

Minnesota Adult Basic Education Narrative

Section Two: Accountability

Label 2.1: Description – Governance and Decision-Making

HAP Academy OIC operates as a single-member ABE consortium, serving as both the consortium fiscal agent and the sole ABE provider. As such, all governance, fiscal oversight, and program implementation responsibilities reside within HAP Academy OIC's established organizational structure.

Fiscal Agent and Membership

- **Fiscal Agent:** HAP Academy OIC
- **Consortium Members:** HAP Academy OIC (sole member)
- **ABE Provider(s):** HAP Academy OIC

Because HAP Academy OIC is the only member organization, decision-making authority rests internally with executive leadership in coordination with the Director of Education and Workforce Development and the fiscal department. Oversight is provided by the organization's Executive Director, Chief Academic Officer, and Board of Directors, ensuring accountability, compliance, and alignment with mission and strategic priorities.

Annual Consortium Agreement

As a single-member consortium, the annual consortium agreement is developed internally by program leadership and fiscal staff during the annual planning and budgeting cycle. The agreement outlines projected enrollment, staffing, programming, budget allocations, performance targets, and compliance assurances. It is reviewed and approved by authorized leadership prior to submission to the Minnesota Department of Education (MDE).

Meetings and Decision-Making Processes

Although there are no external consortium members, HAP Academy OIC maintains structured internal governance processes to ensure transparency and accountability:

- **Leadership Meetings (Biweekly):** Review enrollment, performance data, compliance updates, and fiscal status.
- **Board Meetings (Monthly):** Review enrollment, performance data, student successes.

- **Program Team Meetings (Biweekly):** Focus on instructional planning, student progress, measurable skills gain (MSG) monitoring, testing compliance, and attendance intensity.
- **Fiscal Reviews (Monthly):** Budget-to-actual expenditure monitoring to ensure proper use of funds and adherence to administrative cost caps.
- **Fiscal Reporting with CFO (Monthly):** Summary updates on program performance and fiscal status.

These meetings function as the consortium governance structure, ensuring that accountability systems mirror or exceed those of multi-member consortia.

Label 2.2: Program Quality and Accountability

As both fiscal agent and provider, HAP Academy OIC maintains direct responsibility for fiscal integrity, program quality, and compliance with all state and federal ABE requirements.

Fiscal Oversight and Appropriate Use of Funds

HAP Academy OIC ensures ABE funds are used exclusively for adult education purposes by:

- Developing an annual detailed budget aligned with approved programming.
- Maintaining clear cost allocation practices, separating ABE funds from other funding streams, especially as related to HAP Academy OIC's other educational services.
- Conducting monthly internal fiscal monitoring.
- Ensuring administrative expenditures remain within state-established caps.
- Retaining full documentation for all expenditures for audit and monitoring purposes.

Internal controls include segregation of duties between programmatic and fiscal staff, Executive Director oversight, and Board review of financial statements.

Program Performance Data Sharing

Performance data is reviewed systematically:

- **Monthly:** Internal review of enrollment, contact hours, attendance intensity, and testing compliance.
- **Term:** Measurable skill gains, level completion, industry-recognized credentials awarded, and employment measures reviewed upon completion of each 8-week term (5 per year).
- **Annually:** Formal program evaluation tied to state performance benchmarks.

Data is shared with instructors, advisors, and leadership to guide instructional adjustments and student support interventions.

Compliance with Federal and State Law

HAP Academy OIC ensures adherence to WIOA Title II and MDE ABE policy by:

- Following all state-approved assessment, contact hour, and reporting procedures.
- Participating in required professional development.
- Maintaining up-to-date policy documentation and internal compliance checklists.
- Cooperating fully with MDE monitoring or audit processes.

Monitoring Performance at Multiple Levels

Program performance is monitored at:

- **Program Level:** Enrollment trends, MSG rates, and credential attainment.
- **Instructor/Class Level:** Attendance patterns, pacing, and post-testing rates. Instructors also have two annual formal observations and receive student evaluations on a rolling or by-cohort basis.
- **Student Level:** Individual education and career plan progress.

When performance indicators fall below state targets, corrective action strategies are promptly developed and implemented.

Label 2.3: Student Goal Identification and Educational Planning

HAP Academy OIC utilizes a structured intake and advising model to ensure students identify realistic educational and career goals.

Intake and Goal-Setting Process

Upon enrollment:

1. Students complete a comprehensive intake form. HAP Academy OIC uses a single intake application for all education programs to collect all required information for all funding sources, including: State ABE, DEED, DHS, Federal programs, and foundation support.
2. Academic levels are assessed using state-approved assessments. Currently, we utilize CASAS for NRS assessments, but have used TABE in the past.
3. All students are assigned a student advisor who conducts a goal-setting session to develop an Individualized Education and Career Plan (IECP), including:
 - Short- and long-term academic goals

- Target timelines for measurable skills gains
- Industry-specific career training goals
- Employment and postsecondary transition planning

Advisors conduct monthly follow-ups to review progress and adjust timelines.

Variation by Student Type

Goal-setting varies depending on student enrollment:

- **Basic Skills Literacy Students:** Focus on language acquisition and foundational skill development prior to enrollment in industry-specific career training. New Americans seeking careers in long-term care enroll in both the CNA preparation program and Basic Literacy skill development courses.
- **Integrated Education and Training (IET) Students:** Academic goals are aligned with occupational training milestones. Students improve literacy and numeracy skills while completing courses and industry-recognized credentials in Allied Health, Business, Information Technology, or Transportation.
- **College Transition Students:** FAFSA completion, assessment support, placement preparation, and application support.
- **Employment-Focused Students:** Resume development, career coaching, and employer referrals.

Label 2.4: Identifying and Utilizing WIOA Barriers to Employment

Identification During Intake

Students complete a confidential intake process identifying potential WIOA barriers to employment, including:

- Public assistance (including MFIP)
- Exhausting MFIP benefits
- Disability
- Displaced homemaker
- Ex-offender status
- Foster care involvement
- Homelessness
- Learning disability
- Low-income status

- Migrant/seasonal worker
- Single parent status

Staff explain these categories clearly and respectfully, emphasizing that the information is used to improve support services and reporting accuracy.

Reporting and Data Use

Barrier data is entered into the state data system (SiD) and reviewed for accuracy. Information is used to:

- Provide appropriate referrals (housing, childcare, transportation, mental health services).
- Coordinate with MFIP and workforce partners.
- Inform instructional accommodations and advising intensity.
- Tailor student support plans.
- Guide program improvement and funding alignment.
- Provide Student Advisors with information so they can begin addressing barriers early.

Documents

- A. Intake and orientation procedures (template available)
- B. Assessment procedures (template available)
- C. Contact hour tracking procedures (template available)
- D. Most recent consortium annual agreement with member districts and/or organizations
- E. Blank intake form if not using the provided form in SiD