

Section Two: Program and Student Accountability

2.1 Recording student contact hours

Student contact hours are recorded into MABE according to state guidance.

Classes are entered into MABE with accurate start and finish times. Classroom teachers take attendance on paper attendance sheets or sign in sheets (See Document F). Teachers or data entry staff then enters this attendance into MABE for the appropriate day of attendance.

For intake, orientation and assessment time, the time is logged on a student's intake form or log. This time is then entered into MABE using the "Student Times" screen. Accurate start and finish times are entered and the time is logged as contact type "Counseling and Testing".

For Distance Learning proxy hours classes are created in MABE using class type "Distance Learning" and named using the state guidance on naming conventions (the name of the DL platform and the word "proxy" are in the title). The appropriate number of proxy hours is calculated by a Distance Learning teacher according to the state Distance Learning Policy. Records of completed units are kept according to state policy. The earned proxy hours are entered into MABE for the students in blocks of time on the date closest to the date of completion of the units completed. Face to face time is logged on paper logs and then entered using "student times" with contact type "contact".

2.2 How do you share and communicate your NRS outcome and enrollment data with staff and stakeholders?

NRS outcomes and enrollment data and attendance numbers are reviewed regularly at SPCLC Governance and Executive Committee meetings. Member agencies share this information with their staff at staff meetings. Additionally, information is shared with member stakeholders in a variety of methods, from board meetings, advisory council meetings, and quarterly and yearly reports.

2.2.1 What is your accountability plan for main fiscal agent sites and all sub-grantees?

The consortium accountability coordinator performs an annual compliance site visit to each agency. At these visits the accountability coordinator and program manager check that programs are abiding by state, federal and consortium policy and guidance. NRS tables are reviewed at this time. In addition, NRS Tables are reviewed at bi-monthly governance and bi-monthly executive committee meetings. Any issues that arise from these site visits are resolved with follow up visits and any technical assistance that can be provided by the accountability

coordinator or other state resources is sought as needed (referral to testing training, support from the database support provider).

2.3 How do you ensure that the Adult Literacy Hotline has the most up-to-date information about your program?

All member programs annually submit relevant program information to the Adult Literacy Hotline. If any changes should happen mid-year then additional updates are sent.

2.4 Describe the process and criteria used in hiring decisions related to paid instructional staff.

Each non-profit partner in SPCLC has a different process and criteria, described below. In addition the SPCLC has created “ABE Staffing Standard” criteria (see attachment titled: “Attachment ABE Staffing Standard”):

CLUES

CLUES does not hire instructional staff for our ABE or ESL classes. These classes are taught by volunteers who go through our (state approved) volunteer training. CLUES has a coordinator at each site to monitor and support the volunteer teachers. These coordinators are not required to have teaching licensure or credentials. However, they are required to have at least an undergraduate degree from an accredited institution and 3-5 years experience working with the ABE population and coordinating volunteers.

GAP

The program coordinator is required to hold a Master’s Degree and be a licensed ESL teacher. Paid instructional staff must be licensed teachers with relational and cultural competence. If not licensed as ESL instructors, they receive additional training and on-going staff development.

HAP

HAP uses an in person interview and classroom observation hybrid process in hiring instructional staff. The minimum requirements include the following:

- Undergraduate degree; MAESL preferred. Highly desirable fields include ELL disciplines, ABE or K-12 education.
- In-depth experience in one or more of the following areas: ABE/ELL, K-12 Education, Refugee/Immigrant Issues, Adult Basic Education, Civics/Citizenship
- 3-5 years’ direct teaching experience working, in a paid or unpaid capacity, with culturally diverse populations

HCC

Open positions are circulated to all SPCLC members, managers' email list, and Council of Nonprofits website. Open positions are also published in local community newspapers, radios, and community sites.

Decisions on hiring are based on applicant's qualification such as holding a BA degree in education or related field, knowledge of ABE, understanding minority populations; especially refugees and immigrants, and experience in teaching adults or people that may have cultural/mental health issues.

Upon hiring, new staff are required to go through the New Staff Orientation that will enable him or her to have a better understanding of ABE information, SPCLC and be familiar with different types of documents used by ABE programs.

International Institute

For all programs, the hiring process for paid instructional staff is coordinated by program managers, with involvement by the Executive Director and the Director of the Medical Careers Pathway Program, when appropriate. Recruitment can be by word of mouth (both in house and among colleagues), posting on the IIM website, through the Minnesota Council of Nonprofits, in the want ad section of the Star Tribune, on listservs, via the SPCLC network, and through the job boards of higher education institutions throughout the Twin Cities.

Résumés and cover letters are reviewed by program managers, the list of potential candidates is narrowed down, and interviews are conducted by program managers, either alone or together with select program staff and IIM administrators, as appropriate. Criteria are different for each program offered.

NURSING ASSISTANT TRAINING

- Registered Nurses must have at least one year of experience working in long-term care with elderly persons, must be currently licensed, must complete the state-sponsored Train the Trainer course, and must be approved by the coordinator of the Minnesota Nursing Assistant Registry. Experience teaching or working with foreign-born persons is preferred.
- ELL instructors must be college graduates and must be experienced in teaching adult learners of English. Licensure is preferred, but not required.

COLLEGE READINESS FOR MEDICAL CAREERS

- There have been just three instructors in the CR program since its inception 13 years ago. At the time of hire, all three, including the woman who designed the program, were employees at the International Institute with experience teaching second-language learners.

COMMUNICATION & COMPUTER CLASSES

- There has been just one instructor in the history of this program. She designed the program, and at the time of hire was an instructor in an earlier version of the English for Work program at the International Institute.

ENGLISH FOR WORK CLASSES

- Successful candidates possess the following: a BA/MA degree in TESOL, Language Arts or a Foreign Language, Education and/or current/recent relevant coursework in ESL/Education; a minimum of 2 years of experience in teaching adults; a well written résumé and cover letter; a positive, professional disposition and the flexibility required to ensure that program outcomes and students needs are being met.

New staff also works closely with SPCLC consultant and are encouraged to participate and complete other trainings that are provided through SPCLC, Minnesota Department of Education in ABE or other networks as needed.

JCC

The criterion for paid instructors is that they have a four-year degree and a TEFL certification. JCC looks for instructors who have had both experience in the classroom and working with students from different cultures. Prospective instructors teach a class as part of the interview process.

Lao Family

Lao Family requires ESL experience and/or training, a BA and the ability to work effectively across cultures. Lao Family desires, though does not require, a K-12 teaching license.

MLC

MLC strives to hire the most qualified and conscientious people available. The minimum requirements for our teachers are: BA in Education or related field, MA or M.Ed. preferred; one year experience teaching ESL. TEFL, ESL certification or licensure strongly preferred;

comprehensive understanding of ESL/ABE and adult learning; thorough knowledge of effective teaching methods for adult learners.

Many of our teachers have Masters Degrees in ESL or hold MN state teaching licenses, and most have many more years of teaching experience than our minimum requirements.

MORE

MORE's hiring process and requirements are as follows:

- Review resume and writing sample.
- Hiring criteria: Minimum education of B.A. or B.S. degree plus a year or more experience teaching adult English language learners at ESL levels; licensure not required, but if applicant has less than a year of relevant experience teaching adult learners, MORE requires an adult ESL teaching certificate or TESOL certificate.
- Brief telephone interview.
- Personal interview.
- Reference check.

Neighborhood House

- Neighborhood House considers experience and successful outcomes working with the communities we serve, and also interviews/screens for organizational and program fit.
- The following are the minimum qualifications to become a paid instructional staff:
 - Bachelor's degree (ESL, education, languages or related field) required
 - Master's degree or valid MN teaching license preferred but not required
 - 1-3 years experience working with immigrants and refugees, preferably in Adult Basic Education (ESL, GED, etc.)
 - Curriculum development experience preferred
 - Excellent interpersonal, verbal and written communication skills in English
 - Bilingual in another language (Laotian, Thai, Hmong, Somali, Amharic, Oromo, Arabic or Spanish) helpful
 - Proficient computer skills (including Microsoft Office, Internet and e-mail)
 - Ability to work collaboratively in a team environment
 - Possess initiative and organizational skills
 - Ability to balance multiple projects and priorities
 - Ability to work in a fast-paced, high-energy environment
 - Demonstrated ability to work and communicate effectively with people of diverse ethnic, economic, racial and cultural backgrounds
 - Must be able to work mornings and afternoons Monday through Friday
 - Must pass a criminal background check

VSS

Announcements are sent out to the consortium, Hamline, MinneTESOL and LAN. Teachers hired for the MFIP classes (20 hrs/wk) must have a degree in education or non-education degree plus completion of TEFL or Hamline's Adult ELL Certificate or Master's or ABE license plus 2 years of teaching adult ELL. Teachers for the non-MFIP classes must have TEFL certificate or Hamline Adult ESL certificate, 3 years of teaching adult ELL (which can include volunteer teaching). A 4 yr degree is preferable but not required.

2.5 How do you ensure that school district instructional staff holds current K-12 licenses?

Contracted teachers must have an ABE license, diverse experience working in ABE and ELL. Hourly teachers need to have a K-12 license, experience in teaching adults either ELL or ABE.

For contract positions St. Paul Public Schools (SPPS) Human Resources department creates and publicizes job postings through their appropriate channels. SPPS Human Resources also reviews applications, verifies credentials and forwards eligible candidates to Hubbs Center administration. For hourly teachers, the Hubbs Center receives resumes from interested candidates, if there is an opening for an hourly teacher than qualified candidates are set up for a panel interview. The interview protocol is followed for all hourly teaching candidates. If candidate is chosen, references are checked and application is submitted to SPPS Human Resources.

Hiring decisions are based on the candidate's ability to meet the criteria of the job description, (see attachment titled: "Attachment SPPS TeacherJobDescription.pdf") and successfully engage in the panel interview and meet program needs.

2.6 In what roles do you use volunteers in your program?

SPCLC members use volunteers as small-group instructors, teaching assistants in classes led by a paid teacher, and as intake, testing and clerical assistants.

MLC is the lead provider of volunteer training and recruitment for SPCLC members. MLC's vision for volunteers is:

We believe volunteers are vital to the success of students and literacy programs. We believe volunteers bring optimism and enthusiasm, create positive energy, and share diverse perspectives that lead to enhanced learning outcomes for students. We strive to create learning environments where volunteers:

- * Contribute in meaningful ways to student success
- * Reflect the diverse communities they serve
- * Are valued for their unique abilities
- * Are trained, mentored and supported in their work
- * Have the opportunity to develop their skills as literacy practitioners

- * Are empowered to advocate for literacy in their communities

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

Volunteers in all SPCLC member programs who lead small groups (i.e. generate contact hours) are required to complete the Minnesota Literacy Council's 12-hour pre-service training for volunteers or a local training that has been reviewed and approved by literacy council training staff (except CLUES which provides its own state-approved training (see Document I). Two different 12-hour trainings are available from MLC - one for volunteers working in ESL and one for volunteers working with GED, reading, writing and math. In addition, volunteers who lead student groups are required to participate in two hours of in-service training per year.

ESL Pre-Service training description

This training prepares volunteers to work with adult students who are learning English. It also prepares volunteers to tutor adult English language learners in math, citizenship, computers or job skills.

Objectives:

After completing this training tutors will be able to...

- * Communicate with language learners.
- * Identify best practices for tutoring.
- * Describe an activity's purpose, the skills it practices and how to adapt it.
- * Prepare students to do an activity.
- * Assist in a conversation or literacy lesson.

Participants will receive a copy of the MLC Tutor Manual with background information, activity ideas, and sample lesson plans plus on-going access to in-service workshops and tutoring materials.

Reading, Writing, Math and GED 12-hour description

This training prepares volunteers to work with adult native English speakers or high-level ESL students on reading, writing and math goals. Volunteers may work 1-1, lead classes, or serve as classroom assistants.

Objectives:

This training will give you the tools to become a successful tutor. You'll learn valuable strategies for teaching reading, writing and math. You'll also gain a greater understanding of some of the challenges your learner may face when trying to learn to read and write. You'll learn how to:

- * Establish academic and real-life reading and writing goals with your students
- * Use textbooks to meet your students' goals
- * Teach alphabets, fluency, vocabulary and comprehension
- * Help your students prepare for the GED tests
- * Plan lessons that meet your students' needs
- * Find the many teaching resources available to volunteer tutors

Participants will receive a tutoring handbook with background information, activity ideas, and sample lesson plans plus on-going access to in-service workshops and tutoring materials.

At agencies that use volunteers in non-teaching capacities training and orientation is done by the agency covering relevant content on site.

2.6.2 What training do you provide on an ongoing basis for volunteers in the consortium?

In addition volunteers in the consortium are encouraged to participate in a wide variety of training opportunities provided by MLC and other member agencies. MLC offers year-round in-service and pre-service training, as well as twice-yearly tutor training events (a Fall Kickoff and Spring Refresher) that include a variety of teaching topics in a three to four-hour mini-conference. The literacy council also shares teaching information and resources regularly with SPCLC volunteers through email tutor tips (lesson ideas, resources and activities) and e-newsletters, and engages volunteers in discussions and information-sharing on topics related to ABE and ESL through quarterly book club meetings and movie nights.

2.7 How has the consortium implemented the ABE Student Progress Policy?

SPCLC members each run the “Student non-Progress Report” regularly to find students who have been attending close to two years without a level gain. Students are then put on an improvement plan and if no improvement is made after 6 more months they are referred out, hopefully to other programming that might more adequately meet their needs.