

# SABES Workplan FY07-08

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## Introduction

This is a two year workplan for FY07 and FY08. The workplan is organized to correspond to the Massachusetts Indicators of Program Quality (IPQ). In this way, we are promoting alignment between the state goals, the state monitoring process, and the professional development system.

With each workplan goal, there is a chart that lists group activities over three years, FY06-08, organized by IPQ. Activities are characterized as core, specialized, or responsive. Core is defined as addressing essential knowledge or skills for the field in general or for a content area or role that is prevalent in the field. Core activities listed with a particular title, e.g. “ESOL Foundations” are not always identical from region to region, but they address the same content areas. Core activities do not necessarily need to be offered every year, but there needs to be a plan to offer them systematically, e.g. every two or three years. If an item is listed in the core column, it may be offered in just one region, several regions, or all regions in a given year.

Specialized activities are designed for specialty areas identified as such by ACLS. They are either funded through a separate code from the Community Adult Learning Centers or they are program service options. These include workplace education, family literacy, distance learning, transitions, volunteers, student leadership, homeless, corrections, EL/civics, and health.

Responsive activities are not all specified in the workplan, but examples are given. We decide to offer them based on input from the field (through program needs assessments, practitioner self-assessments, workshop evaluation comments, group discussions, etc.), examination of research in ABE, and/or analysis of national and local trends.

In addition to this workplan, each year there will be an Excel projected output chart that details all the activities, including the number of times each is offered, total hours, region, projected numbers of participants and sites, audience, purpose, and date of completion.

## Overview of SABES

### SABES Mission

SABES promotes high quality adult basic education services through training, support, and resources that improve the skills and knowledge of practitioners and strengthen programs. We achieve this mission by:

- providing staff development that stresses participation, reflection, and innovation
- discovering and sharing relevant research and effective practices
- collaborating with other organizations and agencies, and
- remaining responsive to the field and to adult learners.

Through this combination of partnership and leadership, we develop the field's capacity to equip learners to succeed in the economy, contribute more fully to their families and communities, develop leadership skills, and reach personal learning goals.

### SABES Structure

The SABES system consists of six coordinated but separately funded entities: a Central Resource Center (CRC) at World Education and Regional Support Centers (RSC) located at the University of Massachusetts/Boston, Bristol Community College, Holyoke Community College, Northern Essex Community College, and Quinsigamond Community College. The CRC is responsible for coordination of the system and of specific initiatives and for publication of *Field Notes*. The RSCs offer training, technical assistance, and other support to practitioners and programs in their regions.

### SABES Activities

In order to meet the needs of the field, SABES provides support in a variety of ways. These include:

- Group activities, including workshops, conferences, courses, mini-courses, institutes, sharing groups, and study groups
- Technical assistance: customized support for practitioners and programs, including
  - A response to a request for help from one or more practitioners or programs provided in person, on the phone, or by e-mail.
  - Follow up provided after a workshop or course in order to ascertain whether practitioners have incorporated learning and, if appropriate, to provide assistance in application of learning.
  - Support for a program to address needs identified through a DOE monitoring visit
- Connection to resources and research through the SABES website, publications, and technical assistance
- Support for teachers working towards licensure
- Practitioner leadership development
- ABE student leadership development
- Participation in collaborations and system-building activities

SABES incorporates research on content areas and on professional development methods into the design and delivery of activities. In order to improve access and follow up, an increasing number of SABES activities will include distance learning components.

## **FY07-08 Workplan Overview**

Highlights of the workplan include a three-year math initiative, work with the ABE Curriculum Frameworks, support in the core teaching areas of ESOL and ABE, integration of technology and workforce development in various areas of the workplan, implementation of a core curriculum for directors, and support for practitioners and programs to meet NRS guidelines in an exemplary way.

**Curriculum:** Curriculum Development is an ongoing process that requires input and involvement from a whole program: learners, instructors, counselors, and the director. SABES will continue to support and guide ABE programs as they develop curricula that incorporate learner goals and are aligned with the Massachusetts ABE Curriculum Frameworks.

**Improving instruction:** Creative, dynamic and effective instructional design is the heart of every ABE program mission. It enables learners to meet their learning goals as steps towards life goals. SABES will provide a range of intensive trainings for core instructional support as well as support for improved instruction and program development in specialized areas. SABES will also develop and/or facilitate support for topics related to improving instruction as requested by programs and practitioners. Activities will support the use of a variety of approaches to meet the needs of students with learning disabilities and with different learning styles. Finally, SABES recognizes the importance of integrating various technologies into curriculum and instructional design in order to support development of learner skills in using technology, and to expand access for learners.

**Licensure:** The array of information session, web support, real-time license-seekers' cohorts, technical assistance, and license compatible-courses enables increasing numbers of ABE practitioners to complete components of the Massachusetts ABE Licensure process and to prepare for the licensure observation and final interview.

**Mathematics Initiative:** SABES will continue to support professional development focused on a specific content area. FY06 was the first year of a three-year Mathematics initiative. In FY07 and FY08, SABES will offer a variety of mathematics-related professional development opportunities designed to improve student learning by strengthening teachers' mathematics understanding and confidence in teaching mathematics, and to develop practitioner leadership in the field.

**Workforce Development:** For many adult learners, seeking a job, a career path, or an improved employment opportunity are major goals. The Massachusetts Workforce Development system operates as a separate but complementary system for support to employment readiness, career awareness, job search, and career advancement. In order to provide the most useful and comprehensive support for learners in meeting their goals, SABES will continue to work towards inclusion of workforce development content in ABE programming, increased capacity of ABE

programs and practitioners related to workforce development, and coordination with the workforce development system.

**Assessment:** SABES will provide training and certification in administration and scoring of the REEP and BEST Plus assessments as well as recertification as needed. In addition, we will train practitioners to administer the Woodcock Reading Test. With the advent of the new ABE Reading and Math test, all the learning gains assessments will be strongly connected with the Curriculum Frameworks. Practitioners will need help making those connections, applying what they learn to classroom practice, and informing learners of their progress. Most practitioners will need to have some grasp of standardized assessment basics, which will be provided with a short online course.

**Counseling:** Counseling courses and sharing groups will provide an overview of the roles and responsibilities of counselors, developing referral networks, and ethical issues. SABES will assist practitioners to meet the needs of students with disabilities.

**Community Planning:** SABES orients, supports, and assists local Community Planning Partnerships, in which DOE-funded ABE programs are required to participate. Community Partnerships are ongoing collaboratives of ABE programs and other local service providers and stakeholders, including social services, businesses, and others, which assist ABE learners to access the full range of needed services. SABES helps the Community Partnerships conduct community-wide assets and needs assessments, develop and implement strategic plans for their community, and strengthen support mechanisms for students, particularly from under-served groups, in their communities. Community partnerships vary greatly in their capacity, participation, focus and membership. SABES's role is to help train, strengthen, sustain, and build the capacity of the partnerships.

**Activities for Directors and Coordinators:** IPQs 5 and 7 are focused on the work of directors, coordinators, and staff/program development facilitators. Through a highly participatory process in FY05, SABES drafted a core curriculum for directors. This includes three major areas of focus: planning and evaluation, human resources, and educational and community leadership. Based on the recommendation of the field, SABES will offer a summer institute for new, experienced, and aspiring directors in FY07 and FY08. In addition, each year we will offer a 15-hour course addressing one of the focus areas. We will continue to support staff/program development facilitators through regional meetings, building on our experience in FY06.

### **Learning Resources:**

The Learning Resources group—comprising both the library and Web components of SABES—provides support to SABES staff, practitioners, and ACLS by maintaining a library of effective, up-to-date teaching materials and extensive, current, research-related resources on staff development and adult learning, along with a content-rich, well-organized Web site. We also offer an online calendar of upcoming SABES staff development activities, and we publish statewide and regional newsletters. While this work is integrated in the fabric of each workplan area, it should be seen as a discreet core element that helps advance all the work of SABES and the field.

Regional staff will respond to questions from practitioners in their regions regarding resources, especially those that arise in the context of staff development activities or TA requests; request and handle selections of materials from the main SABES Library for display at regional staff development activities; give input to SABES Library collection development; produce regional publications; and identify and select materials for posting on the SABES website. They may also facilitate or organize regional staff development activities focusing on resources and research, such as research study circles, book groups, trainings in research-to-practice and evidence-based practice.

**SMARTT and Cognos Support:** SABES provides training and technical assistance to ABE program staff to enter data into the SMARTT system in a timely and accurate manner and to use Cognos reports for program evaluation and planning.

**General Technology:** SABES provides training and technical support to ABE program staff for the effective use of technology tools and web resources for purposes of classroom instruction, organizational management and professional development.

This workplan aims to support continuous movement towards a high quality ABE system in Massachusetts while recognizing the realities of resources and staffing structures in the field.

## **Workplan Goals, Objectives, and Activities**

(The specific activities planned for each year are displayed on Excel spreadsheets entitled "Workplan Projected Outputs FY07" and "Workplan Projected Outputs FY08" respectively.)

**IPQ 1: Curriculum development and instruction are aligned with and incorporate learning standards from the Massachusetts ABE Curriculum Frameworks and contribute to students' progress toward achieving their goals.**

**IPQ 2: Students demonstrate gains in literacy and/or English skills and abilities that impact their roles as workers, family members, community members, and as lifelong learners.**

**Goal 1.1: ABE practitioners and programs will explore, adapt, and/or develop high quality curriculum and instructional design based on their learners' goals and interests and guided by the state's Curriculum Frameworks; will assess and evaluate learner progress; and will support learners' efforts to articulate purposes for attending ABE classes and to attain their goals as workers, family members and community members.**

### **Objectives:**

**1.1.A Curriculum Development:** To provide training and technical assistance that will increase ABE programs' and practitioners' understanding of the Massachusetts ABE Curriculum Frameworks, and, to provide training and technical assistance for programs and practitioners to enable them to

develop learner-centered curriculum that is guided by the Massachusetts ABE Curriculum Frameworks and student goals and assessment data.

- 1.1.B Improving Instruction:** To provide training and technical assistance for programs and practitioners to support them in designing and implementing effective instruction.
- 1.1.C Math Initiative:** To provide activities designed to improve practitioners' understanding of mathematics and confidence in teaching math in order to improve students' learning of mathematics.
- 1.1.D Licensure:** To provide licensure level coursework, guidance, and support for practitioners who are pursuing the Massachusetts ABE Teachers' License.
- 1.1.E Workforce Development:** to provide training and technical assistance to support the integration of employability and career-related content into instructional design.
- 1.1.F Technology:** To increase practitioners' comfort and adeptness in using technology for: accessing resources for classroom use, integrating technology as a tool for instruction, modeling appropriate use of technology for adult learners, and using technology tools for their professional growth.
- 1.1.G Student Leadership:** To support student leadership development efforts at the program and regional levels.

**Goal 1.2: Practitioners will have a solid understanding of the design, development, and purpose of standardized tests so that they and their learners will understand the value and limitations of standardized test data.**

**Objectives:**

- 1.2. A.** To provide clear, consistent, and accurate professional development for administering and scoring state-mandated learning gains assessments.
- 1.2. B.** To help practitioners understand the basic elements of standardized testing.
- 1.2. C.** To provide guidance on how to incorporate standardized test data with other assessment data to guide instruction.

**Goal 1.3: ABE programs and practitioners will provide effective instruction and counseling needed to integrate student goal-setting into ABE practice in order to support student learning, motivation, retention, and goal attainment.**

**Objectives:**

- 1.3.A** To increase programs' and practitioners' expertise in integrating effective goal-setting practices throughout their program; to provide programs and practitioners with the tools, information, and support to assist ABE Learners in reaching their goals; and, to provide

practitioners with leadership development opportunities to assist ABE learners throughout their program in reaching their goals.

**Group activities with the field**

Type	FY06	FY07	FY08
Core: Curriculum	Intro to Curriculum Frameworks and Curriculum Development	Intro to Curriculum Frameworks and Curriculum Development	Intro to Curriculum Frameworks and Curriculum Development
Core: Improving Instruction	New Staff Orientation ABE foundations ESOL foundations LD foundations GED orientation  Pre-GED/GED Numeracy: Data and Algebra TIAN Institute	New Staff Orientation ABE foundations ESOL foundations LD foundations GED orientation  Integrating Assessments into Classroom Practice Reading Training Numeracy Course  How to Contextualize Curriculum	New Staff Orientation ABE foundations ESOL foundations LD foundations GED orientation  Integrating Assessments into Classroom Practice Reading Training Pre-GED/GED Numeracy: Data and Algebra  How to Contextualize Curriculum
Core: Licensure	License-seeking cohorts  Adult Development course	License-seeking cohorts  Adult Learning Theory course	License-seeking cohorts  Adult Development course

Type	FY06	FY07	FY08
Core: Workforce Development	Teaching Job Readiness Skills in the ABE/ESOL Classroom	Integrating Career Awareness in the ABE/ESOL Classroom	Integrating Career Awareness in the ABE/ESOL Classroom  Teaching Job Readiness Skills in the ABE/ESOL Classroom
Core: Assessment	BEST Plus Administration  TABE  REEP Administration  REEP Scoring  REEP Scoring Recalibration	BEST Plus Administration  BEST Plus recertification (?)  REEP Administration  REEP Scoring  REEP Scoring Recalibration  Fundamentals of Assessment  TABE	BEST Plus Administration  BEST Plus recertification (?)  REEP Administration  REEP Scoring  REEP Scoring Recalibration  Fundamentals of Assessment  TABE
Core: Countable Outcomes	Countable Outcomes  Advanced Goal Setting To Support Countable Outcomes Pilot	Countable Outcomes  Goal-Setting in the Classroom	Countable Outcomes  Goal-Setting in the Classroom
Specialized	CHOC Conference  Integrating Student Leadership into Program Design  Regional student leadership team activities  Student Leadership Projects  How to Contextualize Curriculum for the Workplace	CHOC Conference  Student leadership mini-grants  Regional student leadership teams	CHOC Conference  Student leadership mini-grants  Regional student leadership teams  Distance learning

Type	FY06	FY07	FY08
Responsive	<p>Examples include:</p> <p>Additional training and support for ABE, ASE, ESOL, LD and other disability topics, diversity, conflict resolution and cultural competency</p> <p>Math strand at Network</p> <p>Utilizing Labor Market Information in the ABE/ESOL Classroom</p> <p>License information sessions</p> <p>Learning Disabilities course</p> <p>Learn-to-learn</p>	<p>Examples may include:</p> <p>Additional training and support for ABE, ASE, ESOL, LD and other disability topics, diversity, conflict resolution and cultural competency</p> <p>Math Initiative event and workshops at Network 2006</p> <p>Regional Intensive Math Activities</p> <p>Immigration issues facing ABE/ESOL learners</p> <p>Worker rights in the workplace/health and safety for ABE/ESOL learners</p> <p>How to Teach U.S. Workplace Culture to New Immigrants and those with Little Work History</p> <p>License information sessions</p> <p>Learn-to-learn</p> <p>General Technology training</p> <p>Tech Sharing Groups and or Open House Demo Days</p>	<p>Examples may include:</p> <p>Additional training and support for ABE, ASE, ESOL, LD and other disability topics, diversity, conflict resolution and cultural competency</p> <p>Math Initiative event and workshops at Network 2007</p> <p>Regional Intensive Math Activities</p> <p>Statewide Math Conference</p> <p>Immigration issues facing ABE/ESOL learners</p> <p>Worker rights in the workplace/workplace health and safety for ABE/ESOL learners</p> <p>How to Teach U.S. Workplace Culture to New Immigrants and those with Little Work History</p> <p>Incorporating industry-specific skill standards into ABE curricula and materials</p> <p>License information sessions</p> <p>Learn-to-learn</p> <p>Integrating technology into instruction course</p> <p>General Technology training</p> <p>Tech Sharing Groups and or Open House Demo Days</p>

Type	FY06	FY07	FY08
		Facilitated Statewide (VC) Discussion on Countable Outcomes Facilitating or organizing regional staff development activities focusing on resources and research, such as research study circles, book groups, trainings in research-to-practice and evidence-based practice.	Facilitated Statewide (VC) Discussion on Countable Outcomes Facilitating or organizing regional staff development activities focusing on resources and research, such as research study circles, book groups, trainings in research-to-practice and evidence-based practice.

### Technical Assistance

- General TA on curriculum and instruction
- Follow up TA for curriculum development course (6 months after course completion)
- Math initiative: meeting with regional groups to observe or facilitate some aspect of intensive mathematics instruction
- Licensure: TA to address questions concerning the licensure process, portfolio development, teacher observation and other aspects of the licensure process
- Workforce Development: TA concerning integration of workforce development content into curriculum and instruction, including employability, job search skills and career exploration and development, contextualizing curriculum, integrating job readiness into curriculum, developing/implementing integrated programming as requested
- General technology TA focusing on the use of technology tools during classroom instruction, identifying and accessing web based classroom resources, and recommendations on appropriate educational software.
- TA on issues related to standardized assessment, including the new ABE assessment, and to countable outcomes and goal setting

### Training Development and Training of Trainers

- Survey field to assess demand for and develop, if demand warrants, a technology Summer Institute
- Convert at least one existing course to a distance learning format
- Set up a work group to examine current LD training and plan for a sequence of LD trainings in subsequent years
- Re-examine learning objectives and revise New Staff Orientation to incorporate e-learning
- Training of trainers for “Integrating Career Awareness in the ABE Classroom”
- Revise Career Awareness course
- Training of trainers for Goal-Setting in the Classroom
- Revise Goal-Setting in the Classroom based on feedback from the FY06 pilot.

**Additional Math Initiative activities:**

- Conduct evaluation activities
- Create and distribute publicity materials
- With TERC, incorporate TIAN practitioners into math initiative activities
- Hold planning/professional development meetings with math practitioner leaders

**IPQ 3: Non-instructional Services: The program offers services to support instruction and meet students' needs.**

**Goal 3.1: ABE programs and practitioners will provide effective counseling in order to support student learning, motivation, retention and goal attainment in their roles as a family member, community member, worker and lifelong learner.**

**Objectives:**

- 3.1. A.** To provide training and technical assistance to support counselors in their roles
- 3.1. B.** To provide opportunities for counselors to share information and do joint problem-solving
- 3.1. C.** To provide information and resources related to universal design, disabilities and accommodations

**Group activities with the field**

<b>Type</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
Core	Introduction to Counseling Basics  Orientation to ADA Coordinator Role	Introduction to Counseling in ABE  Update on ADA regulations/Review of ADA Coordinator Role	Introduction to Counseling in ABE  Update on ADA regulations/Review of ADA Coordinator Role
Specialized			
Responsive	Examples include:  Counseling Sharing groups  ADA series  Overview of a Disability  GED Test accommodations	Examples may include:  ADA series  Overview of a Disability and possible educational accommodations at ABE programs  GED Test accommodations	Examples may include:  ADA series  Overview of a Disability and possible educational accommodations at ABE programs  GED Test accommodations

	Advanced Counseling Ethics		Counseling modules
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**Technical Assistance**

- TA on counseling and ADA issues

**Training development and Training of Trainers**

- Review and update the Introduction to Counseling Training in FY07
- Train the trainer for the Introduction to Counseling Training in FY07 and 08
- Determine core skills for counselors and develop training topics for FY08

**IPQ 4: Non-instructional Services: The program has developed linkages that connect community assets to student needs.**

**Goal 4.1: Through increased ABE program linkages to and planning and coordination with community partners, ABE learners will benefit from more efficient use of and access to community resources.**

**Objectives:**

- 4.1. A.** To assist local partnerships in implementing their strategic plans
- 4.1. B.** To build specific skills of Community Planners
- 4.1. C.** To strengthen and maintain existing partnerships, especially with employer/business participants
- 4.1. D.** To assist ABE programs and their learners to use community planning to access local services and resources

**Goal 4.2: Through an increased understanding of workforce development and the development of greater linkages, integration, and coordination with workforce development organizations, ABE programs and practitioners will be better able to help ABE learners meet their employment and career goals.**

**Objectives:**

- 4.2. A.** To provide training to understand the workforce development system
- 4.2. B.** To enable programs to strengthen linkages with the workforce development system, employers and job skills training organizations.
- 4.2. C.** To develop practitioners' and programs' ability to implement and build capacity for workplace education.

**Group activities with the field**

<b>Type</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
Core	<p>Community planning Orientation</p> <p>Engaging community planning partnerships in implementing their strategic plans.</p> <p>Logistics for one 2-hr. community planning dialogue meeting in each region.</p> <p>How ABE programs can develop effective MOA's with Career Centers</p>	<p>Community planning Orientation</p> <p>How to Collect and Analyze Primary Data about Your Community</p> <p>Introduction to Workforce Development</p>	<p>Community planning Orientation</p> <p>Introduction to Workforce Development</p>
Specialized	<p>Workplace Needs Analysis (with MWER)</p> <p>Building and institutionalizing effective PET teams (with MWER)</p>	<p>Marketing to Business (with MWER)</p> <p>Building and institutionalizing effective PET teams (with MWER)</p>	<p>Marketing to Business (with MWER)</p> <p>Building and institutionalizing effective PET teams (with MWER)</p>
Responsive			<p>Examples may include:</p> <p>Regional community planning trainings/sharing groups</p> <p>Regional community planning trainings/sharing groups</p> <p>Strategies for developing effective partnerships with businesses, unions, labor-management partnerships</p> <p>Building WFD/ABE Program collaborations</p> <p>Next Steps for ABE Learners: resources for employment,</p>

			higher ed, skills training
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Type	FY06	FY07	FY08
	<p>with businesses, unions, labor-management partnerships</p> <p>How to Identify and Approach Employer for potential partnerships on WFD and CP</p> <p>How to market ABE services to employers and develop a working partnership</p> <p>Engaging community partnerships in implementing their strategic plans</p> <p>Building effective WFD/ABE collaborations</p>	<p>businesses, unions, labor-management partnerships</p> <p>Next Steps for ABE Learners: resources for employment, higher ed, skills training</p>	

**Technical Assistance**

- TA on workforce development and community planning issues, such as working with workforce development organizations, developing partnerships with employers and/or job training organizations, and integrated programming
- Program visits with Program Specialists to provide TA on community planning as resources permit

**Training development and Training of Trainers**

- Develop training on How to Collect and Analyze Primary Data about Your Community
- Develop Introduction to Workforce Development workshop
- Work with University of Massachusetts Labor Resource Center to adapt their nine-module worker rights curriculum for an ABE practitioner audience.
- Visits to PET meetings by SABES staff (1/region)

**IPQ 5: Management and Leadership: Program Planning embodies effective organizational structures and processes to serve the needs of adult students.**

**Goal 5.1: Programs will engage in effective planning that will lead to an increased capacity to meet the needs of their learners.**

**Objectives:**

- 5.1. A.** To provide training and technical assistance on continuous improvement planning
- 5.1. B.** To provide training and technical assistance on using data for program improvement
- 5.1. C.** To provide training on using the Massachusetts Guidelines for Effective ABE
- 5.1. D.** To provide training, support and a forum for staff/program development facilitators to plan integrated program and staff development, exchange information and do joint problem-solving.

**Group activities with the field**

<b>Type</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
Core	Planning for Program Improvement course  Data analysis module and Excel pre-requisite  Program Design  Program Design refreshers  Program/Staff Development Facilitators' Meetings/Sharing	Planning for Program Improvement course (including Data Analysis)  Program Design and pre-requisite (orientation to SMARTT for new Directors)  Program Design Update  Program/Staff Development Facilitators' Meetings	Planning for Program Improvement course  Data analysis module and Excel pre-requisite  Program Design and pre-requisite (orientation to SMARTT for new Directors)  Program Design Update  Program/Staff Development Facilitators' Meetings
Specialized			
Responsive			

**Technical Assistance**

- Follow up on Planning for Program Improvement course from FY06

- Monitoring follow up
- Follow up to Program/Staff Development Facilitator sharing meetings

### **Training development and Training of Trainers**

- Revise Data Analysis course to include performance standards and update for changes in Cognos
- Revise Planning for Program Improvement course to include performance standards

**IPQ 7: Management and Leadership: program management and accountability are efficient, and effectively address all components of service delivery.**

**Goal 7.1: Program administrators will effectively lead and manage all aspects of their programs and ensure that staff deliver all services effectively.**

#### **Objectives:**

- 7.1. A.** To provide training and technical assistance to directors and coordinators on human resource issues
- 7.1. B.** To provide training and technical assistance to directors and coordinators on educational and community leadership
- 7.1. C.** To provide a two-three day institute for directors and aspiring directors with an overview of the core functions of directors
- 7.1. D.** To provide training and technical assistance to program directors, data entry staff, and others so that they fully understand the SMARTT/Cognos system and the relation of student data to NRS and the Massachusetts ABE Guidelines.
- 7.1. E.** To provide opportunities for directors to interact regionally to share ideas and experiences and engage in joint problem-solving (*process varies by region*)
- 7.1. F.** To provide additional training and technical assistance that meet the needs and interests of directors, e.g. in grant-writing, media relations, etc.

### Group activities with the field

Type	FY06	FY07	FY08
Core	Promoting Staff Diversity  SMARTT New User  SMARTT Updates  Cognos Updates	Human Resource Development course  Director Institute  SMARTT New User  SMARTT Updates  Cognos Updates	Educational and Community Leadership course  Director Institute  SMARTT New User  SMARTT Updates  Cognos Updates
Specialized		Volunteer management	Volunteer management
Responsive	Examples include:  Director sharing groups (C, SE, NE),  Conflict resolution  Improving attendance sharing group	Examples may include:  Director sharing groups  EXCEL for Program Managers	Examples may include:  Director sharing groups  EXCEL for Program Managers

#### Technical Assistance

- Follow up on Human Resources course
- General program management TA
- SMARTT / Cognos TA

#### Training development and Training of Trainers

- Develop Educational and Community Leadership course—short and long versions
- Train the trainer for Human Resources course
- Revise Human Resources course
- Revise Educational and Community Leadership course

## IPQ 8: Other

### Resources and Publications

**Goal 8.1: Program administrators and others will acquire the skills and knowledge to enable them to evaluate, select and incorporate meaningful resources and information services in their teaching practice, program administration and professional development.**

#### Objectives:

- 8.1. A** To heighten the awareness of and access to Adult Literacy resources including the SABES resource collection.
- 8.1. B.** To provide practitioners with Web access to educational resources and information on staff development activities.
- 8.1. C.** To produce and disseminate publications in order to share exemplary practices and innovations within the Massachusetts adult basic education community.

#### Activities

**Objective A: To heighten the awareness of and access to Adult Literacy resources including the SABES resource collection.**

- Promote resources and services of the consolidated library via flyers, brochures, *Field Notes*, regional newsletters and the SABES Web site. Exhibit and discuss SABES resources at a total of five already-scheduled workshops per region and five statewide or SABES regional conferences.
- Provide technical assistance and/or referrals to the central SABES library in response to requests from practitioners, groups of practitioners, programs and SABES staff in regards to supplemental resources within the following areas: Curriculum and Instruction; Assessment, Countable Outcomes, and Goal-setting; Organizational Development; Community Planning; Student Leadership; Licensure; Technology; Workforce Development; and Family Literacy.
- Organize and provide in-service training for SABES staff on the incorporation of research-related resources across workplan areas.

**Objective B: To provide practitioners with Web access to educational resources and information on staff development activities.**

- Maintain, revise and publicize the SABES Web site, including original documents, bibliographies, response forms, and links to exemplary external sites and online resources. Incorporate, maintain and update Web pages or sections for the following

areas: Assessment and Countable Outcomes, Organizational Development; Curriculum and Instruction (including GED); Licensure, Community Planning; Workforce Development; Math Initiative, Library, Technology, and SMARTT. Produce quarterly Web statistics report.

- Coordinate the content generation and site maintenance for the SABES Web presence.
- Organize and provide in-service training and TA for SABES staff on both content provider and end-user roles. Training would cover content protocols, content generation, search strategies, and resource evaluation.
- Maintain and update the *Field Guide to Educational Research* and links to online research-related resources.
- Maintain and, as budgets allow, coordinate further development of the online event calendar and registration process for SABES professional development activities. Provide training and TA to regional staff as needed.
- In FY07 and FY08, conduct usability study and/or focus group evaluation of the SABES Web site.

**Objective C: To produce and disseminate publications in order to share exemplary practices and innovations within the Massachusetts adult basic education community.**

- Develop, produce (in print and electronically), and disseminate three issues of *Field Notes* to Massachusetts ABE practitioners. Recruit and support 7 new writers and contributors to *Field Notes*. Conduct two meetings of the *Field Notes* Advisory Group to seek input on issue themes and refinements.
- Develop and produce at least one publication per region, such as newsletters, student writing journals, and specialty publications. Disseminate on paper and/or electronically (based on user preference) to Massachusetts ABE practitioners and to ACLS office.
- Develop and produce two publications related to the math initiative:
  - *The Problem Solver* (twice a year)
  - Math Initiative Bulletin consisting of research re-prints and math problems (4 times a year)
- Produce at least one compilation of promising practices in ABE/workforce development, including programs, models, tools, materials, curricula and other resources focused on ABE/WFD integration or integrated programming, contextualized curricula, specialized programming, and ABE/employer partnerships; may include existing/previously developed curricula, materials and resources for use by ABE programs and practitioners.
- Compile information on resources for financial literacy education and post on [sabes.org](http://sabes.org).

## **SABES System Development**

**Goal 8.2: To increase the effectiveness of the SABES system through planning, professional development of SABES staff, data analysis, collaboration, and evaluation.**

### **Objectives:**

- 8.2. A.** To strengthen and expand the skills and knowledge of SABES staff
- 8.2. B.** To coordinate Massachusetts staff and program development efforts with other state, regional, national, and international adult literacy, workforce development, and civic organizations
- 8.2. C.** To ensure high visibility of SABES and of SABES activities to reach a wide audience
- 8.2. D.** To conduct system-wide planning based on examination of data on practitioner needs, trends in the field, aggregate ABE program data, and participation in SABES activities

### **Activities**

#### **Objective A: To develop the skills and knowledge of SABES staff (and consultants)**

- All SABES staff members will develop and implement a professional development plan representing 2.5% of their paid hours. Plans will include individual staff development needs and interests as well as professional development related to SABES goals and objectives. Examples may include training of trainers for study circle facilitation, study group on distance learning, training on videoconferencing for delivery of staff development activities, policy updates from ACLS, training/ systemwide dialogue on curriculum definitions and Curriculum Frameworks, training on SMARTT and Cognos.
- Develop and implement train the trainer on training facilitation

#### **Objective B: To coordinate Massachusetts staff and program development efforts with other state, regional, national, and international adult literacy, workforce development, and civic organizations.**

- Maintain linkages with adult education professional organizations, workforce development organizations, and other relevant groups through participation in boards, committees, meetings, and listservs.

#### **Objective C: To ensure high visibility of SABES and of SABES activities to reach a wide audience.**

- Prepare an annual at-a-glance activity listing and post it to the website
- Post all training on SABES online calendar 60 days in advance
- Participate actively and in a coordinated way in conferences as budgets permit

**Objective D: To conduct system-wide planning based on examination of data on practitioner needs, trends in the field, aggregate ABE program data, and participation in SABES activities.**

- Conduct ongoing evaluation activities, including:
  - Use a common evaluation form for all SABES activities
  - Compile and summarize data from activity evaluations
  - Prepare logic models for specific areas of work
  - Prepare reports on data on activity participation from SMARTT PD
  - Review data on a quarterly basis
- Conduct needs assessments through discussions with and surveys of Program/Staff Development Facilitators
- Discuss the content of selected foundations courses across the regions
- Hold at least two meetings with ACLS on major topics in the field to increase communication, understanding, and learning and develop a shared vision.
- Plan and implement an effective structure and process for the SABES Advisory Group
- Convene two statewide meetings of the SABES Workforce Development Advisory Committee and subcommittees as needed.
- Participate in the external evaluation of SABES
- Conduct planning based on information gathered through the above activities
- Review and update SABES policies and procedures manual as needed
- Draft a chart of activities for FY08 that fits with the FY07/08 workplan and is informed by the above processes.

## **DESCRIPTIONS OF SABES CORE COURSES**

### **Introduction to Curriculum Frameworks and Curriculum Development**

The “Introduction to Curriculum Frameworks and Curriculum Development Mini-Course” is a 3-part workshop providing an intensive introduction to the Massachusetts ABE Curriculum Frameworks and the tools to develop good curriculum. Through interactive sessions, participants develop an understanding of the definition of “curriculum,” and are able to identify specific components of the Massachusetts Curriculum Frameworks for ABE. As a result of the workshops, participants are able to describe the elements in at least one curriculum development process, and to develop a curriculum unit or lesson plan that incorporate learner goals, the Curriculum Frameworks, and classroom-based assessment. Feedback is incorporated during and after the workshop, and targeted technical assistance is available to workshop participants.

### **Adult Learning Theory**

This course on Adult Learning Theory is designed to give ABE practitioners a theoretical framework for teaching and learning in the adult basic education classroom. It provides a process for critically examining adult learning theories in concert with experience of working with adult learners. While the substance of the course is adult learning theories, this course provides connections to classroom application. Additionally, participants examine the relationship of adult learning theories to speakers of English as an additional language and to adults with learning challenges and differences. Topical areas include: theories of learning; major theories of adult learning; application of the theories to ABE and ESOL learners; learning styles, differences, and the challenge and relevance of these to theories of adult learning; and analysis of theories and their value for practice.

### **Counseling In ABE**

New ABE program counselors and others who want to learn more about supporting students in their programs will be introduced to the essentials of educational counseling with adult learners in ABE programs including record keeping, mandated reporting, legal obligations for learning accommodations and having a current referral network. Participants will explore how counseling connects with programmatic issues.

### **Advanced Counseling (workshop in the design stage)**

This workshop will help participants examine and explore how their biases, personal values and life experiences affect the educational counseling process. Participants will examine ethical and legal considerations of the counselor’s role as well as mandated reporting. They will explore practical approaches and realistic alternative supports for students.

## **Countable Outcomes, Setting and Managing Effective Student Goals**

This workshop will provide program staff (teachers, counselors, program directors) with an understanding of the importance of learner centered goal setting to various program stakeholders. They will gain an understanding of the MA DOE Countable Outcomes policy and the documentation requirements for goals met. Participants will gain an understanding of goal setting processes within the program

### **Goal Setting in the Classroom**

Setting effective, realistic and attainable student goals should be at the heart of every ABE Program. In order to support learners' goal attainment - goals need to be integrated throughout the program. This 4 hour workshop will provide participants with the hands-on opportunity to learn how to integrate student goals into their classroom practice and throughout their program. This workshop is for all practitioners, counselors and program directors.

### **Teaching Job Readiness Skills In the ABE/ESOL Classroom**

This six hour workshop will provide participants with an introduction to SCANS, EFF, and national skills standards and the MA DOE Work Based Learning Plan. Ways of applying these standards in ABE classrooms will be identified. Participants will evaluate their current classroom management techniques and instructional strategies for their effectiveness in teaching job readiness skills and develop a plan for integrating workforce skills into the curricula.

### **GED Orientation for New Teachers**

This two-session workshop will provide teachers, new to GED teaching and testing, an overview of the GED tests. It will also give participants the opportunity to learn and practice various techniques which demonstrate potential promising practices in teaching a GED class, tips on preparing students for the GED essay, as well as hands-on practice with the official GED calculator. Integrated throughout the workshop will be strategies for dealing with various challenges in the GED classroom including the multi level classroom, open enrollment, unmotivated students, behavioral issues, etc. Participants will have the opportunity to produce a lesson plan which will integrate newly learned techniques and content and receive supportive feedback.

### **Community Planning Orientation**

This all day orientation is designed for those individuals who are new to the role of ABE Community Planning Coordinator or are new members of a Community Partnership. The content of the orientation will include a review of the ABE Community Planning Process, the role of the Community Planning Coordinator, the Assessment of Community Assets and Needs, and Strategic Planning. Participants will also have the opportunity to learn first hand from the experience of other CP coordinators and to review resources available to them and their partnership.

## **Volunteer Management**

This 5-hour participatory workshop-style training is designed for both new and experienced volunteer coordinators. Participants identify, share and explore ways to improve the effectiveness and efficiency of their programs. Topics include recruitment, training, support and retention of the volunteers; issues of liability, safety and confidentiality; procedures for assessment and DOE documentation.

## **Human Resources Course for Program Directors (in the design stage)**

Three 5-hour sessions compose the 15-hour training on human resource issues for novice and experienced directors. The three sessions touch broadly on: Hiring and Terminating Employees (Session 1); Orienting New Employees and Setting the Climate for Communication (Session 2); and Supervising and Evaluating Employees (Session 3). Subtopics covered within those sessions include, but are not limited to: writing job descriptions that meet your program's needs; recruiting with diversity in mind; interviewing to maximize staff potential; complying with the law; orienting new staff to get the right start; contracts and benefits; communication styles; supervision profiles; teacher observations; coaching and team building; and staff performance evaluation. Directors work on documents specific to their programs, and they should leave the training with a revised, outlined, or completed supervisor's handbook. Activities within each session are weighted to reflect the needs of participants.

## **ABE Program Design Training**

This 15-20 hour course will provide participants with the skills to independently develop an overall Program Plan that is consistent with the Massachusetts Guidelines for Effective ABE and MA DOE policy requirements. Participants will also understand the collaborative process that has been used in Massachusetts since the late 1980's to strengthen adult education services and the role of the Massachusetts Guidelines for Effective ABE and the Massachusetts Rates System. Participants will be able to distinguish between requirements and recommendations of the Massachusetts Guidelines for Effective ABE Programs.

## **Planning for Program Improvement**

This course introduces a process of planning for program improvement. Participants learn pre-planning steps that create a foundation for successful planning and identify human and contextual pitfalls that can occur in the planning process and strategies to address them. They practice a process for identifying program improvement issues, develop an action plan for program improvement, and learn how to integrate staff development within the plan. Finally, they address ways to document and evaluate their plan. The 10-hour course, which is paired with the Data Analysis course, is designed for program teams. Between each session, participants apply the steps at their program. By the final session, they have a draft of a program improvement action plan which they can then implement at their program.

A 4-5 hour workshop version of this course is being developed and will form part of the Director Institute.

### **Data Analysis**

This 5-hour course, which is offered as part of the Planning for Program Improvement course and independently, helps participants to understand types and sources of data, data quality, and the benefits of using data to inform program planning. Participants learn how to formulate effective questions and identify appropriate data to help answer those questions. Using Cognos and other sources, they obtain data about their programs and communities and use it to make hypotheses and draw conclusions about their programs. They use Cognos and Excel to analyze data and prepare it for presentation to varied audiences.

### **Integrating Career Awareness**

This workshop will provide participants with an understanding of the building blocks of career planning process including the use of various types of career inventories/assessments and how to interpret them with students, the use of these tools and techniques in the classroom. Participants will learn where to locate resources on the world of work and the job market and how to use and apply them regionally, statewide and nationally.