

Section 4: Educational Quality

How are decisions made about what kinds of courses and instruction to offer?

HAP Academy OIC develops high-quality educational services through a structured process that integrates student needs, labor market data, employer feedback, and performance outcomes. Decisions about courses and instruction are informed by enrollment trends, student intake assessments, employment demand, partner referrals, and workforce development priorities. Program leadership regularly reviews regional labor market information, employer advisory input, and student outcome data to determine which ABE literacy, career readiness, and career pathway programming should be offered. This ensures that course offerings align with both student goals and in-demand career sectors.

HAP Academy OIC offers career-focused programming in healthcare, information technology, business, and transportation, including Certified Nursing Assistant, Certified Phlebotomy Technician, seven business courses, four CompTIA IT certification courses, and Commercial Driver's License (Class B) training. While these programs integrate academic skill development and workforce preparation, they are not currently approved as formal Integrated Education and Training (IET) programs. Approval for IET is a high priority for HAP Academy OIC upon successful admission as a standalone ABE consortium in Minnesota. ABE instruction is aligned to support student success in these training pathways.

How are courses and instruction evaluated to determine whether they are high-quality?

Courses and instruction at HAP Academy OIC are evaluated using multiple measures of student success, industry-recognized credential attainment, employment attainment, instructional effectiveness, and participant feedback. These measures also include student attendance, persistence, measurable skill gains, level completion, attainment of industry-recognized credentials, and transitions to employment or postsecondary education. Instructors and advisors review student progress regularly using assessment data, classroom performance, and case management notes to identify areas where instructional adjustments or additional supports may be needed.

HAP Academy OIC also administers structured surveys to both students and faculty each term. Student surveys gather feedback on instructional quality, pacing, clarity of instruction, relevance to career goals, classroom environment, and overall satisfaction. Faculty surveys collect input on student readiness, curriculum effectiveness, instructional resources, scheduling, and barriers impacting student success. Survey results are reviewed by program leadership and instructional staff and used to inform continuous improvement of curriculum, instructional strategies, scheduling, and student support services.

Program leadership conducts periodic observation of instruction and reviews performance metrics to identify trends and areas for improvement. Feedback from workforce partners and program staff is also considered when evaluating career-focused programming. Together, these data sources ensure that courses remain rigorous, relevant, responsive to student needs, and aligned with ABE performance expectations.

In addition, HAP Academy OIC uses labor market information and employment outcomes to guide future course offerings. Program leadership reviews regional labor market demand, employer input, job placement outcomes, and credential value to determine which programs should be expanded, modified, or discontinued. Courses that demonstrate strong employment outcomes and alignment with in-demand industries are prioritized, while offerings that do not lead to employment opportunities or meaningful career advancement are evaluated for redesign or elimination. This continuous review process ensures that instructional programming remains responsive to workforce needs and supports students in achieving sustainable employment.

How does the consortium ensure that all students have access to sufficient intensity of instruction in order to make learning gains?

The consortium ensures sufficient instructional intensity by offering regularly scheduled classes, structured instructional hours, and integrated advising support. Students are enrolled in consistent instructional schedules designed to support measurable skill gains. Advisors and instructors work collaboratively to monitor attendance and engagement, provide outreach to students with attendance barriers, and connect students to additional support services when needed.

Flexible scheduling, including daytime, evening, and Saturday classes, hybrid learning options, and contextualized instruction within career pathways further support student persistence, employment, and learning gains. These options allow students to maintain consistent participation while balancing work and family responsibilities. Supplemental assignments, guided practice, and instructor feedback further reinforce learning outside of scheduled class time.

How does instruction incorporate the essential components of reading instruction (alphabetic, fluency, vocabulary, and comprehension)?

HAP Academy OIC uses educational practices identified in the STAR professional development model for reading instruction. Instruction incorporates the essential components of reading through contextualized ABE instruction embedded within career-focused programming. Alphabetic and decoding skills are addressed through targeted literacy activities and structured reading practice appropriate to student levels. Fluency is developed through guided reading, repeated reading strategies, and instructor-supported practice using academic and workplace texts.

Vocabulary development includes career-specific terminology aligned with workforce readiness content, as well as academic and workplace language. Comprehension strategies are applied to academic and workplace texts, including reading technical materials, interpreting workplace communication, and reviewing postsecondary preparation materials. Instruction emphasizes real-world application to support both educational and employment goals.

Differentiated instruction and scaffolded learning strategies support students across varying literacy levels and ensure that all participants can build reading skills while progressing toward career and educational outcomes.

4.2 Distance and Hybrid Learning

HAP Academy OIC offers a comprehensive mix of in-person, hybrid, and distance learning options designed to increase access, flexibility, and persistence for adult learners. Programming is structured to allow students to participate in consistent, high-intensity instruction while accommodating work schedules, transportation barriers, and family responsibilities. Hybrid and distance learning options have expanded in recent years to support broader access and continuity of instruction during severe weather, employment transitions, and other barriers to in-person participation.

ABE literacy instruction is delivered primarily in person Monday through Friday from 9:00 a.m. to 1:00 p.m., with virtual learning utilized during severe weather or other circumstances that limit onsite participation. Career Specific Readiness classes are offered in person Monday, Wednesday, and Thursday from 1:30 p.m. to 4:00 p.m., with similar flexibility for remote delivery when necessary. The Career Success class is delivered entirely virtually, meeting on Tuesdays from 10:00 a.m. to 12:00 p.m. and on Thursdays from 6:00 p.m. to 8:00 p.m., providing both daytime and evening access.

Career pathway training programs incorporate blended learning models. The Certified Nursing Assistant program begins with orientation, followed by 44 hours of asynchronous virtual instruction. After successful completion, students attend 24 hours of in-person skills lab training, followed by 16 hours of clinical rotation at a partnering long-term care facility. The Phlebotomy Technician program is delivered in person on Saturdays from 8:00 a.m. to 3:30 p.m.

Digital literacy and IT career pathway programming utilize hybrid and virtual delivery models. Digital Literacy, aligned with CompTIA Tech+ curriculum and assessment, meets virtually Tuesdays and Thursdays from 5:00 p.m. to 8:00 p.m. CompTIA A+ is delivered Tuesdays and Fridays from 5:00 p.m. to 8:00 p.m. virtually, with in-person instruction Saturdays from 10:00 a.m. to 2:00 p.m. CompTIA Network+ meets virtually Mondays and Wednesdays from 5:00 p.m. to 8:00 p.m., and CompTIA Security+ follows the same virtual schedule.

The Commercial Driver's License (Class B) program is delivered in person, Monday through Thursday, from 3:00 p.m. to 6:00 p.m., with an additional 10 hours of behind-the-wheel instruction and DMV road testing scheduled individually to accommodate students' availability.

Additional workforce and entrepreneurship offerings are delivered using flexible hybrid models. Microsoft Office Specialist (Word, Excel, PowerPoint), Social Media Marketing, Computerized Accounting (QuickBooks), Entrepreneurship Essentials, and Writing Your Business Plan are offered either virtually or in person. These courses are scheduled throughout the year, with morning, afternoon, evening, and Saturday options, depending on student demand and the program term. Each course runs for 8 weeks and includes 60 hours of instruction.

Through these expanded hybrid and distance learning models, HAP Academy OIC has learned that structured schedules, consistent instructor communication, digital literacy support, and clear expectations are essential for student success. Best practices include scheduled virtual check-ins, instructor-supported asynchronous learning, onboarding for technology platforms, and integration of digital literacy skills into

all programming. These approaches improve persistence and ensure students remain engaged regardless of delivery format.

HAP Academy OIC will continue to strengthen distance and hybrid learning by expanding flexible scheduling options, improving student technology orientation, increasing staff professional development in hybrid instruction, and refining tracking of distance learning participation and outcomes. These efforts ensure equitable access, sufficient instructional intensity, and alignment with CCRS, ACES/TIF, and Northstar standards.

4.3 Integration of CCRS, ACES/TIF, and Northstar

HAP Academy OIC integrates CCRS, ACES/TIF, and Northstar content standards across instructional programming to support academic skill development, employability skills, and digital literacy.

Instructional staff have participated in professional development related to CCRS, ACES, and Northstar standards through state-sponsored training, consortium meetings, and internal professional learning opportunities. A portion of the instructional staff has completed CCRS Foundations, ACES Foundations, and Northstar Foundations training, with additional staff participating annually as training opportunities become available. The consortium continues to prioritize participation in Foundations trainings and encourages all instructional staff to complete these opportunities.

The standards are used to guide course planning, lesson development, and curriculum selection. CCRS standards inform academic skill instruction in reading, writing, and math. ACES/TIF standards guide instruction related to workforce readiness, career planning, and employability skills. Northstar standards support digital literacy integration across programming, including technology use, online learning, and workplace digital skills.

Instructional materials are reviewed to ensure alignment with content standards. Instructors incorporate standards-based objectives into lesson planning and contextualized instruction. Digital literacy content aligned with Northstar is embedded in instruction and reinforced through hybrid learning activities. Program leadership supports alignment through curriculum review, professional development, and collaborative planning.

4.4 College and Career-Focused Programming

HAP Academy OIC provides college and career-focused programming designed to support transitions to employment, postsecondary education, and industry-recognized credential attainment. Programming includes career pathway models, contextualized ABE instruction, and Integrated Education and Training (though not currently approved through the ABE system) opportunities in high-demand sectors.

Students receive academic skill development alongside workforce preparation, career exploration, and credential-focused training. Instruction is aligned with industry-recognized credentials and employer needs. Advisors support students in identifying career goals, selecting training programs, and developing transition plans.

Integrated Education and Training (IET) programming combines ABE instruction, workforce preparation activities, and occupational training delivered concurrently. These programs support students in building foundational skills while working toward recognized credentials. College transition support includes assistance with applications, financial aid, placement testing, and connection to postsecondary partners. Though HAP Academy is not currently approved for IET, we plan to start the process as soon as possible.

Industry-specific, career-focused programming also includes digital literacy, employability skills, resume development, job search assistance, and transition planning. These services support students in achieving sustainable employment and continued education.

Career-specific courses with the primary outcome of gaining employment in a career field include:

- Certified Nursing Assistant (CNA)
- Certified Phlebotomy Technician (CBT)
- Social Media Marketing
- Computerized Accounting - Intuit QuickBooks
- Commercial Driver's License (Class B)
- CompTIA Tech+
- CompTIA A+
- CompTIA N+
- CompTIA S+

Other courses offered at HAP Academy OIC assist with college and career readiness but do not specifically train a student for a particular job. These include:

- Microsoft Office Specialist (Word, Excel, PowerPoint)
- Entrepreneurship Essentials

- Writing Your Business Plan
- College and Career Readiness Course
- Career Success Course

4.5 Secondary Credential / Adult Diploma Programming

HAP Academy OIC does not currently offer secondary credential programming such as High School Equivalency preparation (GED®/HiSET®), credit completion, or Adult High School Diploma programming. The consortium's current instructional focus is on ABE literacy, career readiness, workforce preparation, and industry-recognized credential training aligned with employment pathways. Students who indicate a goal of obtaining a secondary credential are informed of available options and may be referred to partner Adult Basic Education providers within the consortium or region that offer GED® or HiSET® preparation (primarily Neighborhood House or Harmony Learning Center).

During intake and advising, staff discuss students' educational history, career goals, and credential needs to determine appropriate next steps. When a secondary credential is required for employment or training goals, advisors provide guidance and referrals to programs that best meet the student's needs. Advisors also coordinate transition support to ensure students can return to HAP Academy OIC for career pathway programming after completing a secondary credential, if appropriate.

HAP Academy OIC monitors student goals, referral patterns, and community needs to determine whether future secondary credential programming should be developed. If demand increases, the consortium may implement GED® or HiSET® preparation to better serve students who require a high school equivalency credential prior to entering career training or employment pathways. This approach allows the consortium to remain responsive to student needs while maintaining a strong focus on workforce-aligned programming.

4.6 Serving Adults with Disabilities

HAP Academy OIC serves eligible adults with disabilities through inclusive instructional practices, individualized support, and referrals to partner agencies when needed. During intake, staff identify potential learning barriers through conversation, prior educational history, and assessment performance. Students may disclose disabilities or request accommodations at any time during participation.

Appropriate accommodations may include extended time, alternative instructional materials, flexible scheduling, assistive technology, modified assignments, and individualized instructional support. Advisors and instructors collaborate to implement accommodations that support student success while maintaining program expectations. When additional support is needed, students

may be referred to partner organizations for evaluation, assistive technology, or specialized services.

HAP Academy OIC monitors persistence, measurable skill gains, credential attainment, and student feedback to evaluate the effectiveness of serving eligible adults with disabilities. Staff reviews participation and outcomes to ensure equitable access to instruction and services. Professional development and staff collaboration also support continuous improvement in serving students with diverse learning needs.

When serving adults with disabilities that extend beyond the consortium's typical experience or internal expertise, HAP Academy OIC will consult with and seek guidance from PANDA to ensure appropriate accommodations, referrals, and instructional supports are implemented. This collaboration helps ensure students receive informed, equitable, and effective services.

4.7 Volunteers

HAP Academy OIC utilizes volunteers to support student learning, engagement, and persistence when available. To date, the consortium has had only one volunteer. This individual was a former student from the Business Program who was seeking employment and wanted to add volunteer experience to her resume. The volunteer supported program operations by supervising the front desk, welcoming students into the school, and assisting with general student engagement and customer service. While volunteer utilization has been limited, HAP Academy OIC remains open to incorporating volunteers to support instruction and student services as opportunities arise.

Common Activities and Roles

When needed, volunteers may assist with tutoring, small-group instruction, digital literacy support, classroom assistance, student mentoring, conversation practice, homework support, and individualized academic reinforcement. Volunteers enhance student success by providing additional instructional support, increasing individualized attention, reinforcing classroom learning, and helping students persist through their programs. Volunteers also support equity and accessibility by assisting learners with diverse educational, language, and cultural needs.

Recruitment, Screening, and Placement

Volunteers are recruited through program outreach, referrals from current or former students, Literacy Minnesota, and local community networks. All volunteers complete an application, sign a code of conduct, and undergo a background check. The Intake Specialist Manager supervises volunteers and collaborates with instructional staff and leadership to assess each volunteer's skills, interests, and availability, ensuring placement in roles where they are valued and can contribute meaningfully to student success.

Orientation and Initial Training

All volunteers receive an orientation that includes a program overview, expectations, confidentiality, instructional support strategies, and an introduction to adult learning principles. HAP Academy OIC requires volunteers to complete professional development through Literacy Minnesota in alignment with the State's Volunteer Training Standards Policy. Depending on the volunteer role, this includes either the 4-hour Initial Training or the 12-hour Foundations of Adult Education Tutoring training. Orientation and training ensure volunteers are equipped to provide high-quality adult education services.

Ongoing Training and Professional Development

Volunteers who serve for more than one year are required to participate in at least 2 hours of professional development annually, which may include refresher sessions, in-house training, webinars, or Literacy Minnesota courses. HAP also provides opportunities for volunteers to meet with staff and other volunteers to share best practices and experiences. Staff monitor volunteer engagement and provide feedback to support continuous learning and improvement.

Supervision and Accountability

The Intake Specialist Manager provides ongoing supervision, regular check-ins, and guidance to volunteers. Leadership collaborates with staff and faculty to ensure volunteers are effectively integrated into program operations and placed in roles aligned with their strengths. Volunteer hours, activities, and training completion are documented to ensure accountability and continuous improvement.

Impact on Student Success

Even with limited volunteer participation, volunteers enhance student learning by supporting individualized instruction, increasing student engagement, and fostering connections to the program and community. As HAP expands volunteer involvement, volunteers will further contribute to equitable, learner-centered instruction, scaffolded learning, and persistence toward academic and career goals.

Aspirational Goals for Volunteer Engagement

HAP Academy OIC aims to expand its volunteer program over the coming years by actively recruiting additional volunteers, including bilingual and skilled professionals, to support classroom instruction and student services. The consortium plans to implement a structured volunteer tracking system, increase one-on-one tutoring opportunities, and create pathways for long-term volunteer involvement, ensuring that volunteers contribute meaningfully to student outcomes and program quality.