

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Lakes Area Adult Education
Time Period	July 1, 2024 - June 30, 2025
Consortium Manager	Jennifer Hellekson
PD Planning Team Members	Community Ed Director, Lead Instructor/Program Coordinator, Program Assistant, Instructors

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	<p>2020-21: 4,753 contact hours** 2021-22: 9,679 contact hours 2022-23: 12,050 contact hours 2023-24: 16,720 contact hours 2024-25: 11,007 contact hours**</p> <p>**Contact hours dropped significantly in the 20-21 school year due to COVID. **Contact hours in 22-23 and 23-24 included additional sites that are no longer a part of LAEE. In December 2024, our site at Becker County Jail reopened.</p>
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	<p>As of 4/30/2025, the program is at 31.8% overall (with 30.4% ABE and 33.9% ESL), which is below the MSG Target.</p> <p>ABE levels 1, 4, 5, 6, and ESL levels 1, 5, 6 exceeded the MSG Target. Increasing the MSG rates in all levels will be a major focus in the coming year.</p>
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	Post testing is well enforced by all instructors and staff. However, in 2024–2025, the progress test rate for students with 12 or more hours was lower than in past years, at 36% for the overall program. Students lacking a post-test have often moved or unexpectedly disappeared from the program.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	While our overall post-test and MSG rates remain below target, students who remain engaged with the program for longer periods demonstrate significantly stronger outcomes. Among students with 40 or more contact hours, the post-test rate is 75% and the

	<p>measurable skill gain rate is 53%. This suggests that persistence and consistent attendance are directly linked to improved outcomes. Moving forward, we will continue to focus on retention strategies and early engagement efforts that help students reach and surpass the 40-hour threshold.</p>
How do we compare to similar programs on the state ABE report card?	<p>Three key areas on the 2023-2024 MN ABE Consortia Report Card include:</p> <ul style="list-style-type: none"> ● Measurable Skills Gains (MSGs) <ul style="list-style-type: none"> ○ At 27.7%, LAAE placed slightly below the NRS target of 28% for MSGs among ABE-Level participants. This is primarily because LAAE struggled with retention of ABE students. ○ At 24.2%, LAAE placed near the bottom in the state for MSGs among ESL-Level participants. This is primarily because LAAE struggled with retention of ESL students. ● Post-Testing Rates <ul style="list-style-type: none"> ○ At 66.3%, LAAE placed below the statewide ESL average of 74.3% and the statewide ABE average of 68.9% for post-testing rates of both ABE and ESL-Level participants. ● Retention and Persistence <ul style="list-style-type: none"> ○ At 38.4%, LAAE placed near the bottom in the state for Retention and Persistence among ABE students. ○ At 34.3%, LAAE placed last in the state for Retention and Persistence among ESL students.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	<p>Teachers</p> <ul style="list-style-type: none"> ● LAAE is staffed with instructors with a variety of backgrounds and expertise ● All teachers are members of the teachers' union ● All teachers hold at least one current MN K-12 teaching license, including: <ul style="list-style-type: none"> ○ High School Consumer and Homemaking/Family Life ○ Elementary Education ○ Pre-Kindergarten ○ Family Education/Early Childhood ○ One teacher holds an MS in Curriculum and Instruction <p>Support Staff</p> <ul style="list-style-type: none"> ● 1 support staff is fluent in Spanish

	<ul style="list-style-type: none"> 1 support staff has 8+ years ABE experience <p>Manager</p> <ul style="list-style-type: none"> The ABE manager is a first-year manager The ABE manager is a former ABE teacher The ABE manager holds a Tier 3 license in Adult Basic Education The ABE manager has an MA in Criminal Justice
What strengths and needs are notable from staff observations or evaluations?	<p>Strengths</p> <ul style="list-style-type: none"> LAAE staff are very good at building relationships with students. Since all of our sites are located in smaller communities, staff are generally well-connected to resources within the communities and able to assist students in finding and using needed resources. LAAE staff are dedicated to the program and are open to learning and growth in all areas. They have been supportive of implementing new teaching strategies, new distance learning platforms, new teaching strategies, and have supported each other through the changing environment. Several staff members have served on instructional cohorts to develop things like content standards integration plans or technology plans for the consortium. Some staff members have taken on specialized support roles in areas such as distance learning, adult diploma, ESL curriculum building, etc., and serve as resources to their colleagues in this capacity <p>Needs</p> <ul style="list-style-type: none"> Staff training is needed as we have newer staff <ul style="list-style-type: none"> Lead Instructor/Program Coordinator - new to position in 09/2024 1 part-time teacher - 2 years 1 part-time teacher - 1 year 1 part-time support staff - 2 years 1 part-time support staff - 6 months
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Students have requested different class time options, including evening classes, and access to more online and virtual learning options. Budgetary constraints make it difficult to offer more class times, but we are working on providing good distance learning options for students.

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	The Lead Instructor/Program Coordinator, Program Assistant, and one Instructor have completed training and received the certification needed to be ServSafe instructors/proctors. We offer ServSafe training for employers and individuals.
Any additional needs identified from other data?	n/a

PD Survey Data

Key Professional Challenges	Primary PD Needs
One of the primary challenges our consortium faces is finding the time for professional development amid teaching and administrative workloads. Many staff members, especially those who are new to their roles, already have full schedules that make it difficult to dedicate time for additional training. Another significant challenge is the geographic barrier: some promising PD opportunities are located in the metro area. This requires travel, which not only adds extra costs but also takes staff away from their responsibilities. In some cases, these trainings are not available virtually, limiting access for those located in remote or rural areas.	<ul style="list-style-type: none"> ● Increase virtual and hybrid PD options to overcome travel and scheduling challenges. ● Focus on training in technology integration, culturally responsive teaching, and data-driven instruction to improve student outcomes. ● Provide foundational and refresher PD (e.g., CASAS eTesting, ACES Foundations, Adult Diploma 101) to support both new and experienced staff.

Looking Toward the Future

Initiatives, Trends, and Outside Factors
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<p>What are your district/organization priorities?</p>	<p>Detroit Lakes Public Schools Professional Development Goals:</p> <ul style="list-style-type: none"> ● Utilize professional learning communities to improve professional practices, increase student learning/proficiency and close the achievement gap by: <ol style="list-style-type: none"> 1. Using quality learning targets, feedback, formative and summative assessments aligned to essential learner outcomes, Minnesota standards and/or College and Career Readiness standards. 2. Analyzing and interpreting multiple sources of data and student feedback to improve instruction and increase student learning. 3. Using differentiated instruction to meet the needs of a wide spectrum of learner needs, styles, and abilities. 4. Including students in self-reflection and/or evaluation. ● Embed diverse cultures into our curriculum to include all and increase student performance. ● Learn about and utilize technology as an effective instructional tool. ● Teach academic and positive social behavior to increase academic performance. ● Increase trauma sensitivity and awareness of mental health issues. ● Maximize partnerships with family through guardian communication. <p>Professional Learning Activities, with an emphasis placed on college and career readiness</p> <ul style="list-style-type: none"> ● Analyze a variety of data, standardized and teacher-created, within PLCs. ● Develop differentiated instructional and learning activities. ● Facilitate vertical alignment and/or cross-curricular work.
<p>What partnerships are potential opportunities?</p>	<p>Lakes Area Adult Education has a long history of working with area partners, and our goal is to continue this work with existing partners and to expand with new partnerships.</p> <p>We work closely with the following partners:</p> <ul style="list-style-type: none"> ● Careerforce and DEED ● M/State ● Detroit Lakes Public Schools and other consortium member school districts ● Becker County Energize ● Northwest Regional Transitions Collaborative ● Becker County Jail ● Pelican Rapids Library

	<ul style="list-style-type: none"> ● Mahube-Otwa Community Action Partnership ● Detroit Lakes Chamber of Commerce ● Literacy Action Network ● Literacy Minnesota
What are the state and/or national ABE initiatives and priorities that could impact our consortium?	<p>State and national priorities that will impact our consortium include:</p> <ul style="list-style-type: none"> ● Funding salary and healthcare costs ● Immigration and employment trends <p>We will also continue to focus on:</p> <ul style="list-style-type: none"> ● Content Standard Implementation (CCRS, ACES, and Northstar Digital Literacy) ● Evidence-based instruction ● WIOA/Career Pathways/IET Programming ● Professional Development ● Technology integration and distance learning

Name of Consortium: LAKES AREA ADULT EDUCATION

ABE Consortium Professional Development Plan

Date Developed	January 2, 2025	SMART goals are: <ul style="list-style-type: none"> • Specific – What? Why? How? • Measurable – How will I measure progress & know when I've achieved my goal? • Action-Oriented – Can I take actions to accomplish this goal? • Realistic – Is my goal challenging but still possible to achieve? • Time-bound – What is my timeframe for this goal?
Time Period for Plan	July 2025 - September 2026	
Consortium PD Lead(s)	Lead Instructor/Program Coordinator	

Directions: Refer to your data analysis on the previous pages to articulate your consortium goals with PD implications.

Priority Consortium Goals <i>(List 3-5 priority goals for your consortium that have PD implications.)</i>	PD Activities <i>(How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)</i>	Outcomes/Evaluation <i>(What specific measurable outcomes do we want to see?)</i>
CASAS eTest training and implementation - for all instructors and classroom locations across the consortium	CASAS eTesting Refresher training and developing easy-to-follow instructions.	Lead Instructor/Program Coordinator and Program Assistant	July/August 2025	Staff will need access to their User Accounts in TOPSpro. They will need to participate in refresher training, utilizing their teacher laptops along with student/teacher Chromebooks.	Upon completion of the training, staff will assess 1 to 5 learners at their classroom sites to put the training into practice and will share their experiences with the larger staff at a subsequent meeting. Ultimately, they will begin utilizing the remaining site licenses available for eTesting.
	CASAS eTesting Refresher training for staff, followed by computer-based testing of 1-5 students over the next month/site	All ABE Staff	July/August 2025		
ACES Foundations - 100% new and existing	ACES Foundations Online Course	All instructional staff	Before school starts in September	Staff will be provided up to 6 PD hours to complete the required online course.	By September 2025, 100% of new and existing instructional staff will have

instructional staff complete			2025 or within the first 12 months of hire.		completed ACES Foundations.
Adult Diploma 101 Training - 100% of instructors across the consortium	Adult Diploma 101 Training, Part 1 Adult Diploma 101 Training, Part 2	All instructors	By December 2025 or as needed for new hires.	Staff will be provided up to 8 PD hours to complete the required online course.	By December 2025, 100% of new and existing instructors will have completed Adult Diploma 101 Training.