional Learning Communities	15	
	Regional/district	Metro Regional Training (x2)	10	
	ABE Professional/MDE/ATLAS	None		
	Online	N/A		
	Other	N/A		
English Learning Center	Local	Regular Teacher meetings	40	X
		Volunteer Orientations	100	X
		ELC 12-hr math training	15	For designated vols
		ACES training	46	
	Regional/district	N/A		
	ABE ProfMDE/ATLAS	Support Services Conference	5	
		Metro Regionals	2	
		Volunteer management Conference	3	
Online	ACES Study Group	1		
	CASAS/TABE Training	4	X	
	MLC Online Training	Varies		
		NRSweb online training	15	Req for math vols
		CASAS online training	2	
			1	

	Other	MN Council of Non Profits New England Learner Retention Project	2 6	
Learning In Style	Local	Site meetings TIF implementation	20 25	X X
	Regional/district	Local school district workshops	5	
	ABE Professional/MDE/ ATLAS	MLC Trainings ATLAS opportunities (ELL) Summer Institute (ELL)	5 1 2	
	Online	MLC Vol Training	4	X
	Other	Southside ABE Provider meetings Advocates for Human Rights	1 2	
Somali Success School	Local	Site meetings	7	X
	Regional/district	N/A		
	ABE Professional/MDE/ ATLAS	MLC trainings (multiple) MABE user meetings MLC syllabus, etc.	5 1 5	
	Online	As sessions are available		
	Other	United Way training	7	X
TC RISE!	Local	Six sessions annually on issues directly related to the population served.ie mental health awareness, diversity, homelessness, etc.	20	X
	Regional/district	Director of Ed is a licensed teacher and participates in Dist 623 events on mental health and reading.	1	
	ABE Professional/MDE/ ATLAS	N/A		
	Online	Fulltime instructors take courses thru MLC on computer curriculum.	varies	
	Other	N/A		
MPS Adult Education	Local	Professional Learning Communities Training ENVoY—four separate sessions; teachers attended all sessions) Equity and Diversity (3x) Schoology Chromebooks/Google	40 63 80 5 28 19	Contract teachers  All teachers  All staff
	Regional/district	Standards of Effective Instruction (SOEI)  SOEI -ongoing monthly	2  5	Req for new coaches  SOEI observers
	ABE Professional/MDE/ ATLAS	STAR Training/Meetings PANDA training Metro Regionals ESL Institute	7 4 12 5	

		Support Services Conf	15	
	Online	Prof Learning Community-40 hours each	2	Req for new coaches
		ACES Webinars	1	
		MNI	5	
		GED Webinars	9	
	Other	National COABE Conference	7	
		Transitions Conference	2	
Volunteers of America	Local	Staff meeting (Back-to school)	15	X
		Quarterly staff meetings	8	
		District PD	6	K-12 teachers access District level PD
	Regional/district	Metro Regionals	4	
	ABE	Summer Institute	2	
	Professional/MDE/ ATLAS	STAR	3	
		MNI	3	
	Online	N/A		
	Other	VOA Supervision and Management sessions	1	X

### 3.6.7: How does the consortium decide which opportunities to make mandatory?

Consortium members agree that local training and meetings tend to be focused on the most important issues of each organization and are mandatory. Topics include quality instruction, recordkeeping processes and addressing programming logistics. Other topics are driven by State-wide initiatives or changes at the state/federal level. These can be mandatory or optional for individuals based on how the content is expected to affect each person's role in the organization. Personal development opportunities are optional and arranged as each program can absorb staff being away from their daily work.

### 3.6.8: How does the consortium promote professional development opportunities to staff?

As stated in 3.6, the Minneapolis Consortium promotes PD via the RTC and via fall consortium meetings. Individual programs promote opportunities to their teachers and staff during monthly site meetings and forwarding email announcements to all staff as appropriate. Often PD events with broad appeal are added to program calendars to promote the events to staff as well as assure that local events do not conflict with important adult education PD events whenever possible.

### 3.7: What professional development challenges is the consortium experiencing?

The Minneapolis Consortium surveyed all members regarding barriers to providing staff PD. All partners struggle with three common issues: high turnover in our hourly staff, ability to connect hourly evening teachers to PD opportunities, and the challenge to pay, find and prepare subs so that day staff can attend outside training.

#### 3.7.1: How are these challenges being addressed?

Strategies for addressing high turnover in our hourly staff:

- Provide clear job descriptions, expectations and support to assure new teachers feel successful;
- Provide hourly staff with training that is viewed as a “value added” activity;
- Explore hourly contracts that outline expectations of time commitment through the year;
- Increase contracted salaried staff for the evening program to provide stability in staffing.

Increasing access for teachers (part time, hourly) to quality PD opportunities:

- Move major training sessions from day to evening and make them mandatory for all staff;
- Use the hour-long lunch periods to share and discuss information in an effort to include all of the staff in PD information and opportunities;
- Focus on in-house professional development that can be held during regularly scheduled times when staff are on hand;
- Schedule back-to-school prep/planning days which allow staff to connect and participate in multiple sessions of professional development;
- Encourage MDE/ATLAS to provide some trainings in the evening so that day staff can attend outside of class and the evening programs can cancel classes so teachers can attend;
- Consortium members are invited to MPS AE professional development sessions at no cost; and
- MPS AE can provide free standards and curriculum training to consortium members on a limited basis.

Ways to pay, find and prepare for subs so that day staff can attend outside training:

- Develop a more aggressive PR and advertising campaign to address current budget constraints to secure additional operational funds;
- Secure a grant to cover professional development training for all staff at times when it doesn't interfere with student attendance;
- Provide paid days (when students do not attend) for staff to participate in trainings and can collaborate.