



Section Two: Program and Student Accountability

2.1 In adherence with the ABE Contact Hour Policy, explain how contact hours are recorded and verified for intake, orientation, assessment, daily attendance, distance learning and any other allowable time

Adult Academic Program (AAP) allowable contact hours adhere to the Minnesota Department of Education (MDE) Contact Hour Policy. Contact time is reported for learner attendance in regularly scheduled classes conducted by a properly accredited AAP teacher and for distance learning using MDE-approved platforms and following proxy hour guidelines.

The Student Data and Assessment Specialist (SDAS) records initial enrollment/assessment/orientation time directly in to MARCs after each registration appointment is complete. Learners record daily attendance on classroom sign-in sheets (see Attachment F), which are monitored for accuracy by both classroom teachers and education assistants. Teachers submit attendance sheets to the office daily, and the attendance is recorded into our EXCEL-based attendance system in order to capture daily details. At the end of each month, our SDAS uploads the attendance data into the MARCS system.

2.2. What is your program quality/accountability plan for main fiscal agent sites and all sub-grantees? Accountability plans should include:

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

AAP has one main site but also offers classes at Hennepin Technical College. Data for all classes flows through our SDAS to ensure that ABE law, policy and guidance are in compliance. Our SDAS (and other office staff) attend a variety of trainings provided by MDE to ensure that our program understands all reporting and testing requirements and is compliant in all areas.

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

AAP licensed instructors and office staff review NRS data on a monthly basis (at a minimum). A summary of that data is shown at every monthly staff meeting. Our SDAS also works closely with individual teachers to review the data more frequently as necessary to ensure proper testing schedules by classroom. All teachers also have view-only access to the MARCs data and are encouraged to use it frequently.

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

A main responsibility of our SDAS is to monitor reportable learner data and to work with individual teachers to ensure that data is collected and reported on a timely and accurate basis. In addition, to help monitor and analyze trends for necessary program adjustments, the SDAS prepares monthly reports for the Program Director.

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

As previously mentioned, all staff receive NRS outcome data at regular monthly meetings. In addition, our SDAS attends our two monthly team meetings, which are comprised of our ESL teachers and our Basic Skills teachers. In these meetings, the SDAS gives “team-specific” NRS data updates by classroom, and teachers have the opportunity to discuss specific testing/reporting information as necessary. Enrollment data is provided to teachers and office staff on a weekly basis. In particular, previous year data is covered extensively at the annual back-to-school meeting for all staff at the start of the program’s annual workshop week that occurs in August. The Community Ed Director reviews NRS and summary enrollment data on a quarterly basis and similar data is presented to the CE Advisory Council on an annual basis as part of program evaluation and review.

2.2.5 How has the consortium implemented the ABE Learner Progress Policy?

This question is addressed in Document D of section 2.

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

AAP volunteers are utilized as teaching assistants under the supervision of classroom teachers. We have roughly 50-60 volunteers each year who assist teachers and learners in our ESL, Disability, Adult Diploma, Family Literacy and Basic Skills classrooms. Volunteers come on a schedule that mutually suits the supervising teacher and volunteer. They work with individual learners or small groups of learners on lesson plans and materials provided by the teacher. When AAP takes on a volunteer, we ask that he/she commits to at least three months of volunteer time with our learners; however most of our volunteers come back every year. In fact, some of our most dedicated volunteers have been with us for over five years.

2.3.1 How do you orient and train potential volunteers in your consortium for these roles?

The Adult Academic Program consortium does not have an approved volunteer training plan on file with MDE because all AAP volunteers work in a classroom setting under the supervision of a teacher. Each of our volunteers goes through the following District-wide process before becoming a volunteer: 1) Fills out a comprehensive District Volunteer Application form, 2) Completes an in-person interview with our District Volunteer Coordinator, and 3) Provides two references that are checked before the volunteer starts. After each of these steps is successfully completed, the new volunteer receives a Volunteer Handbook that covers the following important topics to help orient the volunteer:

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- History of the Robbinsdale Area School District #281
- Sharing the Volunteer Spirit
- Program Goals for Volunteers In Partnership (District #281's volunteer program)
- Responsibility and Rights of a Volunteer
- Volunteer Guidelines
- Benefits of a Volunteer
- Share Your Time and Talents in the Schools
- Self Esteem for Learners
- Pledge of Confidentiality for Volunteers

Before a volunteer starts working with learners, he/she meets with the teacher under whose supervision he/she is working. At this meeting, the volunteer receives an overview of the materials and methods used in the classroom. Once the volunteer and teacher are comfortable with their volunteering plan, the volunteer comes on a mutually agreed upon schedule. The supervising teacher and the volunteer determine any necessary meetings/planning sessions outside of the set volunteer schedule.

2.3.2 What training do you provide on an ongoing basis for volunteers in the consortium? (In adherence to the Volunteer Training Standards Policy at www.mnabe.org/program-management/law-policy-guidance.)

Every school year, our district level volunteer program, Volunteers In Partnership, offers two workshops for every district volunteer including AAP volunteers. Furthermore, every academic year, the AAP Volunteer Coordinator, who works under the supervision of the district volunteer coordinator, organizes online and on-site workshops that are specifically developed for those who volunteer with adult learners. Additionally, our volunteers are invited to attend ABE regional volunteer trainings held in the Twin Cities area. We require all of our volunteers to attend at least one volunteer training workshop annually. In order to keep track of completed volunteer training, we have asked our volunteers to fill out the Adult Academic Program: Volunteer Training Notification form (Document I).