We’ll begin at 1:00.

Everyone is currently muted to reduce background noise.

If you are having any tech issues, please chat to Karla Vien for assistance.

The PowerPoint and handouts will be posted on the Literacy Action Network website.
MNABE Staff

From the Minnesota Department of Education

Todd Wagner, State ABE Director
Julie Dincau, Transitions Specialist
Cherie Eichinger, Administrative Support
Brad Hasskamp, Secondary Credential & Policy Specialist
Astrid Liden, Professional Development Specialist
Alice Smith, GED Records/Administrative Support
Jodi Versaw, Program Quality Specialist
How to Share Ideas & Questions

Type using the webinar’s chat function

Raise your hand and ask over phone or headset during Q & A periods when unmuted

Ask Karla if you have any tech questions or need technical assistance
1. Adult Secondary Credentials
2. Report Card Discussion
3. Accountability
4. Transitions
5. Professional Development
6. Questions
Adult Secondary Credentials

Diploma

This is to certify that
Applications being sent via email and posted on the MNABE and ATLAS website by end of December.

Applications due: March 1, 2019
Adventures on the HiSEAs!

Minnesota High School Equivalency Assessments
Current GED Updates

1. GED Promotion
2. Using local GED Ready Vouchers
3. Student video diary
4. Identification needed for testing
Year-End Promotion

Why: Year-end discount on all GED.com prep products to help ensure students are ready to pass the GED test in the new year

When: Monday, Dec 3 – Friday, Dec 7

What:
GED Ready 1-subject: $3.99 (was $6)
GED Ready 4-subject: $13.99 (was $24)
GED Flash: $10.99 (was $15)
GED Live Comprehensive: $99 (was $129)
GED Live 1-subject: $39 (was $59)

How: Purchases are made on GED.com and the savings is automatically applied at checkout. No promo code needed.
Using GED Ready Vouchers

GED Ready®, the official practice test for the GED®, helps you build the confidence you need for test day. After taking GED Ready, you’ll know what to expect from the actual test and feel ready for the real thing.

Features:
- The only practice test that tells you how likely you are to pass
- Provides a custom study plan so you know exactly what to study
- Questions just like the ones on the actual test

Product Details

1-Subject:
$6

All 4-Subjects:
$24

BUY 1-SUBJECT
BUY ALL 4-SUBJECTS

Have a voucher code? Redeem now

Redeeming a voucher should be done through this link, NOT the “coupon code” field in the “buy now” link.
GED Student Videos

Led by Lindsey Cermak, the Open Door Learning Center in North Minneapolis is one of two national pilot programs with GED student creating video diaries about their process along the way.

GED Testing Service is providing them GED Ready vouchers, operational test vouchers and access to GED Flash.

Videos will be shared weekly on GED’s Twitter, Facebook and Instagram accounts starting January 2019.
Acceptable ID at all GED Testing Centers

Required components: name, address, date of birth, signature and photo

• Passport
• Driver’s License or Learner’s Permit
• National/State/Country ID card
• Any other form of government-issued ID (U.S. or foreign), including Matricula Consular

Additional IDs specifically approved in Minnesota (if it has all the required components)

• IDs associated with judicial institutions (jails, juvenile centers, etc.)
• Tribal identification

Adding in MN: Clipped or expired state ID (including driver’s license and learner’s permit) with yellow papers up to 6 months old

If you have questions or other ideas, contact Brad (brad.hasskamp@state.mn.us or 651-582-8594)
Looking Ahead to 2019
Implications and Implementation

4 Phases

1. Planning and Process Development (May-September 2017)

2. Overview and Recommendations for Criteria and RFP (September 2017-August 2018)

3. RFP Process (August 2018-June 2019)

4. Approval, Transition Planning, and Implementation (June-December 2019)
Likely Test Criteria

Essential:

1. **Content**: Academic standards alignment, test subjects and language(s)

2. **Legal**: Bias analysis and disability accommodations

3. **Logistics**: Format (computer/paper), infrastructure, data, registration and access

4. **Support**: PD, subsidies, diploma options and practice tests
Ideal Test Criteria

Should Include:

1. Credentialing
2. Success with Postsecondary and Employers
3. Low Test Price
4. Passing Score Determination
5. Additional Resources
Current Efforts

Minnesota Department of Education is now working with Department of Administration on creating the application/RFP (request for proposals)

RFP expected to be posted soon.

Results to be announced by June 2019.

If there are changes, we will be planning a transition period with the tests that includes the ABE Stakeholder Group.
HiSEAs Possibilities for 2019

A. No Change: We might continue to approve just the GED.

B. Multi-Test State: We approve multiple tests and start implementing new tests starting July 2019

C. Other Single Test State: We approve a different test but not the GED. We need to transition tests starting July 2019.
Things to know about report cards

Report cards are a tool. Use them to:

• Get information about our statewide ABE system
• Compare your consortium to others
• Check where your consortium falls relative to program improvement benchmarks
  • (Note that only three of the tables have benchmarks)

Please note:

• Report cards are not the only way to measure success of programming
• Report cards are not tied to funding
• No further actions or requirements based on this data (but next year there will be)
Cover page

Six tables:

- Revenue by Consortium
- Measurable Skill Gains – ABE students
- Measurable Skill Gains – ESL students
- Post-testing Rates
- Retention and Persistence – ABE students
- Retention and Persistence – ESL students

Program improvement benchmarks
Key questions about report card data

• Does our consortium fall over or under program improvement benchmarks?

• How do we compare to consortia of similar size and student population?
MINNESOTA ABE CONSORTIA REPORT CARD PY 2017-2018

THIS REPORT REFLECTS RESULTS FOR THE PROGRAM YEAR JULY 1, 2017 - JUNE 30, 2018

In this program year, there were 42 ABE consortia in Minnesota.

THIS REPORT CONTAINS THE FOLLOWING TABLES:

REVENUE PER PARTICIPANT

This table ranks consortia based on the amount of state ABE aid received per participant.  
*Note that this table reflects state aid for the fiscal year beginning July 1, 2018, which is based on contact hours generated from May 1, 2017 - April 30, 2018.*

ABE MEASURABLE SKILL GAINS

This table ranks consortia based on the percentage of their ABE participants who made a level gain or achieved a high school credential.

ESL MEASURABLE SKILL GAINS

This table ranks consortia based on the percentage of their ESL participants who made a level gain or achieved a high school credential.
<table>
<thead>
<tr>
<th>Consortium</th>
<th>FY 2018-19 State Aid</th>
<th>State Aid Rank</th>
<th>Number of Participants (PY 17-18)</th>
<th>Number of Participants Rank</th>
<th>State Aid per Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fergus Falls</td>
<td>$ 70,482.50</td>
<td>37</td>
<td>37</td>
<td>41</td>
<td>$ 1,904.93</td>
</tr>
<tr>
<td>SouthWest Metro</td>
<td>$ 977,627.71</td>
<td>14</td>
<td>598</td>
<td>16</td>
<td>$ 1,634.83</td>
</tr>
<tr>
<td>Mankato</td>
<td>$ 779,308.09</td>
<td>17</td>
<td>479</td>
<td>20</td>
<td>$ 1,626.95</td>
</tr>
<tr>
<td>South Suburban ABE</td>
<td>$ 367,820.75</td>
<td>26</td>
<td>229</td>
<td>27</td>
<td>$ 1,606.20</td>
</tr>
<tr>
<td>Lakes and Prairies ABE</td>
<td>$ 207,460.00</td>
<td>27</td>
<td>131</td>
<td>32</td>
<td>$ 1,583.66</td>
</tr>
<tr>
<td>Corrections</td>
<td>$ 5,208,275.01</td>
<td>3</td>
<td>3440</td>
<td>3</td>
<td>$ 1,514.03</td>
</tr>
<tr>
<td>Arrowhead Economic OA</td>
<td>$ 749,276.00</td>
<td>18</td>
<td>503</td>
<td>18</td>
<td>$ 1,489.61</td>
</tr>
<tr>
<td>Lakeville</td>
<td>$ 169,269.29</td>
<td>31</td>
<td>114</td>
<td>35</td>
<td>$ 1,484.82</td>
</tr>
<tr>
<td>Northwest Service Coop</td>
<td>$ 568,914.90</td>
<td>20</td>
<td>388</td>
<td>22</td>
<td>$ 1,466.28</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>$ 5,938,254.49</td>
<td>2</td>
<td>4121</td>
<td>2</td>
<td>$ 1,440.97</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>$ 1,386,125.85</td>
<td>11</td>
<td>977</td>
<td>12</td>
<td>$ 1,418.76</td>
</tr>
<tr>
<td>Central MN ABE</td>
<td>$ 1,637,723.10</td>
<td>8</td>
<td>1169</td>
<td>8</td>
<td>$ 1,400.96</td>
</tr>
<tr>
<td>Metro North ABE</td>
<td>$ 2,942,061.11</td>
<td>5</td>
<td>2103</td>
<td>5</td>
<td>$ 1,398.98</td>
</tr>
<tr>
<td>Rochester</td>
<td>$ 1,666,494.46</td>
<td>7</td>
<td>1209</td>
<td>7</td>
<td>$ 1,378.41</td>
</tr>
<tr>
<td>Farmington-Northfield</td>
<td>$ 144,991.00</td>
<td>32</td>
<td>106</td>
<td>36</td>
<td>$ 1,367.84</td>
</tr>
<tr>
<td>Glacial Lakes ABE</td>
<td>$ 671,552.80</td>
<td>19</td>
<td>492</td>
<td>19</td>
<td>$ 1,364.94</td>
</tr>
</tbody>
</table>
# Measurable Skill Gains – ABE students

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Number of Participants (ABE)</th>
<th>Number of Participants Rank</th>
<th>Number of Participants who Made a Level Gain</th>
<th>Number of Participants who Completed a High School Credential **</th>
<th>Percent of Participants with MSG ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakes and Prairies ABE</td>
<td>47</td>
<td>36</td>
<td>25</td>
<td>5</td>
<td>57.4%</td>
</tr>
<tr>
<td>SouthWest Metro</td>
<td>253</td>
<td>20</td>
<td>139</td>
<td>6</td>
<td>55.7%</td>
</tr>
<tr>
<td>Adult Options</td>
<td>264</td>
<td>17</td>
<td>130</td>
<td>19</td>
<td>54.5%</td>
</tr>
<tr>
<td>Corrections</td>
<td>3310</td>
<td>1</td>
<td>1511</td>
<td>445</td>
<td>50.8%</td>
</tr>
<tr>
<td>White Earth</td>
<td>28</td>
<td>40</td>
<td>6</td>
<td>8</td>
<td>46.4%</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>368</td>
<td>12</td>
<td>156</td>
<td>29</td>
<td>46.2%</td>
</tr>
<tr>
<td>Southeast ABE</td>
<td>359</td>
<td>13</td>
<td>146</td>
<td>16</td>
<td>44.0%</td>
</tr>
<tr>
<td>Metro South ABE</td>
<td>929</td>
<td>6</td>
<td>377</td>
<td>30</td>
<td>43.2%</td>
</tr>
<tr>
<td>Moorhead</td>
<td>109</td>
<td>29</td>
<td>42</td>
<td>5</td>
<td>43.1%</td>
</tr>
<tr>
<td>Rochester</td>
<td>605</td>
<td>8</td>
<td>240</td>
<td>28</td>
<td>43.0%</td>
</tr>
<tr>
<td>NRS Target</td>
<td></td>
<td></td>
<td></td>
<td>43.0%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>1207</td>
<td>4</td>
<td>442</td>
<td>91</td>
<td>41.3%</td>
</tr>
<tr>
<td>International Education C</td>
<td>87</td>
<td>32</td>
<td>34</td>
<td>0</td>
<td>39.1%</td>
</tr>
</tbody>
</table>
# Measurable Skill Gains – ESL students

### Minnesota ABE PY 2018 Measurable Skill Gains (Level Gains and High School Credentials) By Consortium

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Number of Participants (ESL)</th>
<th>Number of Participants Rank</th>
<th>Number of Participants who Made a Level Gain</th>
<th>Number of Participants who Completed a High School Credential *</th>
<th>Percent of Participants with MSG **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tri-Co Corrections</td>
<td>3</td>
<td>37</td>
<td>2</td>
<td>0</td>
<td>66.7%</td>
</tr>
<tr>
<td>Corrections</td>
<td>130</td>
<td>22</td>
<td>76</td>
<td>2</td>
<td>59.2%</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>609</td>
<td>8</td>
<td>360</td>
<td>0</td>
<td>59.1%</td>
</tr>
<tr>
<td>Mankato</td>
<td>219</td>
<td>19</td>
<td>126</td>
<td>0</td>
<td>57.5%</td>
</tr>
<tr>
<td>Adult Options</td>
<td>490</td>
<td>11</td>
<td>262</td>
<td>0</td>
<td>53.5%</td>
</tr>
<tr>
<td>International Education C</td>
<td>283</td>
<td>17</td>
<td>146</td>
<td>0</td>
<td>51.6%</td>
</tr>
<tr>
<td>White Earth</td>
<td>2</td>
<td>39</td>
<td>0</td>
<td>1</td>
<td>50.0%</td>
</tr>
<tr>
<td>Fergus Falls</td>
<td>8</td>
<td>34</td>
<td>4</td>
<td>0</td>
<td>50.0%</td>
</tr>
<tr>
<td>American Indian OIC</td>
<td>2</td>
<td>39</td>
<td>1</td>
<td>0</td>
<td>50.0%</td>
</tr>
<tr>
<td>Metro North ABE</td>
<td>932</td>
<td>4</td>
<td>441</td>
<td>0</td>
<td>47.3%</td>
</tr>
<tr>
<td>SouthWest Metro</td>
<td>345</td>
<td>15</td>
<td>157</td>
<td>0</td>
<td>45.5%</td>
</tr>
</tbody>
</table>
### Post-testing Rates

**Minnesota ABE PY 2018 Post-testing Rates By Consortium**

**ABE and ESL Participants (12+ hours)**

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Number of Participants (ABE and ESL)</th>
<th>Percent of Participants Post-Tested</th>
<th>Number of Participants with 40+ Hours</th>
<th>Percent of Participants with 40+ Hours Post-Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>ThinkSelf</td>
<td>51</td>
<td>68.6%</td>
<td>35</td>
<td>97.1%</td>
</tr>
<tr>
<td>Adult Options</td>
<td>754</td>
<td>72.0%</td>
<td>522</td>
<td>93.7%</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>977</td>
<td>72.7%</td>
<td>726</td>
<td>92.1%</td>
</tr>
<tr>
<td>Lakes and Prairies ABE</td>
<td>131</td>
<td>58.8%</td>
<td>67</td>
<td>91.0%</td>
</tr>
<tr>
<td>SouthWest Metro</td>
<td>598</td>
<td>67.9%</td>
<td>421</td>
<td>88.8%</td>
</tr>
<tr>
<td>Central MN ABE</td>
<td>1169</td>
<td>62.3%</td>
<td>751</td>
<td>88.8%</td>
</tr>
<tr>
<td>Farmington-Northfield</td>
<td>106</td>
<td>53.8%</td>
<td>57</td>
<td>87.7%</td>
</tr>
<tr>
<td>International Education Ctr</td>
<td>370</td>
<td>75.9%</td>
<td>290</td>
<td>87.6%</td>
</tr>
<tr>
<td>Southeast ABE</td>
<td>1059</td>
<td>63.4%</td>
<td>721</td>
<td>87.2%</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>4121</td>
<td>71.2%</td>
<td>3160</td>
<td>87.2%</td>
</tr>
<tr>
<td>Rosemount-AV-Eagan</td>
<td>638</td>
<td>64.4%</td>
<td>445</td>
<td>87.2%</td>
</tr>
<tr>
<td>Metro South ABE</td>
<td>1528</td>
<td>69.5%</td>
<td>1148</td>
<td>87.1%</td>
</tr>
</tbody>
</table>
# Retention and Persistence – ABE students

## Minnesota ABE PY 2018 Retention and Persistence By Consortium ABE Students

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Number of Enrollees (ABE)</th>
<th>Percent of Enrollees Retained to 12 Hours</th>
<th>Percent of Enrollees Retained to 40 Hours</th>
<th>Number of Participants (ABE)</th>
<th>Average Participant Hours</th>
<th>Percent of Participants Retained to 40 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrections</td>
<td>3608</td>
<td>91.7%</td>
<td>79.6%</td>
<td>3310</td>
<td>213.15</td>
<td>86.8%</td>
</tr>
<tr>
<td>International Education C</td>
<td>113</td>
<td>77.0%</td>
<td>61.9%</td>
<td>87</td>
<td>174.68</td>
<td>80.5%</td>
</tr>
<tr>
<td>Metro South ABE</td>
<td>1271</td>
<td>73.1%</td>
<td>56.3%</td>
<td>929</td>
<td>156.63</td>
<td>77.0%</td>
</tr>
<tr>
<td>St. Paul CLC</td>
<td>2781</td>
<td>72.0%</td>
<td>48.7%</td>
<td>2003</td>
<td>118.37</td>
<td>67.6%</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>511</td>
<td>72.0%</td>
<td>47.2%</td>
<td>368</td>
<td>141.51</td>
<td>65.5%</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>1839</td>
<td>65.6%</td>
<td>45.1%</td>
<td>1207</td>
<td>126.74</td>
<td>68.8%</td>
</tr>
<tr>
<td>Adult Options</td>
<td>381</td>
<td>69.3%</td>
<td>44.4%</td>
<td>264</td>
<td>107.82</td>
<td>64.0%</td>
</tr>
<tr>
<td>SouthWest Metro</td>
<td>405</td>
<td>62.5%</td>
<td>44.2%</td>
<td>253</td>
<td>117.25</td>
<td>70.8%</td>
</tr>
<tr>
<td>Rosemount-AV-Eagan</td>
<td>406</td>
<td>63.5%</td>
<td>43.1%</td>
<td>258</td>
<td>102.06</td>
<td>67.8%</td>
</tr>
<tr>
<td>Southeast ABE</td>
<td>546</td>
<td>65.8%</td>
<td>42.9%</td>
<td>359</td>
<td>85.71</td>
<td>65.2%</td>
</tr>
<tr>
<td>Robbinsdale</td>
<td>788</td>
<td>69.2%</td>
<td>42.6%</td>
<td>545</td>
<td>102.44</td>
<td>61.7%</td>
</tr>
<tr>
<td>Burnsville</td>
<td>233</td>
<td>57.1%</td>
<td>42.5%</td>
<td>133</td>
<td>110.80</td>
<td>74.4%</td>
</tr>
</tbody>
</table>
# Retention and Persistence – ESL Students

## Minnesota ABE PY 2018 Retention and Persistence By Consortium

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Number of Enrollees (ESL)</th>
<th>Percent of Enrollees Retained to 12 Hours</th>
<th>Percent of Enrollees Retained to 40 Hours</th>
<th>Number of Participants</th>
<th>Average Participant Hours (ESL)</th>
<th>Percent of Participants Retained to 40 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrections</td>
<td>132</td>
<td>98.5%</td>
<td>94.7%</td>
<td>130</td>
<td>589.72</td>
<td>96.2%</td>
</tr>
<tr>
<td>Mankato</td>
<td>259</td>
<td>84.6%</td>
<td>71.8%</td>
<td>219</td>
<td>234.88</td>
<td>84.9%</td>
</tr>
<tr>
<td>Osseo ABE</td>
<td>710</td>
<td>85.8%</td>
<td>68.3%</td>
<td>609</td>
<td>155.12</td>
<td>79.6%</td>
</tr>
<tr>
<td>Tri-Co Corrections</td>
<td>3</td>
<td>100.0%</td>
<td>66.7%</td>
<td>3</td>
<td>94.33</td>
<td>66.7%</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>3539</td>
<td>82.3%</td>
<td>65.8%</td>
<td>2914</td>
<td>175.19</td>
<td>80.0%</td>
</tr>
<tr>
<td>Moorhead</td>
<td>225</td>
<td>82.7%</td>
<td>65.8%</td>
<td>186</td>
<td>109.20</td>
<td>79.6%</td>
</tr>
<tr>
<td>ThinkSelf</td>
<td>36</td>
<td>80.6%</td>
<td>63.9%</td>
<td>29</td>
<td>175.53</td>
<td>79.3%</td>
</tr>
<tr>
<td>Faribault County ABE</td>
<td>8</td>
<td>100.0%</td>
<td>62.5%</td>
<td>8</td>
<td>61.63</td>
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<tr>
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<td>60.0%</td>
<td>63</td>
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<td>76.2%</td>
</tr>
<tr>
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<td>58.6%</td>
<td>393</td>
<td>162.08</td>
<td>72.3%</td>
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</tbody>
</table>
Key questions about report card data

• Does our consortium fall over or under program improvement benchmarks?

• How do we compare to consortia of similar size and student population?

For further investigation:

• What do MSG, post-testing rates and retention rates look like at different sites? For different levels of students?
• What are our post-testing practices and procedures? Are they being implemented consistently across the consortium?
Remember:

• There will be no Program Improvement process based on 16-17 or 17-18 results.

• Program Improvement will start in Fall 2019 based on Report Card results for 18-19.
PY 18-19 Report Card:

ABE consortia will be flagged for possible participation in Program Improvement if they fall below the Program Improvement Benchmarks on one or more of the three tables with benchmarks.
From all ABE consortia flagged for possible participation in Program Improvement, a group of ABE consortia will be selected for participation in the Program Improvement Cohort.

Factors that will be taken into consideration include:

- Total number of flagged consortia
- Participant numbers
- Unique circumstances
The Program Improvement Cohort group will participate in (details TBD):

• Full-day workshop in Fall 2019
• Site visit by state ABE staff
• Improvement planning
• Technical assistance from state ABE staff
Accountability: Data & Tests
SiD Update: Student Exclusions

Table 5 Exclusions (Add as History Item in Student Record):

1. Exits due to medical treatment expected to last longer than 90 days
2. The participant is deceased.
3. National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
4. The participant exits the program because he or she has become incarcerated or in a hospital or treatment center during the course of receiving services as a participant. (Student is likely in Corrections ABE, or assign Corrections History Item)
<table>
<thead>
<tr>
<th>Date</th>
<th>Approved ABE Level Tests</th>
</tr>
</thead>
</table>
| July 2017- June 2018 | TABE 9-10  
CASAS Life and Work          |
| July 2018 – June 2019     | TABE 11-12  
TABE 9-10  
CASAS GOALS  
CASAS Life and Work          |
| July 2019- June 2020     | TABE 11-12  
CASAS GOALS          |
| July 2020 – June 2021     | TABE 11-12  
CASAS GOALS          |
Under Federal Review

CASAS submitted:

• A new math test in March 2018 but it has not yet been approved.

• CASAS GOALS for ESL Levels by October 1 but it has not yet been approved.

Data Recognition Corporation (DRC) submitted:

• A new TABE ESL tests for ESL Levels by October 1 but it has not yet been approved.
New tests are coming and your program needs to switch!

2018-19: All ABE programs need to buy and start implementing TABE 11/12 and/or CASAS GOALS for ABE level students

As of July 2019 CASAS Life and Work will be valid for ESL-level students but not ABE-level students.
CORRECTION: Transitioning CASAS

CASAS 27-28 and CASAS Life and Work

- Cannot be used for ABE levels after June 30, 2019, but can continue to be used for ESL!
Local Test Transitions

Potential Models
1. Hard Stop-Start
2. Pilot
3. Rolling
Hard Stop-Start Model (TABE)

- All students pre- and post-testing with TABE 9-10 (until May)
- All eligible students take final post-test in TABE 9-10 (June)
- All students start pre- & post-testing in TABE 11-12 (July-beyond)
Analyzing the Hard Stop-Start Model

Benefits

• Easy to communicate with staff

Challenges

• If students miss the final post-test period or don’t make a gain during the post-test month, the program may miss out on a measurable skill gain

• All local staff need to immediately transition before figuring out the complications with the new test (may cause staff confusion)
Designated class/group takes TABE 11-12 pre-test (January)

Designated class/group takes TABE 11-12 post-test when they reach 40 hours (Spring 2019)

All other students taking TABE 9-10 (until Spring 2019)

All other students take TABE 11-12 pre- and post tests (Spring 2019-beyond)
Analyzing the Pilot Model

Benefits

• Pilot staff get to try the new test with a small group of students to work out any issues before all students transition

• Pilot staff may be able to train other staff

Challenges

• Staff need to keep track of which students are on which tests

• Not all staff might get to practice or try the new test before it launches for everyone
Rolling Transition Model (TABE)

All current students taking TABE 9-10 (through December)

As current students earn a gain on TABE 9-10, they transfer to TABE 11-12 with a new pre-test (January-June)

All students transferred over to TABE 11-12 (by July)

New Students

All new students take TABE 11-12 pre-test (Starting January)

All new students take TABE 11-12 post-test once they have 40+ hours (after January)
Analyzing the Rolling Transition Model

Benefits

• Potential smoothest transition from the individual student’s perspective
• All students may be more likely to get a measurable skill gain

Challenges

• Keeping track of which students are on which tests
Some CareerForce Centers and other WIOA partners are concerned about the length of the new TABE for their clients when doing a literacy screening.

A couple recommended options:

• An ABE program can offer to do the testing

• A TABE Locator in Reading and Math could be used as a screener (offered by the ABE program or a test-trained partner). If referred to ABE, the ABE program can use the locator results to give a TABE pre-test.

Considerations:

• How to report/use scores for locator (Level of recommended test? Very rough guess of grade equivalent based on grade equivalent estimate of recommended test?)

• Who is trained to use the tests?
Transitions
Regional Transitions Funds for July 1, 2019

• There will be funds to support transitions activities for 2019, however, the number of years has not been determined

• We are considering a formula that would reflect differences between regions

• Funding will continue to support the coordination of transitions activities

PLEASE TYPE IN THE CHAT BOX ACTIVITIES THAT YOU WOULD LIKE THE TRANSITIONS FUNDING TO SUPPORT!
WIOA Eligible Training Provider List (ETPL)

https://mn.gov/deed/data/data-tools/career-education-explorer/

Career and Education Explorer
Data Tool

What kinds of jobs can I do? And where can I get the education I need? The Career and Education Explorer lets you explore a wide range of occupations and related education in a single easy-to-use online tool. Find wages, demand, job opportunities, and more. Also download Eligible Training Provider listings including WIOA-certified trainings.

Choose your region, choose your occupation, and go.

Use the data tool
Benefits to putting your program on the ETPL

1. Workforce development counselors are trained to use the ETPL as the source for identifying related programming, including ABE, and referring clients.

2. Increased referrals and visibility could mean more new students for ABE programs.

3. Makes ABE programs eligible for WIOA Title I funding that could be used to support career pathway programming.

4. Historically there has a demand for a single site where workforce development providers can go to find all the training and education options offered in the state. This is that site.

5. This can help build stronger relationships between ABE programs and our workforce development partners.
Introduction to CareerForceMN.com

Jane Xiong and Rachel Vilsack
careerforce@state.mn.us
Demo

• What is CareerForceMN.com?
• Site Navigation
• Account Creation
• My Dashboard
• Making CareerForce Connections
• Events and Workshops
• Social Media Functionality
Contact Us
careerforce@state.mn.us
Professional Development
NO required in-depth statewide PD survey this year

However, consortia may choose to have staff complete the survey in order to use results for their own local PD planning

• ABE Managers: Watch for an email this afternoon with a survey link to share with staff

• Consortium-level survey results can be requested from Marisa Geisler at ATLAS: mgeisler02@hamline.edu
Statewide PD committee will be sending out a brief, targeted survey next month.

Watch your MN ABE Connect newsletter for more information in January!
Technology Integration Initiative

- Open to ABE teachers at ALL levels
- Kickoff training event in January focused on...
  - Northstar digital literacy standards
  - mobile apps for teaching and learning
  - best practices in technology integration
- 4 monthly webinars to...
  - learn about mobile devices and apps to support that use
  - share technology-integrated lessons designed to meet specific standards
  - discuss challenges and ideas for strengthening lessons

Applications due December 14!

More info at:
http://tinyurl.com/TII2019
Embedding Navigation Practices into the ABE Classroom

January 14, 2:00-3:30 p.m.

Register: https://attendee.gototraining.com/r/5689159426863429633

Providing learners with access to navigation practices is something that more and more ABE programs are striving to do. Is there any overlap between what ABE teachers already do and the traditional role of a navigator? With a bit of intentional planning, could ABE teachers embed navigation practices into their classrooms in a way that builds self-efficacy skills for adult learners?

We will use the TIF as a lens through which to explore these questions, while also considering the four areas of college and career readiness that have been identified by the National College Transition Network: personal readiness, academic readiness, career readiness, and college readiness.
Language & Literacy Institute
January 24-25 in Roseville

Topics include...

- CCRS ELA Foundations *(Thursday)*
- Teaching critical thinking
- Integrating literacy & science
- Academic conversations
- Reading fluency
- CCRS at low levels
- Writing development
- Career-focused ESL
- Connecting reading & writing instruction
- Lines of inquiry & text sets

- Technology & project-based learning
- Intro to ESL instruction
- Evaluating texts for absent narratives
- Mobile learning for language & literacy
- CCRS reading strategies
- New ESL Educational Functioning Levels
- Instructional implications of new assessments
- Reading Foundational Skills
- Academic conversations in the math classroom

Registration opens mid-December!
Spring Regionals

Metro – March 22 in St. Paul
North – March 28-29 in Walker
South – April 12 in Mankato

NOTE: The ABE Spring Grant Application workshops will be offered as concurrent sessions at all 3 regional events. A virtual option will be offered during the May 1 Web Chat.
Stay connected with Schoology Groups!

- MN ABE Administrators (new!)
- MN Numeracy Instruction (new!)
- Program Quality Standards
- One-room Schoolhouse
- Welcome to ABE (for new staff)
- Standard Adult Diploma
- CCRS networking (for cohort alums)
- Corrections

Download PD Online Resources for more info on how to join!
Materials

The recording, PowerPoint and handouts will be posted on the Literacy Action Network website.
Thank You!

Don’t forget to fill out your evaluations after!
Questions?

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Thank You!
Happy New Year!