

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	HAP Academy OIC
Time Period	2025-2026
Consortium Manager	Brent Olinger
PD Planning Team Members	Brent Olinger, Luke Olson, Pai Her, Johnny Cheng

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data																																																								
What are our trends with contact hours (Table A)?	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="14">HAP Academy OIC Contact Hours</th> </tr> <tr> <th>Year:</th> <th>May</th> <th>June</th> <th>July</th> <th>August</th> <th>Septem</th> <th>October</th> <th>Novem</th> <th>Decem</th> <th>Januan</th> <th>Februa</th> <th>March</th> <th>April</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>2024/2025</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>84.5</td> <td>264</td> <td>206</td> <td>428</td> <td>195</td> <td>337</td> <td>394.5</td> <td>237</td> <td>2146</td> </tr> <tr> <td>2025/2026</td> <td></td> <td>214.5</td> <td>180</td> <td>286.5</td> <td>511</td> <td>482</td> <td></td> <td>391.5</td> <td>394</td> <td>211</td> <td>77</td> <td>132</td> <td>179</td> </tr> </tbody> </table> <p>Only 1 full year of data, too soon for trends. Severe reduction in hours in January - students not feeling comfortable coming into class or for testing due to ICE presence in the Twin Cities Metro Area, slow recovery in the following months.</p>	HAP Academy OIC Contact Hours														Year:	May	June	July	August	Septem	October	Novem	Decem	Januan	Februa	March	April	Totals	2024/2025	N/A	N/A	N/A	N/A	84.5	264	206	428	195	337	394.5	237	2146	2025/2026		214.5	180	286.5	511	482		391.5	394	211	77	132	179
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What are our measurable skill gain trends (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	<p>2024 MSG: 78.6% 2025 MSG: 76.5%</p> <p>Slight decrease in MSGs from 2024 to 2025. While having less than two years of data makes it hard to determine trends, HAP broadened the range of scores required for job training in 2025. This means that there were more students at varied levels receiving literacy instruction simultaneously, which reflects the need for staff training in one-room schoolhouse-type instruction or for the creation of classes that are specific to student levels.</p>																																																								
How well are we post-testing students (SiD “Level Gains, MSGs, and Post-Test Rates” Report)?	<p>We seem to lose many students between pretest and 12 hours of instruction, but overall have very high rates of post-testing. This could be due to HAP’s built-out job training programs that provide students with a pathway from ABE into customized job training. Many students who are currently taking the CASAS pre-test as a requirement for entry into job training programs are not currently being post-tested after they receive job training from HAP Academy OIC. More post-testing data should be collected on these students as well to further inform instructional practices and the integration of ABE into job training.</p>																																																								
What additional program performance data trends do we see (all NRS tables and SiD reports)?																																																									
How do we compare to similar programs on the state ABE report card?	<p>https://mnabe.org/wp-content/uploads/2025/03/MNABE-Report-card-PY2024.pdf</p> <p>Similar sized programs: Red Lake, ThinkSELF, Cass Lake/Bena, AIOIC</p>																																																								

	<p>HAP Academy OIC exceeds in supporting ABE students who reach 40 hours in making level gains, but could broaden support for students who are looking to make level gains in other areas outside of direct ABE literacy instruction (students looking to get their GED or HiSet, ESL students, etc). Many of our students are also only currently represented in the contact-hours data by pre-test hours, when HAP supports our students enrolled in job trainings with intake/goals planning sessions with student advisors, tutoring sessions while students are in training, study support while students are preparing for credentialed exams, and connecting ESL students with support tailored to their educational goals. Due to our current funding existing outside of traditional ABE funding, which has different reporting requirements, our contact hours reporting does not fully reflect the support students receive as they are in class or training.</p>
<p>What expertise do we have with our local staff? (background characteristics, education, experience, etc.)</p>	<p>Our local staff has one full-time Tier 4 K-6 Elementary Education Licensed teacher who has experience working with job training programs for Adults, instructional design for remote/digital learning, and the CCRS.</p> <p>In addition, HAP Academy OIC faculty are subject-matter experts in their respective training fields, connecting with the ABE instructor in regards to student literacy needs, test-readiness skills, and content that can align ABE instruction with the respective job training students are interested in.</p> <p>HAP Academy OIC Leadership team are experts in Adult Education and Higher Education with over 40 years combined experience in education leadership and holds a combined 3 Master's degrees and one doctorate.</p> <p>HAP Academy OIC has a team of 5 student advisors who support students through their entire educational journey, whether they are enrolled in literacy instruction before job training or not. They are experts in connecting students with instructional support, wrap-around services, and supporting students in individualized plans to meet their goals.</p>
<p>What strengths and needs are notable from staff observations or evaluations?</p>	<p>Staff are experts in their respective fields and have significant experience in Workforce Development, but most have limited experience in ABE.</p>
<p>Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?</p>	<p>Student feedback has emphasized the need for greater ESL support for students who have an interest in HAP Academy OIC's job training programs, but are also learning English.</p>

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	We offer career training in Allied Health, Business, Information Technology, Manufacturing, and Transportation. All of these areas are specifically called out in the WIOA plan.
Any additional needs identified from other data?	<ol style="list-style-type: none"> 1. Shared Vision 2. Improved structure/education alignment 3. Staffing gaps and misalignment. Gaps in Assessment staff, clerical support, too many student advisors and managers.

Staff PD Needs

What challenges and PD needs have staff identified?

Key Professional Challenges	Primary PD Needs
<ul style="list-style-type: none"> ● Teaching Islands (small number of instructional staff) ● Varied Instructional Levels in a one-room schoolhouse-style literacy class ● Measurable Skill Gains do not necessarily meet job training eligibility requirements 	<ul style="list-style-type: none"> ● Engage in PD that establishes a greater sense of teaching community ● Engage in PD that emphasizes one-room schoolhouse learning situations where learners are at varied functioning levels and focus on varied skills ● Engage in Transitions PD that focuses on connections to workforce training programs and prepares students for entering the workforce through HAP Academy OIC job training programs

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/ organization priorities?	Literacy with an emphasis on preparing students for job training programs with HAP Academy OIC - creating a program which holistically embraces integrated education and training into all aspects of ABE programming and career-specific training with Industry Recognized Credentials.

<p>What partnerships are potential opportunities?</p>	<p>Other smaller ABE providers - connecting with other small ABE providers would allow our ABE instructor to have a professional learning community, allowing for a greater sense of collaboration. Neighboring programs such as Vietnamese Social Services, Neighborhood House, and Hmong Cultural Center are natural partners. Expanding out from there, HAP Academy OIC receives significant support from and collaboration with Harmony Learning Center. Finally, it makes sense for all three OIC's to collaborate on Professional Development activities.</p>
<p>What are the state and/or national ABE initiatives and priorities that could impact our consortium?</p>	<p>Integrated Education and Training is our foremost priority.</p>

ABE Consortium Professional Development Plan

Name of Consortium: HAP Academy OIC

Date Developed	Spring, 2026	SMART goals are: <ul style="list-style-type: none"> ● Specific – What? Why? How? ● Measurable – How will I measure progress & know when I’ve achieved my goal? ● Action-Oriented – Can I take actions to accomplish this goal? ● Realistic – Is my goal challenging but still possible to achieve? ● Time-bound – What is my timeframe for this goal?
Time Period for Plan	2026-2027 School Year	
Consortium PD Lead(s)	Brent Olinger, Luke Olson	

Directions: Refer to your data analysis on the previous pages to articulate your consortium goals with PD implications.

Priority Consortium Goals <i>(List 3-5 priority goals for your consortium that have PD implications.)</i>	PD Activities <i>(How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)</i>	Outcomes/Evaluation <i>(What specific measurable outcomes do we want to see?)</i>
Strengthen staff capacity to implement Integrated Education and Training (IET) models that align literacy instruction with HAP Academy OIC career pathway programming in healthcare, IT, business, manufacturing, and transportation.	100% of ABE instructional staff will participate in at least 2 professional development activities focused on IET, contextualized instruction, or workforce transitions.	All Faculty - ABE and Career Training Faculty.	2026-2027 school year	Unknown - Research and collaboration with MDE ABE staff is a necessary first step.	HAP Academy OIC to receive approval for IET.
	Develop at least 3 contextualized instructional units that connect literacy instruction to career training pathways.	All Faculty - ABE and Career Training Faculty.	2026-2027 school year		
	Conduct quarterly collaboration meetings between ABE	All Faculty - ABE and Career	2026-2027 school year		

	instructional staff and career training faculty.	Training Faculty.			
ESL and Workforce Preparation Instruction - Increase staff knowledge and instructional strategies for supporting English Language Learners entering workforce training programs.	Instructional staff who work under the New Americans grant will complete at least 1 PD training focused on ESL instruction, language acquisition, or serving multilingual learners in workforce settings.	Instructional staff and leadership	2026-2027 school year	MNABE Professional Development activities aligned with this goal. Time to meet Work Time	HAP staff who have less experience working with English Language Learners will have developed strategies that support learners - especially for students enrolled in the New Americans CNA course and receiving ABE services concurrently.
	Instructional staff who work under the New Americans grant to implement at least 2 new instructional strategies or classroom supports designed for English learners in literacy or career readiness classes.	Instructional staff and leadership	2026-2027 school year		
	Increase referrals and transition support services for English learners entering career training programs at HAP Academy.	Advisors	2026-2027 school year		
Strengthen instructional practices for teaching students with varied functioning levels and educational goals within the same classroom environment.	All instructional staff will participate in at least 1 PD activity focused on differentiated instruction, multi-level classroom strategies, or one-room schoolhouse instructional models.	Faculty and Leadership	2026-2027 school year	Collaboration with other ABE consortia, ATLAS trainings, and peer learning opportunities.	Instructional staff will demonstrate increased confidence and effectiveness in managing multi-level learning environments through the use of differentiated instruction and flexible teaching strategies, leading to improved student engagement, retention, and progression toward
	Instructors will implement at least 2 differentiated instructional strategies within literacy instruction.	Faculty and Leadership	2026-2027 school year		
	Conduct at least 2 peer observations or collaborative instructional reflection activities during the year.	Faculty	2026-2027 school year		

					educational and workforce goals.
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