

3.1 Describe the process and criteria used in hiring decisions for staff (licensure, education, credentials, experience, etc.)

Detroit Lakes Public Schools ISD 22 is the fiscal agent for Lakes Area Adult Education (LAAE) and, therefore, determines the hiring process. When hiring for any position within LAAE, the goal is to reach a broad array of applicants by posting positions in multiple locations, including the Detroit Lakes Public Schools employment page, EdPost, and others. The Human Resources Department retains control over the hiring process and does not allow changes to job descriptions without formal approval.

All applicants complete the district application on Frontline. After thoroughly reviewing an application, an in-person interview is scheduled. Qualified applicants are interviewed by a team put together by the Lead Instructor/Program Coordinator, usually consisting of the Community Ed Director and Lead Instructor/Program Coordinator, with possibly another teacher or support staff. References are checked. Applicants are evaluated based on experience, education, commitment to working with diverse adult learners, as well as demonstrated communication skills and ability to work well with others. All teachers must hold a valid MN K-12 teaching license or a Master's in Teaching English as a Second Language. Background checks are conducted for all staff and volunteers.



3.2 Describe the new staff orientation process and information included.

Orientation for new staff is conducted by the Lead Instructor/Program Coordinator, with the help of the Program Assistant, and varies somewhat depending on location. Staff are guided through the following core orientation materials and procedures:

- Job Description
- School Calendar
- Staff Meetings
- Overview and Mission of Adult Basic Education in Minnesota
 - Overview of Lakes Area Adult Education
 - Department background, policies, handbook, and area demographics
 - Core instructional content
 - Program Offerings
 - Eligibility guidelines
 - Student intake and orientation procedures
 - Technology and accounts setup
 - Payroll and time clock

- TABE and CASAS, introduction and training
- Post-testing and Measurable Skill Gains
- Curriculum
- Frequently used websites
 - o mnabe.org
 - o ATLAS
 - o LiteracyMN
 - o District websites
 - o Distance Learning platforms
 - o Student Information Database (Sid)

Additional topics include:

Building orientation, tour, hours, and parking
Supply, mail, copier, printer
Building access, physical keys, and IDs
Emergency procedures & information
Purchasing
Professional Development
Required meetings
Key Performance Indicators
Staff Evaluation Process
District & ABE Terminology, Resources, and Websites
SmartER
Desktop or laptop, Webex voicemail accounts

3.3 Describe how the consortium ensures that staff receive the training required by the Adult Education Staff Training Policy for their position, such as ABE Foundations, test administration certification, and distance learning training.

Beginning July 1, 2023, Minnesota Adult Education implemented a policy titled Staff Training Policy, which outlines required training for all staff who are new to Minnesota Adult Education. The policy states that within the first twelve months of employment, all staff in all roles are required to complete the following training (although full-time staff are encouraged to complete it within the first six months of employment):

- ABE Foundations Training - offered as a self paced online course and as an in-person workshop during ABE Summer Institute training (Staff that have successfully completed the Hamline University graduate course EDUC 7601, Introduction to Adult Education, or staff who worked in ABE prior to July 1, 2023 are exempt from this training requirement.)

ABE Foundations Training covers the following topics:

Introduction to ABE Students
MN Adult Secondary Credentials
MN ABE Model & Delivery System
MN ABE Policy & Accountability
Introduction to MN Content Standards for ABE
Volunteers
Professional Development Resources

Additionally, the following training is required to be completed by new ABE staff before it is implemented by them in their local classroom or programs:

- CASAS Implementation Training - virtual and in-person training, which must be completed before administering CASAS assessment tests, with follow-up training conducted every five years thereafter
- TABE Implementation Training - virtual and in-person training, which must be completed before administering TABE assessment tests, with follow-up training conducted every five years thereafter
- Distance and Blended Learning Basics for Minnesota Adult Basic Education - self-paced, online training, which must be completed before engaging in distance learning programming
- Teacher Verified Model (TVM) Certification - online and in-person training, which must be completed before delivering and counting proxy hours for TVM lessons
- Standard Adult Diploma 101 Training - required training for new and existing staff within a year of engaging in standard adult diploma programming

New staff are expected to participate in formal professional development training in the following state-adopted content areas within their first year of employment, as they relate to their role with ABE:

- College and Career Readiness (CCRS) Foundations Training - offered in English Language Arts (ELA) for ELA teachers and administrators) and Math (for math teachers and administrators), these courses are available for free online or in face-to-face workshops and provide an introduction to the CCR standards. Staff can complete the entire course for both ELA and Math, or access specific topics.
- Academic, Career, and Employability Skills (ACES) Foundations Training - for all teachers and administrators, this training provides ABE programs and instructors with guidance on the effective integration of transitions skills into instruction at all levels of ABE. These transitions, or "soft skills" areas include:

Critical Thinking
Developing a Future Pathway
Effective Communication
Learning Strategies
Navigating Systems, and
Self-Management

- Northstar Digital Literacy Foundations Training - for teachers, administrators, and anyone in a role supporting learners or staff with digital literacy instruction. This training provides an introduction to the Northstar Digital Literacy standards and how they can be integrated into any adult education course. In addition to the foundational training, all teaching staff are expected to become certified proctors for the Northstar Digital Literacy Assessment to be able to offer proctored exams to students at their local classroom locations.

Training on these mandatory components is offered online or in person.

All training required by MDE under the Staff Training Policy must be entered as a Staff Training history item in each staff person's SID record. All training events or activities attended by staff are entered into SID by the Program Assistant.



3.4 Describe how the consortium supports professional development (PD) for staff.

What is the process for determining PD needs and priorities at both the consortium and individual staff level?

Lakes Area Adult Education prioritizes staff development, and it is expected that all staff participate in training and meetings. We are a small program, and all staff development is designed to meet the needs of not only licensed teachers but also support staff. Professional development needs and priorities, for individuals and the consortium, are determined by studying program data, input from staff, state and federal policy and legislation, and the budget. The Lead Instructor/Program Coordinator and staff work together to identify needs and opportunities, and the Lead Instructor/Program Coordinator makes the final decision.

For all new staff, the PD needs are determined by the suggested professional development pathways. As outlined in Narrative Item 3.3, beginning July 1, 2023, Minnesota Adult Education implemented a new Staff Training Policy, which outlines required training for all staff who are new to Minnesota Adult Education. The policy states that within the first twelve months of employment, all staff in all roles are required to complete the foundational training in ABE. The policy also outlines other training that is required before staff begin to implement programs or products into instruction. As a consortium, we adhere to the state training policy for all new staff and have no additional requirements of ABE staff, although they are encouraged to expand their base of knowledge by participating in various opportunities that are available.

Mandatory Training

- CCRS Foundations
- Student Information Database (SID)
- TABE and CASAS Assessment
- Academic, Career & Employability Skills (ACES)
- NorthStar Digital Literacy
- ABE Foundations
- Cultural Competency
- Distance & Blended Learning Basics

Optional Trainings/Cohorts/Study Circles:

- Language & Literacy Institute
- Math Institute
- Adult Career Pathways (ACP)
- EBRI (Evidence-Based Reading Instruction)
- Teaching Numeracy to Adults
- Teacher Verification Model

All instructors are required to attend training needed for licensure renewal. They are encouraged to take training that is relevant to their interests/field of expertise.

Does the consortium require any professional development beyond the requirements of the Adult Education Staff Training Policy?

LAAE also provides GED exam testing services as a Pearson Vue GED Mobile Testing Lab. A few staff from the consortium, including the Community Ed Director and Lead Instructor/Program Coordinator, take the proctor certification exam every fall, which allows them to register and/or administer students for GED testing.

Although not mandatory, some LAAE staff have voluntarily completed the training and certification exam to become ServSafe Certified Food Safety Instructors. Interested staff members are encouraged to participate in the course and take the instructor exam. Upon successful completion, they proceed with the necessary steps through both ServSafe and the Minnesota Department of Health to register as an Instructor/Proctor.

Additionally, the Detroit Lakes Public Schools (DLPS) requires all staff to complete an online safety training at the start of every school year.

How does the consortium ensure all staff are aware of appropriate PD opportunities?

LAAE holds mandatory staff meetings every four to six weeks to discuss upcoming PD opportunities, with links provided via email. All staff are also encouraged to subscribe to the ABE Connect Newsletter for information on upcoming professional development opportunities. The Lead Instructor/Program Coordinator connects with staff individually about any specific opportunities that might be helpful within the context of their role, such as the Support Staff Conference or the Volunteer Management Conference.

What is the amount and percent of total funding that the consortium sets aside or uses for professional development?

Historically, LAAE has allocated approximately \$4,000 for professional development, which is meant to cover expenses such as meals, mileage, registration fees, and accommodations as necessary for staff. Going forward, we plan to allocate 3% of our state funding to use towards professional development expenses. Travel scholarships through ATLAS and other agencies are frequently used to assist with the costs associated with professional development.