

## Section 2: Program and Student Accountability

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### 2.1: Reporting Student Contact Hours

The Minneapolis Adult Education Consortium follows the MDE ABE Learner Contact Hour Policy to record all attendance data entered into the MABE software.

**Registration contact hours** are recorded by support staff after the completion of each 1-on-1 interaction with the enrollee (overview of program, interview to collect MABE data and CASAS or TABE Reading assessment). The actual amount of time the interaction takes is recorded as *Counseling and Testing* time in MABE.

#### **Orientation and Daily Attendance Contact Hours**

Each teacher is expected to instruct the students in how to use the daily sign-in sheets and the importance of accuracy. This instruction begins in orientation and continues throughout the learners' attendance (document 2.F). Teachers monitor their daily sign-in sheets at the end of each class to assure students have followed the process and accurate information can be entered into MABE. Instructors enter the attendance for each class they teach before the end of the day on Friday of each week (document 2.F).

Lab classes (drop in) are reported differently in MABE. We use the same daily sign-in sheets described above. The hours of the class are constructed in MABE as 8:30-2:00 (example). Each student signs in/out at the exact time they arrive or depart. The teacher then enters the individual amount of time the student participated in instruction following the rounding described in the Contact Hour Policy.

At the end of each month all teachers submit daily sign-in sheets for the classes they teach. MPS support staff compares what has been written on the daily sign-in sheet and the data entered into MABE.

**Distance Learning (DL)** hours are currently only reported by MPS programs. The platforms used are USA Learns and Skills Tutor. Distance Learning hours are recorded as either proxy hours (asynchronous hours) based on the parameters provided in the MDE Distance Learning Policy or face to face (classroom/synchronous hours) according to the ABE Contact Hour Policy. DL is delivered via hybrid method of instruction. Each student enrolled in Distance Learning is expected to attend a two-hour class one evening each week. This time is recorded using the daily sign-in sheet method described above and the time is entered into the DL Class listed in MABE.

The distance portion of the class is calculated based on the MDE DL policy. Based on the units completed and allowable MDE contact hours, the DL instructor runs the reports and records contact hours quarterly. These hours are placed in the DL-Proxy class listed in MABE. Paper copies of on-line unit completion verification are kept in a 3 ring binder by the DL teacher and submitted to the Consortium Accountability Coordinator at the end of each year.

## **2.2: Program Quality/Accountability Plan for Main Fiscal Agent Site and All Sub-Grantees**

*2.2.1: How does the fiscal agent ensure that the ABE consortium and all its sub-grantees are in compliance with federal and state ABE law, policy and guidance?*

At the Minneapolis Consortium July business meeting, we review each of the current program year MDE-ABE Grant Assurances. A representative from each partner program is asked to sign this document indicating they have read and understand the Grant Assurances and their responsibility to abide by these Assurances.

As mentioned above MPS AE program staff monitor MABE data regularly. Additionally, a MPS AE program staff representative visits each sub-grantee's program annually to complete an informal compliance visit. The compliance visit is comprised of observation, questioning, providing feedback and offering additional training when necessary.

After each informal compliance visit a follow-up email is sent to the program administrator. The letter contains an overview of the visit including the programs' strengths, challenges and areas for improvement. If improvement is required to meet federal, state or consortium expectations, a timeline for making any corrections is established, training is offered and subsequent visits are scheduled to check on the progress or implementation.

*2.2.2: How often is the consortium's performance data monitored (especially information found in the state ABE database reports like the National Reporting System (NRS) Tables A, 4, and 4b and others)?*

At a minimum, the Accountability Specialist and Testing Coordinator review NRS data on a monthly basis. All relevant NRS tables (Table A, Table 4, Table 4b, Student Completion and Post-test Rates) are reviewed in addition to the MABE Analysis and other reports to assure there is no missing or incorrect data. If errors or patterns are found that might lead to future data inconsistencies, consortium members are notified immediately. The consistent practice of having multiple people engaged in continuous review helps to assure accuracy.

The MPS accountability and testing staff work closely with consortium staff to make sure proper testing and data collection is taking place in a timely manner. When a member of the consortium is not meeting its individual performance goal, corrective measures such as targeted instruction and testing in different modalities are taken.

*2.2.3: How is program performance data monitored at the agency-, site-, teacher-, and/or class-levels?*

### **Agency/Program-**

Performance data for the entire consortium is monitored on a monthly basis. Tables 4 and 4b are run to gather data necessary to inform each program of their progress toward meeting all NRS goals. Results are compared to prior years and sites are informed about

their performance. For example if a site is not meeting the same overall level completion rates/targets as the previous year they are asked to consider testing in additional modalities, using available data to evaluate areas of strength and challenge (hours of instruction per week, length of time students are remaining in the program/class, etc.) or adjust instructional programming to better suit the needs of their learners.

### **Site/Teacher-**

#### **MPS AE**

All MPS AE class performance data is monitored on a quarterly schedule; consortium partners are expected to follow this same timeframe. Every 8-9 weeks the “Student\_Last\_Assessments” report is run in MABE for each individual class to see which students have completed Educational Functioning Levels (EFL) and who still needs to do so. Once these lists have been generated for each class students with 40+ instructional hours are tested in the subject/s they are receiving instruction.

Once all testing has been completed, the testing coordinator runs the “Uncaptured Gains” report to make sure all student completions are reflected in MABE. Subsequently the following tables are monitored to check performance data: Table 4, Table 4b, and Student Completions and Post-test Rates.

Before testing occurs all of the previously mentioned tables are printed so updates can be shared with staff and instructors about the success of each testing cycle. Instructors at all sites are continuously aware of which students have yet to complete an EFL for the current reporting year. During the month of April the testing coordinator monitors each class for learners with over 40 hours of instruction but no EFL completion. These learners are then targeted for an end of the year test.

CASAS Competencies and TABE Correlation Charts are shared with teachers to assist them in looking for knowledge/skill gaps and guide their instruction of the class and individual students.

After each testing session teachers are expected to conference with each student in their class to discuss the student’s achievements of course benchmarks, share recent test scores, review attendance (identifying any concerns), review and update a short term goal plan with the individual and review long term educational goals.

#### **Cedar Riverside Adult Education Center**

The program coordinator and program registrar check that the program is abiding by state, federal and consortium policy and guidance. NRS tables are reviewed on a weekly basis.

On a weekly basis, the program coordinator monitors performance data at the class and instructional level. The program coordinator and the program registrar use the

following MABE reports to monitor program performance: (1) Student Counts and Hours/Attendance Report (2) Student Level Gains/Student Assessment (3) Learner Persistence and Intensity (4) Tables A, 4 and 4b. The program coordinator reviews Tables A, 4 and 4b with teachers and other staff during the monthly staff meeting.

### **English Learning Center**

English Learning Center performance data is monitored by the Student Records Coordinator and Program Director, who both regularly review relevant MABE reports. On a monthly basis, the Student Records Coordinator reviews the following reports and communicates any anomalies to the Program Director:

- Table A
- Table 4/4b
- Maintenance: Students w/ NRS Subject but no NRS Level
- Maintenance: Students w/ Assessments but no NRS Subject
- Duplicated students
- Student Non-Progress Report
- Student Completion and Post-test Rates

The Program Director regularly shares performance and enrollment data with key administrative staff during weekly staff meetings. Other staff are informed as needed. Data is not monitored at the teacher or classroom level. Relevant performance and enrollment data is shared with new volunteer instructors as they orient to the program, and annually at pre-semester teacher meetings. NRS enrollment and performance data is also shared with outside funders, as requested, at the appropriate time in the funding cycle.

Student progress is monitored on a regular basis. Students who are approaching 24 months without recognized NRS progress will be approached for a conversation. Interventions will be made, as appropriate, to try to reach sufficient documentable progress. In the event that the student cannot demonstrate sufficient progress within the 24 month timeframe, they will meet with staff to determine the most appropriate next step. If the student remains in the English Learning Center program, their hours will not be recorded for reimbursement.

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

The Program Coordinator attends the grant application workshop each spring and ABE Manager meetings as scheduled. Monitoring of all LIS data is performed daily, weekly and monthly by the director and intake and attendance personnel. Each teacher reviews attendance, achievement and goals with students on a monthly basis or more often as needed.

LIS uses information from online MABE reports to reconcile data entry as well as a separate "Filemaker" file of all students. This data includes information from registration, history of entry and exits from the program, and history of the teacher

assigned, including both current and past. “Filemaker” data is checked with MABE to ensure accuracy. This is performed on a regular basis. Teachers have computer access to MABE data to monitor each of their classes.

### **Somali Success School**

Somali Success performance data is monitored on a regular basis by the Contract Manager. The Contract Manager will also monitor the data twice a month and exit any students that missed fourteen consecutive days within a month. Data is reviewed for any discrepancy or situations that may arise. The program performance data are monitored at Somali Success School, during our quarterly staff meetings. Data is shared at quarterly meetings where the Contract Manager presents a copy of Table 4, and 4b NRS reports to the entire staff, which is then review and discussed. Contracts Manager also run analysis report to check for accuracy of student records.

### **Twin Cities Rise!**

Twin Cities RISE! monitors program performance in a variety of ways. At the site level, our Planning and Evaluation Manager carefully tracks admissions and outcomes/completion data which the Leadership Team analyzes and uses to calibrate our three-year Strategic Plan which then informs our Annual Plan. The Director of Education Services periodically observes all instructors and documents findings which are shared with other program directors. In addition, all instructors are engaged in our “Instructor Mentorship” initiative which involves a mixture of small group and individual training, including an in-depth review of multiple course lesson plans in order to foster instructors’ ability to teach across the curriculum and support fellow instructors by delivering a consistent message. Each course ends with a comprehensive online course evaluation (Survey Monkey) that provides participants a chance to offer their feedback on both the instructor’s and the course’s effectiveness in serving participants’ needs. This data is used to gauge program effectiveness and determine strategies to improve future performance.

### **Volunteers of America (VOA)**

NRS reports are reviewed at bi-yearly consortium meetings and by special request in March and April in order to help meet annual goals. Site NRS reports are monitored by the director weekly.

*2.2.4: How and when do you share and communicate your NRS outcome and enrollment data with other staff and stakeholders?*

NRS outcome data is shared with staff and stakeholders on a quarterly basis. Program NRS outcomes and enrollment data is shared after each testing cycle in the Weekly Update (staff communiqué) and during monthly team meetings. Continual updates to staff and stakeholders create a shared goal for the sites and make NRS data more meaningful. The tables used to share NRS outcomes and enrollments are: Table A, Table 4, Table 4b, Table 4c, Table 6, Student Completions and Post-test Rates, and the Program Summary Report. A

summary of data is frequently shared at monthly site team meetings. These documents are used to discuss program/site progress toward goals and to identify strategies to increase students' success. All teachers have view-only access to the MABE data system and are encouraged to explore the information.

In addition to reviewing current year data involving NRS outcomes and enrollment at staff meetings, those reports as well as the "Site 5-year Hours" report is used at consortium meetings, site coordinator meetings, individual program meetings and manager/coordinator meetings to identify trends and keep staff focused on meeting program and student goals. Identified trends and the previous year's data are shared during Back-to-School events in the fall to refocus staff on our program's commitment to data-based decision making and continuous program improvement.

A summary of this data is shared quarterly at meetings of the Minneapolis AE Consortium and the MPS AE Community Advisory Council. This information is also shared bi-annually with the Community Education Community Advisory Council and with MPS District employees through the MPS Superintendent's "Key Performance Indicator" process.

### **2.2.5: How has the consortium implemented the ABE Student Progress Policy?**

#### **Minneapolis AE Consortium Continuous Progress Practices**

When students enter our program they are required to sign The MPS AE "Learner Code of Conduct" which includes a statement indicating they are aware that 2 years of non-progress would lead to an intervention and possible referral elsewhere. The MPS AE Student Continuous Progress Policy was first implemented in the fall of 2007.

The report all consortium members use to determine lack of student progress is the "Student Non-Progress Report". This report does not take into consideration students who have stopped out and re-entered the program. We rely heavily on the testing and instructional staff to keep us informed of non-progressing students. Every instructor is aware of our progress policy and they aid in making sure students are progressing in class.

When it is noticed that a student has not completed an EFL, an intervention team is identified which initially includes the student's current teacher(s), a past teacher and site/program coordinator who review the data and discuss any action that has taken to this point to help the student improve. A meeting would then be held with the student, including any of his/her advocates and a translator (if needed) to explain the situation and inquire about techniques that may have been helpful in past educational experiences, ask what the student thinks would be more helpful to them in this environment, explore other possible influences on the lack of progress and express our interest in finding the right services for the learner

From the information gathered an action plan and timeline would be developed with and signed by the student and teacher/team. An action plan could include a behavioral contract, an attendance contract, consultation with ABE Supplemental Service Providers (CSD, LDA,

and/or PANDA); formal diagnostic assessment provided by LDA of Minnesota or medical professional, supplemental interview, reasonable and approved testing accommodations or individualized tutoring reports. During this meeting we would assure learners that we are interested in assisting them to meet their educational goals in our setting, if at all possible, and secure commitments from all involved to focus on strategies for continued learner achievement.

### **2.3: In what roles do you use volunteers in your program (i.e. instruction, teaching assistance, intake, goal-setting, assessment, data entry, etc.)?**

Volunteers in the Minneapolis Adult Education Consortium play important roles in assisting staff and learners. In fact, volunteers serve as members of the ABE Community Advisory Council and/or the Community Education Advisory Council and accept other short-term assignments and special projects. At MPS AE, volunteers participate by staffing the student library, serving students in our office, tutoring in specific classes, administering STAR assessments, etc. Some consortium sites (such as English Learning Center and Learning in Style) provide registration, instruction, and assessment with volunteer staff members led by a small paid support staff.

#### **2.3.1: How do you orient and train potential volunteers in your consortium for these roles? (Can refer to Document I.)**

The Minneapolis AE Consortium uses the Volunteer Training opportunities available through the Minnesota Literacy Council. Volunteers who have no learner contact (such as members of the community advisory council) or who volunteer in a non-instructional setting (such as office support) do not receive this training. The bulk of MPS school district volunteers assist teachers in the classroom, helping students with their lessons –on-1 or in small groups to provide a more individualized instructional experience to adult learners. These volunteers contribute thousands of hours annually to assist adult learners.

Most of the volunteers working in the school district program take MLC's 2-hour pre-service training, designed for people working as classroom assistants under a teacher's direction. Some district volunteers and all consortium classroom volunteers (those who are not MPS volunteers) take the 12-hour training provided by MLC.

Except for STAR assessments, volunteers do not generally participate in the goal setting or assessment processes at School district sites. STAR assessors receive training from the MLC or from ABE State STAR Project Lead. Any person involved in a low incidence volunteer assignment (usually a project requiring specific skills such as graphic design, strategic planning or marketing) receives any necessary training from the person supervising the project. Opportunities to increase technology skills are made available through site technology staff (group or one-on-one) or through the Minnesota Literacy Council's technology trainings and technology conference.

The English Learning Center ELL program is the only program in our consortium that enlists volunteers to provide all instruction to learners. We have featured this program and the training they provide in Document 2.I.

### **2.3.2: What training do you provide on an ongoing basis for volunteers in the consortium?**

To supplement general orientation and provide additional support, classroom volunteers are invited to attend MPS AE staff in-services. Topics such as increasing cultural competence, motivating high-risk students, teaching math effectively, developing effective communication strategies, and implementing leadership skills would be ones where the volunteer coordinator would make a focused effort to have appropriate volunteers attend. Ongoing training for volunteers who support learners in a specific classroom of learners often occurs in the classroom with the assigned teacher. Volunteers are also provided website training resources like Minnesota Literacy Council professional development opportunities.

Volunteers who teach AE classes where student contact hours are submitted to MDE ABE for reimbursement are required to engage in training as outlined in the MDE Volunteer Training Standards. Our consortium has developed a checklist to assure programs understand the expectations and to act as a training record for each volunteers file. Attachment 2.I.a

Volunteers teaching in community based sites must have one of the following; TOFEL credentials, TEFL certification, MN ABE License, a current MN K-12 teaching license, have attended the MLC 12 hour pre-service training for volunteers or 400+ documented hours as an ABE/ELL teacher in a system similar to MN, or have been grandfathered in on July 1, 2006 due to their hours and experience directly teaching ELL/ABE prior to this date. Programs may also develop their own training for volunteers provided it is approved by the MLC and MDE in order to make volunteer professional development more easily accessible to volunteers.

Volunteers are expected to attend a minimum of two hours of professional development training each year.