

SPARC

Support Professional Resource
and Advisory Committee

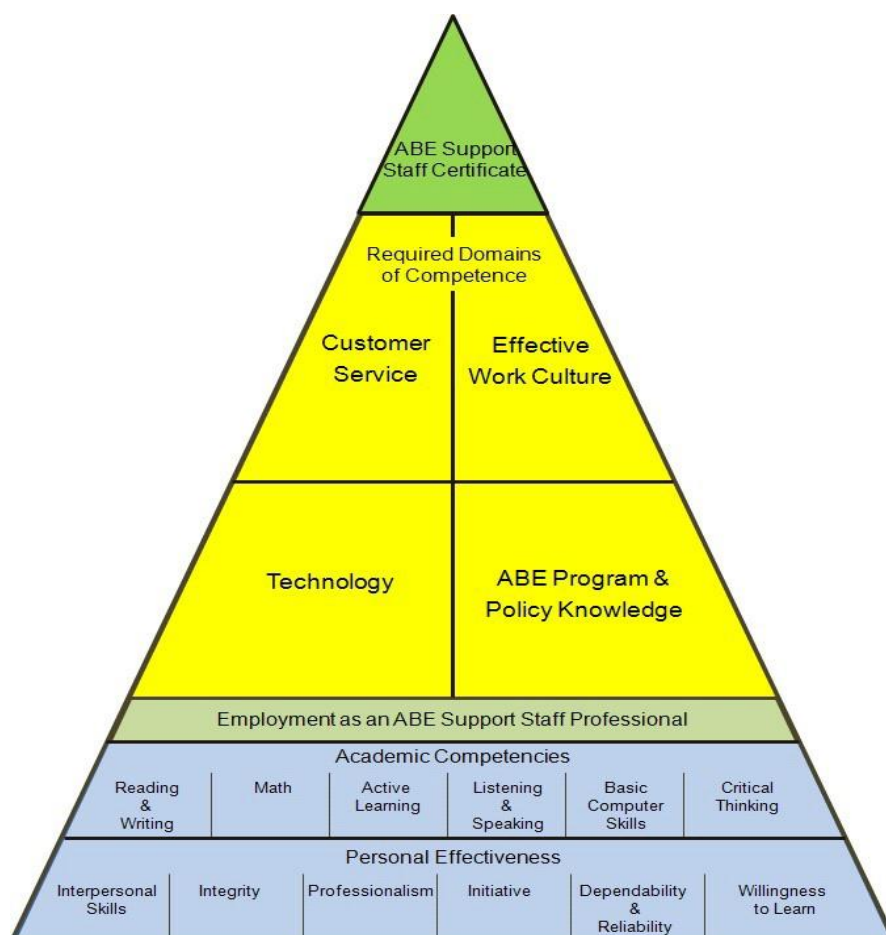
Adult Basic Education Support Professional Certificate

FOR MORE INFORMATION: www.mnabeassessment.com

Index

Support Professionals Certificate Overview	Pg. 3
ABE Support Professionals Checklist	Pg. 5
ABE Program Profile	Pg. 7

Minnesota ABE Support Professional Certificate Overview



To earn the **MN ABE Support Professionals Certificate**, staff must provide evidence of participation in training for each competency in four critical domains: 1) *ABE Program & Policy Knowledge*; 2) *Technology*; 3) *Customer Service*; and 4) *Effective Work Culture*. Specifically:

1. 18 minimum training hours to complete certificate; there is no required order for training components.
2. Evidence of completion of competencies includes Continuing Education Units (CEUs) collected at trainings or submission of a competency worksheet following training.
3. Everyone must complete the Support Staff Orientation (f2f) and complete the *Adult Basic Education Local Program Profile: Support Services Staff* to meet the competencies associated with Domain 1: *ABE Program and Policy Knowledge*.
4. Staff can find appropriate trainings in a variety of venues, including:
 - ABE Support Professionals Conference
 - ABE Summer Institute
 - MLC online training
 - Regional, district or program training
 - Community Education or local college trainings, etc.

Support Professionals Certificate Overview

DOMAIN 1: ABE Program & Policy Knowledge	
Competencies	Activities/training to meet competency
A. Overview of ABE: Programs, History, & Policy B. Local ABE Knowledge: Specific to Consortium, District, Program C. NRS Accountability & Rules D. Assessment: New User, Annual, Certification	New staff orientation – f2f AND Completed <i>Adult Basic Education Local Program Profile: Support Services Staff</i>
DOMAIN 2: Technology	
Competencies	Activities/training to meet competency
A. SiD Database Management (3 hrs minimum)	<ul style="list-style-type: none"> • Using SiD • Effective data management
B. Email Communication (1 hr)	<ul style="list-style-type: none"> • Email training • Email etiquette
C. Technology Tools: Software and/or Equipment (2 hrs)	<ul style="list-style-type: none"> • Tech tools: SMARTBoards, iPads, etc. • Software or computing: Word, Excel, GoogleDocs, Publisher, etc. • Specific educational software • Specific DL platform
DOMAIN 3: Customer Service	
Competencies	Activities/training to meet competency
A. Cultural Awareness & Understanding ABE Populations (2 hrs)	<ul style="list-style-type: none"> • Working with Somali, Latino, or other populations in ABE • Working with students with disabilities • Adult teaching and learning • Adult mental health and ABE populations • Working with younger learners
B. Effective Client Communication (1 hr)	<ul style="list-style-type: none"> • Intercultural communication • Creating a positive work environment • Finding resources and information to facilitate communication for learners and programs • Effective listening skills • Motivational trainings
C. Conflict Resolution (1 hr)	<ul style="list-style-type: none"> • Working with difficult people • Conflict resolution • Negotiating skills
DOMAIN 4: Effective Work Culture	
Competencies	Activities/training to meet competency
A. Time & Task Management (2 hrs)	<ul style="list-style-type: none"> • Time management • Prioritizing tasks and managing the workload • Effective team work • Managing and running meetings • Records policies and security
B. Professionalism & Communication (1 hr)	<ul style="list-style-type: none"> • Constructive communications in the workplace • Negotiating skills
C. Understanding Self & Others (1 hr)	<ul style="list-style-type: none"> • Learning and communication styles • Race and poverty • Disabilities and adult learners • “Strength finders” – understanding self and others

ABE Support Professionals Certificate Checklist

To earn the Support Professionals Certificate, staff must provide evidence of attending and participating in training for each competency in the four critical domains: *ABE Program & Policy Knowledge; Technology; Customer Service; and Effective Work Culture*. This checklist is a way for you to keep track of what you need to earn the Certificate. Keep your records together. When you have evidence of meeting the requirements, submit this form, along with your required evidence, to heather_williams@rdale.org. Your application will be brought to the SPARC Committee for approval.

Domain 1: ABE Program & Policy Knowledge		
To meet this requirement, you must: <ol style="list-style-type: none"> 1. Attend and complete a Support Staff Orientation training 2. Complete the <i>ABE Local Program Profile: Support Staff</i> and have it signed by your supervisor. 		
Competencies	Evidence attached (both required for this domain)	Date Completed
A. Overview of ABE: Programs, History, & Policy B. Local ABE Knowledge: Specific to Consortium, District, Program C. NRS Accountability & Rules D. Assessment: New User, Annual, Certification	CEUs And Completed <i>ABE Local Program Profile: Support Services Staff</i>	

Domain 2: Technology		
To meet this requirement, you must: <ol style="list-style-type: none"> 1. Attend a relevant training at the ABE Support Staff Conference; ABE Summer Institute; Regional, District or Program training; community education or other training. 2. Submit evidence of attendance: <ol style="list-style-type: none"> a. Support Professional CEUs from ABE trainings such as the Support Staff Conference, Summer Institute, or a Regional Training, or b. Completed <i>Competency Worksheet</i> for district or program training, or for training through community education, college, or other organization. 		
Competencies	Evidence attached	Date Completed
A. SID Database Management	CEUs	
B. Email Communication	CEUs OR Competency Worksheet	
C. Technology Tools: Software and/or Equipment	CEUs OR Competency Worksheet	

Domain 3: Customer Service

To meet this requirement, you must:

1. Attend a relevant training at the ABE Support Staff Conference; ABE Summer Institute; Regional, District or Program training; community education or other training.
2. Submit evidence of attendance:
 - a. Support Professional CEUs from ABE trainings such as the Support Staff Conference, Summer Institute, or a Regional Training, or
 - b. Completed *Competency Worksheet* for district or program training, or for training through community education, college, or other organization.

Competencies	Evidence attached	Date Completed
A. Cultural Awareness & Understanding ABE Populations	CEUs OR Competency Worksheet	
B. Effective Client Communication	CEUs OR Competency Worksheet	
C. Conflict Resolution	CEUs OR Competency Worksheet	

Domain 4: Effective Work Culture

To meet this requirement, you must:

1. Attend a relevant training at the ABE Support Staff Conference; ABE Summer Institute; Regional, District or Program training; community education or other training.
2. Submit evidence of attendance:
 - c. Support Professional CEUs from ABE trainings such as the Support Staff Conference, Summer Institute, or a Regional Training, or
 - d. Completed *Competency Worksheet* for district or program training, or for training through community education, college, or other organization.

Competencies	Evidence attached	Date Completed
A. Time & Task Management	CEUs OR Competency Worksheet	
B. Professionalism & Communication	CEUs OR Competency Worksheet	
C. Understanding Self & Others	CEUs OR Competency Worksheet	

My ABE Program Profile

I. ABE Program Information – **Consortium Information**

Fill in the information in the table below. Don't forget to note your program's mission statement as well. Knowing the mission and vision of your program is critical to ensuring success.

CONSORTIUM NAME:

Contact Information		Member Organizations		
WEB SITE http://		Member		
MANAGER NAME				
TELEPHONE		Program Sites		
EMAIL				
ABE Consortium Programming				
<input type="checkbox"/> Adult Diploma	<input type="checkbox"/> Basic Skill Enhancement	<input type="checkbox"/> Citizenship/Civics	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Workforce Preparation
<input type="checkbox"/> Basic Skills	<input type="checkbox"/> Conditional Work Reference	<input type="checkbox"/> ESL	<input type="checkbox"/> GED	<input type="checkbox"/> Other:

MISSION STATEMENT:

II. ABE Program Information – **Adult Learners in My Program**

Who is being served in your program? Ask your manager for the numbers and demographics of the students who were served in the program last year. What were their ages, genders, ethnicities, and educational functioning levels?

ADULT LEARNER DEMOGRAPHICS & STATISTICS FOR THE _____ PROGRAM YEAR

TOTAL # OF ENROLLEES	
TOTAL # OF PARTICIPANTS	
AGE RANGE	
LARGEST AGE GROUP	
NUMBER OF MALES	
NUMBER OF FEMALES	

ADULT BASIC EDUCATION (ABE)	
Beginning ABE Literacy	
Beginning Basic Education	
LOW Intermediate Basic Education	
HIGH Intermediate Basic Education	
LOW Adult Secondary Education	
HIGH Adult Secondary Education	
ENGLISH as a SECOND LANGUAGE (ESL)	
Beginning ESL Literacy	
LOW Beginning ESL	
HIGH Beginning ESL	
LOW Intermediate ESL	
HIGH Intermediate ESL	
Advanced ESL	
TOTAL	

List the MOST COMMON GOALS of learners in your program.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

III. ABE Program Information – **Funding**

FUNDING RESOURCES AND REQUIREMENTS FOR MY PROGRAM

ABE Funding		
Contact Hours for the Prior Program Year		
Amount of State Funding Entitlement for Current Year		
GRANTS		
Award Year	Grant Name	Grant Amount
DONORS		
Award Year	Donor Name	Donation Amount

IV. ABE Program Information – **Professional Development (PD)**

MY PD REGION IS: _____

MY PD COORDINATOR IS: _____

OUR NEXT REGIONAL PD EVENT IS: _____

PROGRAM PARTICIPATION IN STATEWIDE PD INITIATIVES (e.g., STAR, MNI, Project IDEAL, etc.):

V. ABE Program Information – **Program Procedures**

How are student intakes and data management handled in your program? What are the important steps for each, and who is responsible for each step? What resources (e.g., forms) are available to assist with these important procedures?

Intake Procedures

Steps in the process

Who is responsible?

What resources are available?

Data Management Procedures

Steps in the process

Who is responsible?

What resources are available?

VI. ABE Program Information – Consortium Performance

Fill in the information in the table below.

CONSORTIUM PERFORMANCE FOR LAST PROGRAM YEAR

DATES: May _____ - April _____

TOTAL CONTACT HOURS:									
Level I Hours				NOTES					
Level II Hours									
Overall Participant Level Completion Rate: _____%									
		ACTUAL	TARGET			ACTUAL	TARGET		
ESL	Literacy	%	%	ABE	Beginning Literacy	%	%	NOTES	
	Low Beginning	%	%		Beginning	%	%		
	High Beginning	%	%		Low Intermediate	%	%		
	Low Intermediate	%	%		High Intermediate	%	%		
	High Intermediate	%	%		Low Adult Secondary	%	%		
	Advanced	%	%		High Adult Secondary	%	%		

CONSORTIUM PERFORMANCE TO DATE (May – October for year: _____)

CONTACT HOURS TO DATE:									
Overall Participant Level Completion Rate to Date: _____%									
		ACTUAL	TARGET			ACTUAL	TARGET		
ESL	Literacy	%	%	ABE	Beginning Literacy	%	%	NOTES	
	Low Beginning	%	%		Beginning	%	%		
	High Beginning	%	%		Low Intermediate	%	%		
	Low Intermediate	%	%		High Intermediate	%	%		
	High Intermediate	%	%		Low Adult Secondary	%	%		
	Advanced	%	%		High Adult Secondary	%	%		

VII. ABE Program Information – **Minnesota’s ABE Calendar**

Program Year: Begins **MAY 1** Ends **APRIL 30** *PY13 [May 2012-April 2013]*

Fiscal Year: Begins **JULY 1** Ends **JUNE 30** *FY13 [July 2012-June 2013]*

1. How is the PROGRAM YEAR used?

2. How is the FISCAL YEAR used?

VIII. ABE Program Information – **Databases**

DATABASE USAGE

Person / Group / Role	ADMIN Adminis- trative Authority	VIEW- ONLY Authority	DATA- ENTRY Student Intake Info	DATA- ENTRY Attendance	DATA- ENTRY Student Tests & Scores	DATA- ENTRY Staff	ASSIGN Classes	OTHER

IX. ABE Program Information – **Level Gains and Post-Test Rates Targets**

Print a Level Gains and Post-Test Rates Targets report from a class or a site in your program. Answer the following questions. Share your answers with a colleague or supervisor.

1. Which level(s) has the most students?
2. Which classes are meeting state targets?
3. What is your program doing well?
4. What are your program's challenges in meeting the targets?
5. What could you/your program do to increase level gains?
6. Where do your program's GED students take the official GED tests?
7. How many students from your program received a GED last year (Table A)?

