



## SECTION TWO: Narrative Questions

2.1 In adherence with the [ABE Contact Hour Policy](#), explain how student contact hours are recorded and verified for intake, orientation, assessment, daily attendance, distance learning and any other allowable time. Refer to Attachment F in your explanation, the student attendance sheet example.

Deaf ABE adheres to the ABE Contact Hour Policy while counting hours in the following situations:

**Intake, orientation, and assessment:** Time spent with either the Adult Education Coordinator or other administrative staff for intake, orientation, and/or assessment is recorded directly into MARCS.

**Daily in-class Hours:** For each class session, students are required to sign in and out of class on the Student Attendance Sheets (Attachment F). Teachers are responsible for recording the hours (in adherence to the ABE Contact Hour Rounding Policy) onto shared online Attendance Sheets for each class. All sheets are turned into the Adult Education Coordinator at the end of the month, who then confirms the hours recorded with the times listed on the sign-in sheets and enters these numbers into MARCS. Contact hour sheets are kept in file for up to five years per policy.

**Distance Learning:** Contact hours completed via distance learning are recorded in accordance with the ABE Distance Learning Policy. Synchronous hours (i.e. hours completed during intake, orientation, assessment, and computer lab hours) are counted in accordance with the ABE Contact Hour Policy. Asynchronous hours (i.e. hours completed using SkillsTutor or Teach Me English *outside* of the classroom) are counted using the proxy hour guidelines outlined for the designated platforms (found [here](#)). Hours are collected and counted at the end of each month by the Adult Education Coordinator and entered into MARCS.

2.2 What is your program quality/accountability plan for main fiscal agent sites and all sub-grantees? Accountability plans should include:

1. How does the fiscal agent ensure that the ABE consortium and all its sub-grantees are in compliance with federal and state ABE law, policy and guidance?
2. How often is the consortium's performance data monitored (especially information found in the state ABE database reports like the National Reporting System (NRS) Tables A, 4, and 4b and others)?
3. How is program performance data monitored at the agency-, site-, teacher-, and/or class-levels?
4. How and when do you share and communicate your NRS outcome and enrollment data with other staff and stakeholders?
5. How has the consortium implemented the [ABE Student Progress Policy](#)? If this is addressed in your assessment or attendance policy, please refer to the policy and page number.



1. The State Program Director has weekly meetings with the Vice President of National Programs at our Fiscal Agent site informing them of program updates, progress reports, performance data and contact hour accruals year-to-date. Purchase Order and budget monitoring occur at the fiscal agent level and the Program Director works closely to be sure budget targets are met.
2. The consortium's performance data is reported monthly at regularly scheduled staff meetings. Reports from tables A, 4, and 4b are run by the Adult Education Coordinator bi-monthly while teachers are asked to run a report of their choice to present to the rest of the staff during a specified meeting. Class- and site- level reports are run twice a semester.
3. The State Program Director and the Adult Education Coordinator monitor the consortium's performance data by running MARCS reports, conducting surveys, and contact hours. Individual teachers are asked to present at least once during the year on a MARCS report of their choosing. The Adult Education Coordinator is responsible for running class- and site-level reports and providing them to teachers.
4. The Adult Education Coordinator shares the NRS outcomes and enrollment data with the instructors and staff during our monthly meetings. The State Program Director shares the same data with the Vice President of National Programs on a monthly basis.
5. In adherence to the ABE Student Progress Policy, students who do not show progress after 24 months of instruction are required to meet with the Adult Education Coordinator and their teacher to discuss a Learner Progress Plan Agreement (Attachment H.2). The student and teacher are then required to meet monthly to monitor progress made. If no progress is made within six months, the student will be dismissed from the program.

2.3 In what roles do you use volunteers in your program (i.e. instruction, teaching assistance, intake, goal-setting, assessment, data entry, etc.)?

Volunteers are primarily used as teaching assistants in the classroom under the supervision of a licensed or certified teacher to:

- Tutor one-to-one
- Lead small groups
- Plan and prepare activities to support class lessons
- Provide support in computer labs
- Note-taking for students with disabilities in addition to deafness
- Administrative support at CSD's main office

2.3.1 How do you orient and train potential volunteers in your consortium for these roles? (Can refer to Document I.)



Due to the unique abilities of our students, volunteers are required to be bilingual in both English and American Sign Language. For this reason, volunteers are recruited through interpreter training programs in the Twin Cities area, including Saint Catherine University, North Central University, and St. Paul College. For more information about how we train and orient volunteers, please refer to Document I.

2.3.2 What training do you provide on an ongoing basis for volunteers in the consortium? (In adherence to the Volunteer Training Standards Policy at [www.mnabe.org/program-management/law-policy-guidance](http://www.mnabe.org/program-management/law-policy-guidance).)

In adherence with the Volunteer Training Standards Policy, all volunteers who have tutored for more than one year are required to attend or provide at least 2-hours of in-service training. Deaf ABE volunteers are referred to courses offered by the [Minnesota Literacy Council](#) to fulfill this requirement and are to report on their training to the Adult Education Coordinator.