Mille Lacs Band of Ojibwe ABE Consortium Narrative

2023 - 2028

Mille Lacs Band of Ojibwe
Aanjibimaadizing

Due June 1, 2023

The online version can be found at https://www.abe.aanji.org/

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1 SECTION ONE: OVERVIEW

1.1 OVERVIEW

The Mille Lacs Band ABE Consortium will focus our services on our individual tribal nation, the Mille Lacs Band of Ojibwe.

The Non-Removable Mille Lacs Band of Ojibwe is a sovereign, self-governing federally recognized American Indian tribal government located in east-central Minnesota. The Band has over 4,300 members. The Mille Lacs Band is one of six members of the Minnesota Chippewa Tribe, which was formed in 1934, during the Indian Reorganization Act.

Aanjibimaadizing, which means “changing lives” in our Ojibwe language, is operated as a division of the Mille Lacs Band’s Department of Administration. Aanjibimaadizing provides services of Case Management, Support Services, Subsidized Employment, Education and Training, Youth Services, Child Care Assistance, SNAP, and TANF. All department services are offered to support obtaining and retaining employment, improving or creating a position of job readiness, and addressing employment barriers through the Mille Lacs Band 477 Program.

Aanjibimaadizing helps to empower participants with an acquired purpose or occupation that will contribute to the well-being of their community and family. The goals of the program are centered on our mission statement which is:

To assist our fellow Anishinaabe with education, training, work experiences, cultural participation, and support services to be prosperous and change their life.

Through this, we are able to offer services to a large percentage of our community and work closely with other organizations to help all ages embrace their culture and overcome barriers to sustainability. Our services support obtaining and retaining employment, improving or creating a position of job readiness, and addressing barriers that prevent our clients from leading their best life. As such, we work closely with the Mille Lacs Band of Ojibwe Education Departments that oversee higher education, tribal schools and Headstart/Early Education.

ABOUT PUBLIC LAW 102-477 (477) PROGRAMS

This program provides workforce development services to Tribal members seeking to establish self-sufficiency for themselves and their families in accordance with Public Law 102-477.

Public Law 102-477 is a critical law that provides for sovereignty and builds capacity in Indian Country by authorizing tribal governments to integrate eligible employment, training, and related service programs

that support workforce development. It provides an opportunity for each tribe to develop employment and training services based on tribal goals and initiatives.

As a Workforce Innovation and Opportunity Act (WIOA) program, the outcomes of Minnesota ABE align closely with our services:

- Obtain employment or improve employment by getting a new job or getting a promotion
- Achieve a high school equivalency (GED or Diploma)
- Gain or improve skills necessary to enter post-secondary education and training
- Master basic academic skills to help support their children in school
- Become a more active and engaged community member
- Gain self-esteem, confidence and achieve personal educational goals

In 2022, Aanjibimaadizing received the Department of Interior Chief's Award. The Chief's Award is given annually to one of the seventy-two P.L.102-477 grantees in the nation. Of these, Aanjibimaadizing was chosen as the program that best demonstrates excellence in service.

Geographical Area

The Mille Lacs Band of Ojibwe homeland is the Mille Lacs Indian Reservation, consisting of District I (near Onamia), District II (near McGregor), District IIa (near Isle), and District III (near Hinckley). The Tribe owns approximately 16,000 acres of land located within four townships on the south end of Mille Lacs Lake. The reservation has a community center, schools, clinic, museum, casino/hotel complex and Government Center. The tribal headquarters is near Onamia, Minnesota, 100 miles north of Minneapolis/St. Paul.

In FY21, approval was given to expand service to MLBO members, descendants, and other federally recognized tribal members in Chisago and Kanabec counties. Aanjibimaadizing's federally approved service area now includes eleven counties - Aitkin, Anoka, Benton, Chisago, Crow Wing, Hennepin, Kanabec, Mille Lacs, Morrison, Pine and Ramsey.

Pandemic response data shows that Aanjibimaadizing provided services to over 2,197 households in this area from March 2020 to March 2023.

Aanjibimaadizing's service area includes the counties of:

Aitkin	**Anoka**	**Benton**
Chisago	**Crow Wing**	**Hennepin**
Kanabec	**Mille Lacs**	**Morrison**
Pine	**Ramsey**	

Target Population

Currently, the Mille Lacs Band of Ojibwe has about 4,300 Band members. Approximately 44% of band members live off the reservation, while the remaining 56% live on the reservation in the various Mille Lacs Band districts.

The Mille Lacs Band of Ojibwe Reservation is comprised of four small communities in central Minnesota: District I – Mille Lacs (Mille Lacs County), which is 12 miles North of Onamia. District II – East Lake (Aitkin County), which is located 3 miles South of McGregor. District IIa (Mille Lacs County), which is located just outside of Isle. District III – Lake Lena (Pine County), which is located 30 miles East of Hinckley. There are significant amounts of MLBO members living in Hinckley and the Minneapolis/St. Paul area.

District I and District IIA

The recruitment area is a 60-mile radius from the District I reservation including the counties of Aitkin, Benton, Crow Wing, Mille Lacs, and Morrison counties. This area includes District IIa (Isle). According to 2021 Census data, Mille Lacs County has a total population of 26,867. Out of the total population, 6% are under the age of five (5) and 5.7% are American Indian. 9.2% of the total population is living in poverty. The median income is $57,173. The high school graduation rate is 89.2%. According to the Minnesota Employment and Economic Development statistics as of October 2022, the Mille Lacs County unemployment rate was 1.7%. The U.S. Bureau of Labor Statistics lists the national unemployment rate as 3.7% and the Minnesota unemployment rate as 1.7%.

The Mille Lacs Reservation unemployment rate is 12.3% based on US census data from 2020. This data includes all Reservation land areas in all districts. The program believes this unemployment rate may be

higher and will be working with Mille Lacs Early Education and the MLBO grants department to gather additional data.

District II

Aanjibimaadizing has another location in the town of McGregor in Aitkin County. The recruitment area is a 30-mile radius, including most of Aitkin County.

According to 2021 Census data, Aitkin County has a total population of 15,887. Out of the total population, 3.7% are under the age of five (5) and 2.5% are American Indian. 11.1% of the total population is living in poverty. The median income is $49,086. The high school graduation rate is 91.9%. According to the Minnesota Employment and Economic Development statistics as of October 2022, the Aitkin County unemployment rate was 2.4%.

District III

Aanjibimaadizing also operates out of the Aazhoomog area, 30 miles east of Hinckley in Pine County and our Evergreen Office near Grand Casino Hinckley. The recruitment area is a 30-mile radius from the reservation and includes Pine County. Services for youth are also provided in Hinckley at the Meshakwad Community Center. Services are not provided for Wisconsin residents.

According to 2021 Census data, Pine County has a total population of 29,302. Out of the total population, 4.5% are under the age of five (5) and 3.5% are American Indian. 10.2% of the total population are living in poverty. The median income is $55,606. The high school graduation rate is 90.1%. According to the Minnesota Employment and Economic Development statistics as of April 2016, the Pine County unemployment rate was 2.4%.

Urban Area

Aanjibimaadizing has an office in downtown Minneapolis to service the Mille Lacs Band members and American Indian population in the Minneapolis/St. Paul, or Urban area. This includes the counties of Anoka, Hennepin, and Ramsey. The office is located on Franklin Avenue in Minneapolis in a neighborhood that focuses on American Indian services. ABE services in the Urban area will be referred to the American Indian OIC in Minneapolis with assistance provided by Aanjibimaadizing.

Students

On average, approximately 35% of our adult clients (285 in FY22) don't have a diploma or GED and work with us to obtain it.

Cash Assistance Clients	Total Adults	Total Youth	Families Receiving Child Care Assistance	Children Receiving Child Care	Adult Earnings Gain	Businesses Assisted

FY22	53	825	567	51	98	$16.55	116
FY21	56	736	406	39	72	$12.75	126
FY20	70	600	350	47	79	$11.36	71
FY19	85	668	258	19	32	$7.14	64
FY18*	42	307	180	2	2	$6.63	24
FY17	33	182	111	28	43	$2.00	134

**Data was obtained from draft reports and cannot be confirmed by the signed and submitted report.*

To be eligible for 477 services, an applicant must meet at minimum the five (5) eligibility criteria:

- A signed and dated application
- Proof of residency in the service area
- Tribal Membership or first descendant of the Mille Lacs Band
- Selective Service Registration for males over the age of 18
- Employability Development Plan (EDP) that is signed and dated

Other components of the program may need additional documentation, including income. Those requirements are spelled out in the Aanjibimaadizing Policies and Procedures Manual.

Aanjibimaadizing serves a majority of low-income participants.

Recruitment

Aanjibimaadizing has offices in the Urban area, District I, District II and District III. The offices are open to walk-in clients. Clients can also call or email. Word of mouth is a significant source of new clients.

To better disseminate program information and trainings to our clients, Aanjibimaadizing has developed a training and resource website at www.aanji.org. Continually a work in progress, this website is maintained by the Instructional Team where clients will be able to access online courses they have developed and online learning tools. Online applications for Aanjibimaadizing and the programs it offers can be found there as well. Please visit *www.aanji.org*.

During COVID-19, Aanjibimaadizing used Facebook as a main source to communicate with clients and the community. Through FY21, the number of people following our page increased to 957. At the end of FY22, it had a following of 1,845 people and 1,558 likes.

When appropriate, department news is also shared with the Innajimowin, the Mille Lacs Band newspaper, through the Mille Lacs Band Facebook page, and in the videos presented by the Chief Executive.

Other MLBO departments make referrals to the program on a daily basis and programming information is emailed and shared with all employees of the Mille Lacs Band of Ojibwe.

Staff Roles

Aanjibimaadizing has 78 staff. Staff includes lead instructors, community service leaders, youth mentors, case managers, facilitators, cultural staff, intake workers, data specialists, program manager and operations and compliance manger, and transporter. Seventy-seven percent of our employees are Native American.

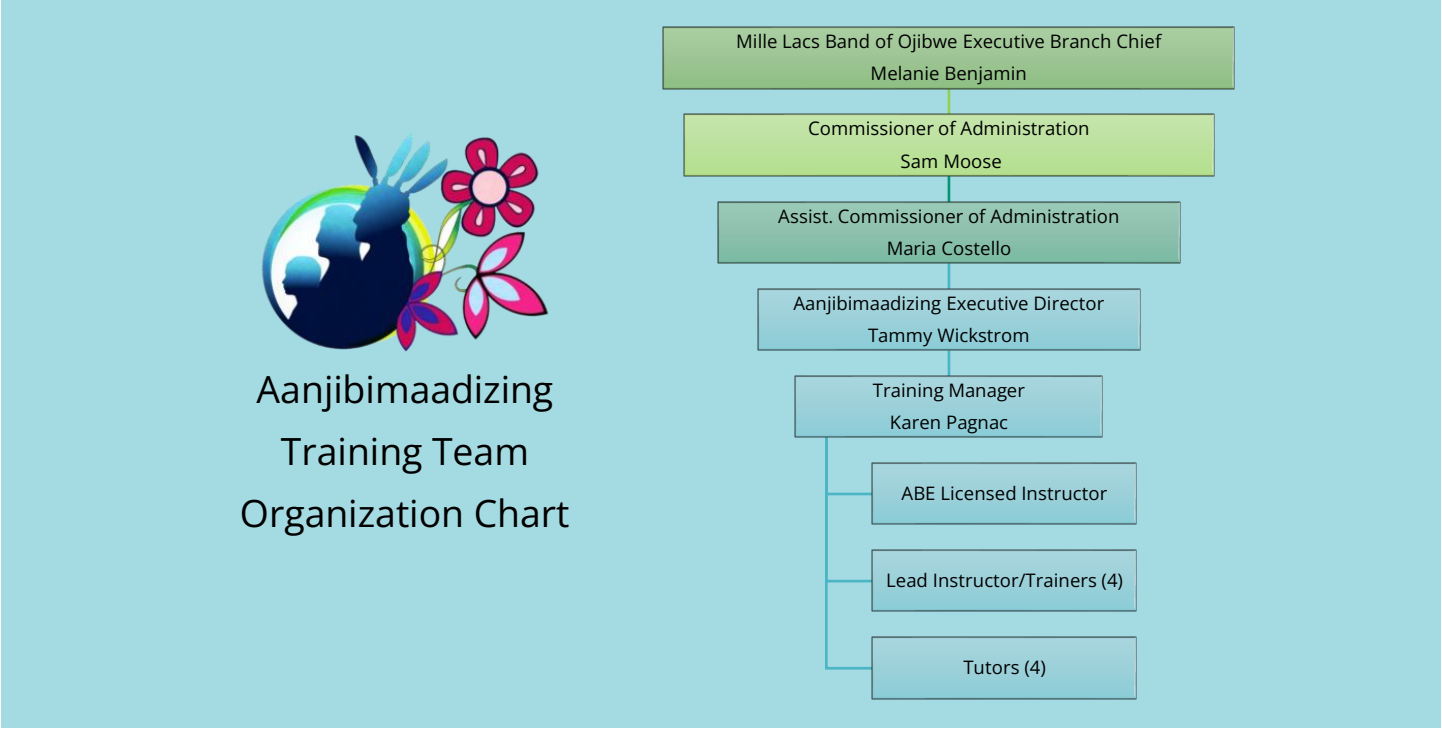
Aanjibimaadizing is led by Executive Director Tammy Wickstrom who provides oversight for program operations. Tammy has more than 25 years of experience in early childhood and human services. With a Master's Degree in Family Life Education, she has worked with Tribal Nations providing direction and training to Head Start programs for over 18 years.

Karen Pagnac, Training Manger, is leading consortium development and will be managing the Mille Lacs Band of Ojibwe ABE consortium under the supervision of Tammy Wickstrom. The Training Manager is responsible for the day-to-day supervision and coordination of all Aanjibimaadizing training staff, events, and activities as well as the development and acquisition of curriculum to serve the needs of both the youth and adult Aanjibimaadizing program participants. This includes the maintenance and confidentiality of supporting documentation and records, contract maintenance and preparation, administering training quality assessments, and overseeing disbursement of training funds.

Our ABE Instructor is Jessica Crafton. She has necessary licensure requirements and was formerly the Adult Basic Education and GED Teacher at Milaca Public Schools. She currently assists with clients that are pursuing their GED, helping them develop a path that meets their needs and allows them to be successful.

Aanjibimaadizing has four Lead Instructors/Trainers who are ABE Volunteers - Deb Campbell, Jen Gabrio, Ameliana Duran, and Becky Clitso-Garcia. Lead Instructor/Trainers design, implement, and teach educational programs for adults and youth, as well as develop and administer programs for adult continuing education.

Also part of the training staff are 2 tutors that work with our Ge-Niigaanizjig (youth program) clients to meet academic goals. One of these tutors, Luis Torres, is taking the trainings necessary to become an ABE Volunteer Tutor.



Not part of our training team, but crucial to our work with Adult Basic Education are Roger Klassen, Transporter and Cassandra Losh, Administrative Assistant.

Sites

Aanjibimaadizing's main office is located on the reservation, north of Onamia in Mille Lacs County. As the program expanded services, site locations were expanded to ensure they were available in all districts. Aanjibimaadizing currently has offices in the Urban area, District I, District II and District III.

In FY20, the Mille Lacs Band of Ojibwe built a new state-of-the-art clinic in District 1. The former clinic building on Migizi Drive was gifted to Aanjibimaadizing. The program has moved into this building as of October, 2020. This facility allows staff to have separate offices, practice social distancing and have more space to provide services. Aanjibimaadizing is excited about the renovation and the potential to provide more services in the community that will build client skills. The renovation is expected to be complete in June 2023. Planned improvements included:

- Providing for a larger classroom space with testing center.
- Multiple spaces for ongoing trainings.
- Create a commercial kitchen to teach cooking and restaurant service skills. This can be used to serve local events as well.

- Create an Ojibwe Language and Culture classroom. This will provide space for language instruction and making cultural crafts that clients can use for cultural customs or sell.
- Develop a space for a gift shop. Clients can make items to sell for income and learn retail skills.
- A recording booth has been installed to work with Rosetta Stone and language recordings.
- A dedicated youth space for meetings and events.
- Upgrade the heating and cooling system.
- Painting inside and out.

Addresses where Aanjibimaadizing (Aanji) programs take place are as follows, with ABE classroom sites in green:

District I

Aanjibimaadizing Main Office 43500 Migizi Drive Onamia, MN 56359-2236	MLBO Government Center (Mailing Address) 43408 Oodena Drive Onamia, MN 56359-2009
Aanji Garage 38627 US-169 Onamia, MN 56359	Aanji Workshop 16769 Zhaaboshkang Neyaashiing Miikanaans Onamia, MN 56359

District II

McGregor Office 201 W Hwy 210 Suite 100 McGregor, MN 55760	East Lake Community Center (Youth) 36666 State Highway 65 McGregor, MN 55760	Aanji CNA Lab 20849 370th Lane Unit 104 McGregor, MN 55760

District IIA

Chiminising Community Center (Youth)
2605 Chiminising Road
Isle, MN 56342

District III

Aazhoomog Community Center 45749 Grace Lake Road Sandstone, MN 55072	Evergreen Office 2481 Evergreen Court, Suite A Hinckley, MN 55037	Meshakwad Community Center (Youth) 38043 Hinckley Rd Hinckley, MN 55037

Urban

MLBO Urban Office
1404 E Franklin Avenue
Minneapolis, MN 55404

1.2 Consortium Data on Improving ABE Skills

Provide data on the consortium's success in improving skills for ABE students, such as numbers of students who have made educational level gains, completed a secondary diploma or GED®/HiSET®, entered postsecondary, entered a training program, completed a certificate, or gained employment.

As we are applying to be a new consortium, the data that follows represents education and training gains during the last two fiscal years. Our fiscal year runs October 1 to September 30.

Training Data		FY22	FY21
Classroom Services	# of Client Contacts Made	4,713	3,660
	# Adults Receiving Driver's License Assistance	443	483
	# Youth Receiving Driver's License Assistance	41	18
	# working on GED	285	150
	Total Clients Assisted with Classroom Activities	725	478
Courses	# Offered that were Facilitated in House	42	37
	# Offered that were Facilitated by Other Entities	84	75
	Total number of Sessions Offered	284	250
	Pine Technical and Community College Certificates Obtained	62	52
	Cumulative total of those attending trainings offered through Aanji	923	787
Work Experience Training	Total Hours of Training Provided	45,276	34,958
	Total # WEX Participants	129	243
Tutoring	# students that advanced to the next grade	44	Tutoring was not organized as a separate program at this time.
	# students tutored that graduated	13	
	Total # of K-12 Students Tutored	57	
Ge-Niigaanizijig	# Graduated	16	9
	# Entered College/Trade School	8	2
	# Participating in Internships	46	Not offered
	# Participating in Sports and Fitness Programs	188	243
Culture	Ojibwe Language Lessons	110	Programing was not available at this time.
	Traditional Skills Trainings	119	
	Ojibwe Rosetta Stone Participants	3,438	

1.3 Evidence of Ability to Serve Eligible Adults with Disabilities

Provide evidence of the consortium's ability to serve eligible adults with disabilities, including learning disabilities.

With vast experience working with students of all ages, Aanjibimaadizing has a proven ability to serve those with disabilities. Nearly all of our clients are working to overcome barriers, which often include disabilities. We work with each client to meet their individual learning needs. Most of our staff have

backgrounds in education and/or special education. Those who don't are happily supported by other team members.

Upon intake, case managers ask clients if they have any special needs, learning or other disabilities. After referral to training services, instructors inquire further about their needs and obtain transcripts and other documents and information as needed. This may include working with Aanjibimaadizing facilitators or other Mille Lacs Band Departments to ensure they are supported in the best way possible.

Assessments are then administered. The assessments needed vary, depending on the programs that the client is accessing. Most often these include attending training orientation, completing the Comprehensive Adult Student Assessment Systems (CASAS), Job Search Attitude Inventory (JSAI), Barriers to Employment Success Inventory (BESI), Communication Skills Assessment, Career Cluster Interest Survey, and CAREERwise Interest Assessments.

We have found this process allows us to quickly and effectively identify and address their needs, after which we apply interventions that closely follow the protocols of Physical And Nonapparent Disability Assistance (PANDA). Differences include accommodations that holistically support overcoming barriers and workforce entry - such as generational trauma, substance use disorders, transportation, and family stability. We allow each person to work at their own pace, encourage them to find motivation and empowerment in their skills and abilities, and celebrate their success.

These items are recorded and uploaded in our department database, OneTribe, where the information can be accessed by other Aanjibimaadizing staff working with the client and from the multiple districts we serve.

In addition, all sites meet ADA requirements for accessibility and resources follow ADA guidelines.

2 SECTION TWO: ACCOUNTABILITY

2.1 GOVERNANCE AND DECISION-MAKING PROCESSES

Describe the governance and decision-making processes in place between the consortium fiscal agent and its members. Address the following:

- Indicate the fiscal agent and all additional members of the consortium.
- Which members are ABE providers? (ABE providers are members, including the fiscal agent, that receive funding to run ABE programming.)
- Describe consortium meetings, including: frequency, typical agenda items, and invited/required participants with expectations for their attendance.
- How and when is the annual consortium agreement developed and signed by the consortium and its members?

The fiscal agent for the Mille Lacs Band of Ojibwe ABE Consortium is the Mille Lacs Band of Ojibwe. No public schools are members of the consortium. The Mille Lacs Band Department of Education schools include the Nay Ah Shing Tribal School near Onamia, and Pine Grove Learning Academy near Sandstone.

Aanjibimaadizing is the only ABE provider with the Mille Lacs Band of Ojibwe ABE Consortium and receives all ABE funding.

Consortium meetings will be held no less than twice a year to review data and policies, review funding and prepare objectives for the future. The annual consortium agreement will be developed and signed during these meetings as well as reviewing compiled performance and fiscal reports. These meetings will involve the Aanjibimaadizing Executive Director, Training Manager, and Instructional Staff.

Meetings with instructors will be held monthly to ensure the ABE program meets state requirements. The Training Manager meets regularly with Instructional Staff to review program activities for compliance, address issues, review curriculum, and advise on staff development trainings.

Department All-Staff Meetings are held monthly, where feedback from other programs can be gathered.

Attendance is recorded for all meetings and trainings.

2.2 QUALITY AND ACCOUNTABILITY PLANS AND PROCEDURES

Describe the program quality and accountability plans and procedures for consortium fiscal agent and all members. Address the following:

- How does the fiscal agent ensure that ABE providers in the consortium spend funding appropriately and exclusively for the purposes of running adult education services, and how does the fiscal agent ensure that caps on spending for administration are not exceeded?
- How does the fiscal agent ensure that ABE providers in the consortium adhere to all federal and state ABE law, policy and guidance for operating ABE programming?
- How is program performance data (especially information about attendance, pre- and post-testing, measurable skills gain, level gains and other outcome achievement) monitored at the fiscal agent-, provider-, site-, teacher-, and/or class-levels?
- How and when is program performance data shared and communicated with staff and other stakeholders?

Funding will be distributed to the Mille Lacs Band Aanjibimaadizing Program. The consortium will meet to determine how funds will be used and ensure they provide for viability of the Mille Lacs Band of Ojibwe ABE consortium. Administrative costs over and above the 5% cap will be covered through other funding. It is presumed this will be provided through Public Law 102-477 funding but may also include other funding and grant programs.

All ABE staff will be provided the information needed to ensure program quality and accountability. This will include but is not limited to the Minnesota State ABE Law and Policies.

Staff will also have the opportunity to attend state sponsored professional development events. These may include the Summer Institute or other conferences.

Performance data and services will be monitored no less than monthly to ensure compliance. Related data is compiled in our annual 477 report each October to be presented to our federal partners in December, the Mille Lacs Band Community at the State of the Band each January, and to the Mille Lacs Band Government Officials in December, when the 477 report is reviewed and May, when the annual ABE Application is submitted to the state.

Data is shared and communicated with staff and other stakeholders whenever it is compiled for reports. The Training Manager and Instructional Staff review their data monthly.

ABE Instructional staff are expected to complete all mandatory trainings.

The Training Manager will attend ABE manager meetings, the Grant Application Workshop and other trainings and meetings as required.

2.3 PROCESS(ES) USED IN THE CONSORTIUM TO HELP STUDENTS DEVELOP REALISTIC GOALS AND TIMELINES

Describe the process(es) used in the consortium to help students develop realistic goals and timelines for educational progress, secondary credential attainment, enrolling in college and/or gaining or improving employment. Refer to Document A as appropriate. Address the following:

- How do these processes vary for different types of students, or for students enrolled in different types of programming?

After referral to training services, instructors inquire further about their needs and obtain transcripts and other documents and information as needed. This may include working with Aanjibimaadizing facilitators or other Mille Lacs Band Departments to ensure they are supported in the best way possible.

Assessments are then administered. The assessments needed vary, depending on the programs that the client is accessing. Most often these include attending training orientation, completing the Comprehensive Adult Student Assessment Systems (CASAS), Job Search Attitude Inventory (JSAI), Barriers to Employment Success Inventory (BESI), Communication Skills Assessment, Career Cluster Interest Survey, and CAREERwise Interest Assessments.

2.4 HOW THE CONSORTIUM ADEQUATELY IDENTIFIES, TRACKS, AND REPORTS INFORMATION ABOUT STUDENTS

Describe how the consortium adequately identifies, tracks, and reports information about students that may fall within WIOA barriers to employment (public assistance, exhausting MFIP, disability, displaced homemakers, ex-offender, foster care, homeless, learning disabled, low-income, migrant worker, and single parent) in the intake process.

- How is the consortium utilizing the information collected? (e.g. specialized referrals, additional services, instructional planning)

As an entity that provides most of these services, most Aanjibimaadizing clients fall within one or more of these classifications. This data is entered into our database, One Tribe, and MAXIS when appropriate. The participant's Case Manager is responsible for providing for or making specialized referrals for these supports and recording this data. The Instructional Team may make suggestions and recommendations to the Case Manager.

Individuals who are justice involved are typically assigned to a Facilitator as well as a Case Manager. An ROI may be signed to allow communication with Mille Lacs Band HHS and Family Services (for example) regarding Foster Care. Our department frequently works with Mille Lacs Band HHS departments (as well as others if needed) to support clients with disabilities, in recovery, and/or working to reunite their families.

For details on how information is tracked and recorded, the list below displays the section and page number from the Aanjibimaadizing Program Policies and Procedures Manual:

SERVICE DELIVERY 10
Intake 10
Client Files 12
Payments 15
EMPLOYMENT SERVICES 15
WORK EXPERIENCE (WEX) 16
PARTIAL WAGE SUBISDY CONTRACTS 34
CHILD CARE 35
EDUCATION and TRAINING 45
Displaced Workers 47
Educational College or Technical School 47
Client Training Procedure 47
Adult Basic Education (ABE) 49
Da-nanda-anokiing (Job Readiness Program) 50
Driver's License 54
SMALL BUSINESS DEVELOPMENT 54
ADULT SUPPORT SERVICES 60
Support Services Approval Procedure 61
Adult and Youth Clothing Support 62
Educational Certificates, Licensures and Dues 62
Incidental Work or Education Expenses 62
Transportation Barriers 63
Shelter and Utilities 65
Food Vouchers/Cards 66
SNAP Employment and Training (SNAP E&T) 67
TANF (Temporary Assistance to Needy Families) 67
WELFARE ASSISTANCE 106
NON-RECURRING SHORT-TERM BENEFITS 108
EMERGENCY ASSISTANCE 108
FACILITATED SERVICES 108
SPECIALIZED INTENSIVE SERVICES 113
HOUSING 113
GE-NIIGAANIZIJIG (YOUTH SERVICES) 118
Youth Enrollment Procedure 118
Youth Programs 124
'Healthy Circles' for Teens 124
Youth Financial Literacy Development 124
Youth Sports 124
Career Exploration 127
Summer Internships 128
Non-Program Events 130
Youth Support Services 130
Youth Facilitated Services 132
Youth Educational Expectations 132
Transportation 136
OJIBWE LANGUAGE AND CULTURE 137
Healthy Families Initiative 138
Rosetta Stone 138
HEALTH and SAFETY 138
EMERGENCY POLICIES and PROCEDURES 139
DATA POLICY 142
PARTICIPANT GRIEVANCE PROCESS 146

It should be noted that as a 477 program serving only members of Federally recognized tribes, it is unlikely that we will be working with ESL students. If the opportunity arises, we will happily assist them.

Outside of providing services, data collected may be used in reports and to align programming with participant needs and abilities.

SECTION TWO DOCUMENTATION

A. Intake and Orientation Procedures

Consortium	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac
Date of last update	May 7, 2023
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): • Conditional Work Referral Policy • Eligible Student Policy • Eligible Content Policy

Introduction

These procedures detail the local ABE consortium's intake and orientation procedures that are used at all local sites. These procedures describe how the consortium is complying with Minnesota ABE policies through outlining:

- How **eligibility** is determined and verified for all enrolled students to ensure they are/have:
    - Age Eligible: Individuals are 17 years of age or older
    - Not in K-12 Education: Individuals are not enrolled or required to be enrolled in secondary school (high school) under state law,
    - Educational Need: Individuals meet at least one of the following:
        - Lack proficiency to speak, read or write the English language,
        - Lack a high school diploma or its recognized equivalent, and/or
        - Lack sufficient mastery of basic educational/ skills
    - Meeting additional local consortium or program requirements
- How students age 21 and younger are informed of their right to attend K-12, and the difference between the K-12 system and the ABE system
- What and how **student data** is gathered and how it is entered into SiD in a timely manner
- How the consortium conducts student **orientation** that provides students with essential information, policies and expectations
- How the consortium promotes a **goal-setting process**, starting at intake and on an ongoing basis, to articulate, set, and evaluate student educational, career and related life goals
- How the consortium manages the process of enrolling and placing individuals with **conditional work referrals**
- What **additional guidance** and procedures the ABE consortium has for local staff regarding contact hour tracking.

Aanjibimaadizing follows the state Eligible Student Policy which state that an individual is eligible for ABE programming as an official ABE student if he/she is:

1. At least 17 years of age; and
2. Not enrolled in K-12 instruction; and
3. Not required to be enrolled in K-12 instruction under state statute (see details below); and
4. Who qualify under one or more of the following conditions:

a. Are unable to speak, read or write the English language;
b. Do not have a high school diploma or its recognized equivalent, and have not achieved an equivalent level of education;
c. Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society.

Individuals are not eligible for ABE services if they are enrolled in a public or private K-12 program – this includes public or private regular high schools, charter schools, area learning centers, and other alternative or high school programs.

Students who are enrolled in postsecondary institutions are eligible for ABE services if they meet the conditions above. Please note the individual cannot be dually enrolled in a K-12 program (e.g. postsecondary enrollment option (PSEO), concurrent enrollment, or an early/middle college program).

Minnesota State Statute 120A.22 details who must be enrolled in K-12 instruction.

Aanjibimaadizing Intake Process

All new clients must complete an application for services. This is available to complete online, or print at https://aanji.org/homepage/apply/ . The documentation needed, at minimum, includes: (1) A signed and dated application; (2) Proof of residency in the service area; (3) Proof of Tribal Membership; (4) Selective Service Registration for males over the age of 18; and (5) and an Employability Development Plan (EDP) that is signed and dated. The completed application is sent to the Director of Case Management where it is assigned to a Case Manager.

The Case Manager then confirms eligibility and connects with the potential client to review their application, obtain additional documentation if needed, and compiles their Employability Development Plan (EDP). All adult clients that don't have a diploma have getting their GED (or equivalent) added as a goal. The Case Manager then sends a referral to the Instructional Staff.

Most often, the Case Manager introduces the client to the Instructional Staff that, but occasionally they may also set an appointment for them to meet that works for their schedule. Instructors provide an orientation that includes and overview of classroom services and expectations, reviews the GED process, inquires further about their educational needs and barriers, gathers information to obtain transcripts and other documents and information as needed, and sets goals. These may include working with Aanjibimaadizing facilitators or other Mille Lacs Band Departments to ensure they are supported in the best way possible.

Conditional Work Referrals

The state ABE office encourages programs to collaborate and build partnerships with workforce development.

ABE programs can count the contact hours of students working on computer literacy curricula, citizenship or any other conditional content, if the student is currently participating in core content instruction. The Conditional Work Referral is for adults participating in the work-focused curricula only, which means that the program can collect state and federal funding for those learners if the student meets the eligibility requirements noted below.

Eligibility

In order to classify a referral as a Conditional Work Referral, the adult must meet all of the following criteria:

A. Be at least 17 years old;
B. Not be enrolled in public (K-12) school;
C. Not have goals to improve core literacy (as defined in the Eligible Content Policy), including reading, writing, math, GED, ESL, etc.;
D. Be receiving services from an employment service provider such as a CareerForce Center, prior to being referred to the ABE program;
E. Be referred in writing by employment/MFIP counselors specifically for any one or more of the content areas noted in the "Eligible Content for Conditional Work Referral" section, below. (There is a recommended referral form posted on the Minnesota ABE web site here http://www.mnabe.org/sites/default/files/conditional_work_referral_form_0.docx .)

Eligible Content

Programs serving Conditional Work Referral adults in ABE offer instruction in the following conditional content areas:

Core Content:	**Conditional Content:**
Reading	Citizenship / Civics
Writing	Basic Technology Skills
Mathematics	H.S. Diploma / GED
Speaking	Employability Skills
Listening	Health Literacy
ESL / ELL	Study Skills
GED / H.S. Diploma	Knowing How to Learn
	Creative Thinking/Problem Solving
	Personal, Group Effectiveness
	Financial Literacy

All students enrolled in state and federally funded ABE programs must be receiving instruction in at least one of the core content areas. Conditional content is supplemental to core content instruction. For example, students may receive instruction regarding computer skills ONLY if they are using the computer or software applications to assist them in learning the core content of writing (or one of the other core content areas).

Contact Hour Caps

A Conditional Work Referral Adult can earn a maximum of 30 ABE contact hours per program year under this policy. Programs can only count contact hours for Conditional Work Referral Adults if the ABE-funded staff are providing instruction.

For funding purposes, an ABE consortium's Conditional Work Referral Adult contact hours cannot exceed 20% of the consortium's total ABE contact hours per program year. If the consortium's Conditional Work Referral Adults contact hours exceed 20% of the consortium's total ABE contact hours in a program year, their Conditional Work Referral Adult contact hours will be capped at 20% of the consortium's contact hours for funding.

A waiver on the 20% consortium cap may be obtained with approval by the state ABE office at the Minnesota Department of Education. ABE consortia that believe they may exceed the 20% cap should contact the state ABE office as soon as possible.

Pre- and Post- Testing

While Conditional Work Referrals are not required to be pre- and post-tested with an approved assessment for NRS purposes, the Minnesota Department of Education encourages adult education programs to provide a pre-test, especially in reading, to provide an estimate of the individual's literacy level for the services provided. The student will not be counted in any of the NRS tables but will be counted on Table A for revenue generating (contact hour) purposes for state funding only. Conditional Work Referral adults do not generate federal funding.

If a student enrolls in an ABE program as a Conditional Work Referral Adult and later within the program year enrolls in a core content area (e.g. English Language Learning, GED or HiSET test preparation, math, reading, writing, etc.), all of their program time should be counted in the core program on the NRS tables.

Data Tracking

Following Aanjibimaadizing protocols, all data must be entered into OneTribe and SiDs within 2 business days, with the goal to enter the same day whenever possible.

Initial applications are completed with an online application. When a paper application is submitted, this is entered into an online application. This and all other documentation are stored in a repository within Laserfiche. There is also a file room with hard files for each client.

When a participant comes in to the classroom to work, their classroom file is pulled or created. This is where information about classroom work that's in progress is stored, as well as miscellaneous items such as links, login info, and any notes to follow up with.

To ensure accuracy, a Sign In/Sign Out sheet is also used in each classroom each day. Instructors also keep a daily contact log. By comparing these two documents daily, they can verify the data. After verification, the data is entered into OneTribe and presumably SiDs, which we don't currently have access to. The client classroom file is returned after this.

B. Assessment Procedures

Consortium	Mille Lacs Band of Ojibwe ABE
Staff Contact	Karen Pagnac
Date of last update	May 7, 2023
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): Assessment Policy

Introduction

These procedures detail the local ABE consortium's testing procedures used at all sites. These procedures describe how the consortium is complying with the Minnesota ABE Assessment Policy through outlining:

- The consortium use of **approved assessments** (CASAS, TABE and/or BEST Plus) and for which students they are used.
- Consortium use of different modes of testing, including paper-based testing, computer-based testing, and remote testing.
- When and how to conduct **pre-testing** to ensure all students have a valid pre-test within the first 12 contact hours, including how to ensure that the student does not already have a valid pre-test, and how the program handles invalid test results.
- When and how to conduct **post-testing**, including how to ensure that the student is not post-tested before 40 contact hours, how the post-tests are administered, how the program handles invalid test forms and scores, how post-testing data is entered into SiD, and how the consortium works to maintain a 60% or greater post-testing rate for all participants within the program year.
- What the **assessment training requirements** are for initial testing certification, re-certification at least every five years, other ongoing training, and for which staff.
- What **additional guidance** and procedures the ABE consortium has for local staff regarding testing and assessment.

Assessments Used by the Consortium and for Which Students

Aanjibimaadizing uses the NRS approved testing system CASAS (Comprehensive Adult Student Assessment Systems) Paper Test to assess the learner's knowledge. We do not offer remote/digital forms of CASAS testing, but will provide transportation to the nearest classroom.

GED Ready is used to indicate readiness for the official GED Tests. Northstar Digital Literacy Assessments is used to asses digital literacy skills.

Other assessments used include the Job Search Attitude Inventory (JSAI), Barriers to Employment Success Inventory (BESI), Communication Skills Assessment, Career Cluster Interest Survey, and CAREERwise Interest Assessments for employment and training clients.

Pre-Test Procedures and Guidelines

Pre-tests are administered as soon as possible to ensure they are completed within the first 12 contact hours. This includes the CASAS Reading and Math Appraisal, followed with the full-length CASAS assessments. As we require CASAS for other programs that are offered, we make it a priority for all

participants. This is to build consistency across the team. Non-ABE clients are required to completed the CASAS once per year.

A score that is out of range is invalid and the CASAS will need to be re-administered at the appropriate level.

Returning students whose test is no longer valid in SiDs will need to be retested.

Scores are recorded in One Tribe and SiDs and maintained in the client classroom file.

Post-Test Procedures and Guidelines

Student hours will be monitored in the client hard file, as well as in SiDs to ensure compliance with MDE guidelines and NRS targets of post-test and level gain rates. Post-tests are given after 40 hours of instruction using an alternate form of the CASAS.

The post-testing process continues throughout the student's enrollment and will indicate when a student is academically ready to transition to the next level or take a GED-Ready exam.

Assessment Training Requirements and Procedures

These tests are administered by certified proctors following prescribed testing guidelines.

All ABE staff that administers assessments must participate in assessment certification training offered by MDE or online through the test provider. New staff has 2 months to complete the certification training and may only assist other ABE staff in the administration process during that time. Staff recertify in these tools every 5 years.

Additional Procedures and Guidance

The client then works with the ABE Instructor to determine what is the best option for them regarding their skill level, age, and K-12 opportunities.

If a student has verifiable evidence for the need of accommodations during the testing process, staff will follow the protocol of the testing manual and consult with the supplemental services provider to ensure the validity of the testing experience.

As a WIOA program, other assessments needed vary, depending on the programs that the client is accessing. Most often these include attending training orientation, completing the Comprehensive Adult Student Assessment Systems (CASAS), Job Search Attitude Inventory (JSAI), Barriers to Employment Success Inventory (BESI), Communication Skills Assessment, Career Cluster Interest Survey, and CAREERwise Interest Assessments. Non-ABE scores are recorded in OneTribe, and in the client hard file.

C. Contact Hour Tracking Procedures

Consortium	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac
Date of last update	May 7, 2023
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): Contact Hour Policy Contact Hour Rounding Policy Distance Learning Policy GED Testing Center Contact Hours Policy
Additional resources	Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning)

Introduction

These procedures detail the local ABE consortium's contact hour tracking procedures used at all sites. These procedures describe how the consortium is complying with Minnesota ABE policies through outlining:

- How **daily contact hours** are counted and recorded in a reliable, accurate, and timely manner for intake, orientation, support service coordination, goal setting, assessment, evaluation, and any other time the student spends interacting with ABE staff or trained ABE volunteers to discuss or debrief learning.
- How **proxy hours** are counted and recorded in a reliable, accurate, and timely manner for approved distance learning products, ensuring that there is no double counting of on-site contact hours and proxy hours.
- How **GED testing hours** are accurately counted and with which testing centers the consortium has a signed agreement.
- How contact hours and proxy hours are **monitored**, including how records are kept and evaluated.
- What **additional guidance** and procedures the ABE consortium has for local staff regarding contact hour tracking.

Daily Contact Hours Counting and Recording

Any time a student spends, working face to face with an instructor or staff member, is recorded on the Daily Log sheet maintained by each Instructor. This includes time for intake, orientation, assessment, and attendance.

Any distance learning platform such as the Northstar Digital Literacy assessment completed on site is measured by seat time rather than Proxy Contact hours. The Daily Log sheet tracks an overall tally of data as well as brief notes about who they worked with. Daily Log sheets are retained until the end of our fiscal year (September 30) when overall data is tabulated.

The students, name, time in and out, and purpose of visit are also recorded on the Sign/Sign Out Sheet for verification purposes. Sign/Sign Out Sheets are filed each month and retained for 3 years.

This information is recorded by the Instructor in One Tribe and the Student Information Database (SID) daily. In the case of open enrollment classes where students come and go at various periods throughout the day, the Instructor enters the starting time and ending time that the student was in class to the nearest 15 minutes. SiDs automatically tabulates the contact hours.

If managed enrollment classes are offered, the teacher selects the starting and ending time from drop down menus, after which the SiDs tabulates the assigned contact hours for that class.

In the rare case that something prohibits the teacher from entering student contact hours at the end of every day, they are expected to enter daily contact hours within 48 hours, or by the end of the week, at a minimum.

Proxy Hours Counting and Recording

Proxy Contact Hours are hours that are counted and recorded for students who are enrolled in approved Distance Learning platforms. Unlike reporting for regular contact hours, Proxy Contact hours are tabulated and recorded monthly in the SID database, rather than daily. While the purpose of Distance Learning platforms is to extend the instructional day and provide additional access to programming, especially in sites with limited hours, there are times when students will logon to the online course from a classroom. In this event, the student is logged out of the regular classroom roll and allowed to work on the platform independently, as a distance learning user. This prevents the double counting and reporting of contact hours but allows students to access the system that they might otherwise not be able to access. While there are many different Distance Learning platforms available for use in MN ABE, this consortium currently utilizes Essential Educations GED Academy. The process, procedure, criteria, and responsibility for recording Proxy Contact hours varies by platform and can be found on the MNABE Distance Learning webpage. http://mnabe-distancelearning.org/

Classroom (seat time) hours and proxy hours (PH) will be recorded as separate classes in the state data system.

There are two possible “types” of contact hours involved in distance education:

1. Synchronous Hours: Face to face or live online interactions between an instructor and learner(s). Occur in distance learning for orientation, counseling, pre- and post-testing, or supplemental classroom instruction, either face to face or via online technologies such as webinars, chat, Facetime, Google hangout, Skype, etc. For all synchronous hours, Minnesota ABE programs will follow the ABE Contact Hour Policy. This time needs to be recorded as contact hours (like in-class time).
2. Asynchronous Hours: Instruction is provided when a learner works independently using one or more of the distance learning platforms listed in the Minnesota ABE Distance Learning Website (www.mnabe-distancelearning.org). These hours could happen off-site or on-site, if in-class contact hours are not counted for the same activity. Off-site asynchronous hours could be completed at a learner’s home, at a public library, or any other location a learner is completing a distance learning curriculum. An example of on-site asynchronous hours includes a learner working in an ABE program’s computer lab after class, when this time is not counted as in-class contact hours. Asynchronous DL hours are counted as mastery or time-on-task proxy hours, depending on the platform used. This time needs to be recorded as proxy hours.

For asynchronous hours, the way proxy hours are determined will vary depending upon the curriculum used. For information on proxy hours assigned to specific approved DL platforms, please refer to the Minnesota ABE Distance Learning Website (www.mnabe-distancelearning.org).

GED Testing Contact Hours Counting and Recording

Mille Lacs Band of Ojibwe ABE plans to have an on-site Pearson Vue Authorized Testing Center at the DI Classroom to provide GED® testing and be licensed for two testers at a time. A minimum of two Instructors and the Training Manager will be Pearson Vue GED Administrators and able to proctor any PV approved test.

The official GED® testing hours are entered into the SID Database on a test by test basis. If the tester is not a student from our consortium, they will be asked to fill out a SID form and then entered our site database, so we are able to count the testing hours. If a student declines to fill out the form, we test them but will not count their hours of testing. The proctor is responsible to have them fill out the SID form and to keep record of those testing each time and then to give that information to the ABE Coordinator. All staff follow the method set forth by the Minnesota Department of Education regarding the GED® testing counting and recording of hours put into the SID database.

Monitoring and Record Keeping of Contact and Proxy Hours

When clients come into the classroom they first sign in on the classroom Sign/Sign Out Sheet that is located at each site. The Sign/Sign Out Sheet has a place to enter the persons name, time in and out, and purpose of visit. Sign/Sign Out Sheets are filed at the end of each month and retained for 3 years.

Each client has a hard file of their work in the classroom that is pulled. This file contains progress notes and other relevant materials as the client works to meet their goals. It allows whoever is working with that client that day to know what they are currently working on.

Instructors also keep a daily log sheet. The Daily Log sheet tracks an overall tally of data as well as brief notes about who they worked with. Daily Log sheets are retained until the end of our fiscal year (September 30) when overall data is tabulated.

As able, this information is entered into in SiDs and One Tribe, using the above information to verify any missing data. Often this is at the end of the day. In the rare case that something prohibits the teacher from entering student contact hours at the end of every day, they are expected to enter information within 48 hours. After entry, the hard file is returned.

Additional Procedures and Guidance

GED Academy, Northstar Digital Literacy, and GED Ready are the three prominent digital learning platforms that are used.

- GED Academy is a complete online self-paced ABE, Pre-GED, and GED preparation program.
- GED Ready practice tests are used to determine readiness for the actual GED and for the diagnostic reports to guide targeted instruction based on student demonstration of knowledge mastery and knowledge gaps.
- Northstar Online Learning (NSOL) provides self-directed instruction and review for many modules; other topics are in preparation. Use of NSOL requires creation of individual student accounts.

Other platforms that we have used in the past include:

- Khan Academy, modeled after computer gaming, uses YouTube videos to cover a wide range of subjects, including math, science, computer programming, history, art history, economics, and more. It includes practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Content covers very basic through highly advanced. Teachers should insure that claimed content is ABE eligible.
- Core Skills Mastery (CSM) is an online, self-paced course that builds essential quantitative-reasoning and employability skills to ensure that older youth and adults have the skills and confidence needed for any career.
- MobyMax is an online program designed for K-8 schools to offer differentiated learning and fill gaps in student knowledge.
- Moneyskill teaches students the basics of money management fundamentals. It is comprised of modules with lessons about personal finance and economics.
- Typing.com has been approved as a DL platform. In recognition of the importance of keyboarding to effective ABE participation, ABE programs will be able to record up to 20 hours per student per month for online typing practice.

To improve retention, staff record contacts made to clients that haven't been showing progress with digital learning in One Tribe and SiDs.

D. Consortiums Annual Agreement with Member Districts and/or Organizations

We do not currently have any agreements with other districts or organizations.

We have had an agreement with the Arrowhead Economic Opportunity Agency (AEOA) where we provided space and AEOA provided staff to offer services to our clients.

3 Section Three: Professional Development and Training

3.1 Process and criteria used in hiring decisions

Describe the process and criteria used in hiring decisions for staff (licensure, education, credentials, experience, etc.)

Hiring decisions are based on the Mille Lacs Band of Ojibwe Hiring Process. After going through the Advisory Policy Board, jobs are posted by the MLBO HR Employment Coordinator for a minimum of two weeks. The Employment Coordinator schedules the interviews via telephone or mail. After interviews, the hiring manager completes the Hiring Justification Data Sheet, which indicates who was on the hiring committee, the candidate pool with American Indian Preference indicated and the justification for hiring the selection. This includes confirmation of job specific requirements such as licensure, degree credentials, and background checks. Mille Lacs Band and Native American preference applies to all positions. Hiring Managers must include specific detail as to why American Indian Preference members were not selected for hire.

Qualifications for Lead Instructors and Tutors include:

- A bachelor's degree in education/vocational or a similar field is required.
- Minimum of three (3) years prior experience in the education/vocational field is required.
- Minimum of three (3) years of supervisory experience preferred.
- A valid, current Minnesota teacher's license is required.
- Understanding of Native American culture and ability to demonstrate cultural sensitivity is required, five (5) years working in Native American communities is preferred.
- Must adhere to confidential information in accordance with Data Privacy Act.
- Strong interpersonal, organizational, and communication skills.
- Proficient in Microsoft office systems.
- Knowledge of State GED requirements and procedures.
- Ability to write effectively to prepare reports, memorandums, policies and procedures.
- Ability to design and teach or facilitate groups of adults.
- Ability to establish and maintain working relationships with others is required.
- Must have a current valid driver's license, reliable personal transportation, proof of current insurance coverage, and insurability under the Band's Automobile Insurance Policy.
- Must pass a pre-employment drug and alcohol test.
- This position is grant funded and is dependent upon the continued funding of the Mille Lacs Band of Ojibwe's P.L 102-477 grants program.
- Per section 8 MLBSA § 1212(a-b): A staff person with direct contact with or access to children in care must disclose the arrest, conviction, and applicant background information if that staff person: (a)has a conviction of, has admitted to, has an adjudication of delinquency for, has been charged and is awaiting trial for, or a preponderance of the evidence indicates the person has committed: (1)a crime against a child; (2)an act of physical or sexual abuse; (3)neglect; (4)a felony; (5)the same or similar crimes as those in this subsection listed in the laws of another state or of the United States or of any Tribal law; (b) has a conviction of, has admitted to, has an adjudication of delinquency for, has been charged and is awaiting trial for, or a preponderance of the evidence indicates the person has committed any misdemeanor offense under Federal, State, or Tribal law involving crimes of violence; sexual assault, molestation, exploitation, contact or prostitution; crimes against persons; or offenses committed against children. The Licensing Committee may evaluate the nature and time of a misdemeanor assault charge as well as other types of

misdemeanor crimes not specified in this section to determine whether employment is appropriate.

Qualifications for ABE Instructors are the same with the requirement added to have a current Minnesota Teaching License.

We do not have volunteers on staff. We may have Work Experience clients training in the classroom Because they would work under the direct supervision of a classroom teacher, they do not need to meet the training requirements set forth by the MDE/ABE in the Volunteer Training Standards policy. All new WEX Trainees are provided with an orientation of the program and local office by their supervisor and Instructional Staff. This typically includes sharing information with them about curriculum, policies and procedures, and other pertinent information.

3.2 NEW STAFF ORIENTATION PROCESS

Describe the new staff orientation process and information included. Address the following:
How does the consortium ensure that new staff receive the training required for their position, such as ABE Foundations, CCRS Foundations, test administration certification and distance learning training?

When starting, all new staff are required to fill out paper work with Human Resources and attend an MLBO Employee Orientation Session. When complete, Aanjibimaadizing new employees meet with our Training Manager to complete our department new hire process. At this point they receive After this, they report to their supervisor where team specific trainings are scheduled.

For ABE staff, this is the Training Manager. If working in outside districts, new Instructors work under supervision of the Training Manager and other Lead Instructors for one week. This is typically in the D1 classroom. They return at least once per week for the following month. Online trainings are expected to be completed within 1 month, with priority placed on required ABE trainings.

3.3 STAFF PROFESSIONAL DEVELOPMENT

Describe how the consortium supports professional development (PD) for staff. Address the following:

- What is the process for determining PD needs and priorities at both the consortium and individual staff level?
- What PD activities are mandatory for staff?
- How does the consortium ensure all staff are aware of appropriate PD opportunities?
- What is the amount and percent of total funding that the consortium sets aside or uses for professional development?

Professional Development needs are determined by federal P.L. 477 requirements, state ABE directives, program needs, and individual needs and goals as well as available resources and opportunities. Staff will need to complete training before offering that specific service.

Mandatory ABE trainings will include:

- CASAS Paper Test Proctor Certification, Implementation Basics, Paper Test Implementation, Interpreting Test Results, and Instructional Reports
- ABE Foundations
- Northstar Digital Literacy Proctor Training
- ACES Transitions Integration Framework (TIF)
- SiDs

New staff are given a list of required training with information as to how to access those trainings, many of which are available online. Additionally, the Training Manager monitors the statewide newsletter, and often sends out additional emails, pointing out opportunities to staff.

Of the ABE funding received, 1% will be set aside for professional development. As we are unaware of the amount of funding that will be received, additional costs over and above this will be covered with P.L. 477 funding.

SECTION THREE DOCUMENTATION

E. Consortium professional development plan

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Mille Lacs Band of Ojibwe ABE
Time Period	2023 - 2028
Consortium Manager	Karen Pagnac
PD Planning Team Members	Tammy Wickstrom, Karen Pagnac, Jessica Crafton, Deb Campbell, Jen Gabrio, Becky Clitso, Ameliana Duran

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	As a new consortium, we do not have Table A contact hours. The number of clients served has increased yearly:

Year	Clients Using Classroom Services	Courses Offered In House	Courses Offered Out of House	Training Sessions Offered
FY22	725	42	84	284
FY21	478	37	75	250
FY20	302	13	25	41
FY19	192	5	4	21

What are our measurable skill gain trends (SiD "Level Gains with Post-Test Rates" Report)?	Not available
How well are we post-testing students (SiD "Level Gains with Post-Test Rates" Report)?	Not available
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Not available
How do we compare to similar programs on the state ABE report card?	Not available
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	Our ABE Instructor has an 5-12 SST Social Studies License 3 of our Lead Instructors/Trainers have education degrees with many years of experience, the other is working in her nursing degree. The training manager has 10 years of experience working in special education, 2 years as a high school transition specialist, and 3 years in their current position. She has a degree in Business Management and Web Development.
What strengths and needs are notable from staff observations or evaluations?	Our staff excels at customer service and empowering clients to succeed. We to be able to better serve clients with lower skills and those who are working towards their GED.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Student feedback is generally positive. Clients appreciate that we are always here for them. Many are overwhelmed by the GED process outside of our program.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	As a WIOA program, all of our services are integrated and align with our plan.
Any additional needs identified from other data?	While our program shows substantial growth in all areas, some of the lowest amounts of growth are regarding ABE. We have tried numerous strategies to overcome the difficulties related this. After reviewing data and processes, Aanjibimaadizing feels that becoming a consortium will provide the options needed for our clients to succeed in getting their GED.

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
What are your district/organization priorities?	ABE Related Mille Lacs Band Goals: • The Band's Chief Executive issued a directive at the State of the Band in January 2022 to first - stream-line policies and procedures.

	• The Chief Executive and elders, as well as community surveys, have identified that incorporating Ojibwe culture and tradition is integral to each member's success, self-sufficiency and well-being. ABE Related P.L. Law 102-477 Goals: • Synchronize training opportunities with Anishinaabe values. • Build and strengthen our training program. • Help clients see the importance in self-growth. • Become a Tribal ABE Consortium to meet our clients' educational needs more effectively. • Operate in a manner congruent with State and Federal policies and laws regarding ABE.
What partnerships are potential opportunities?	1. AIOC to provide ABE services for our Urban clients 2. Mille Lacs Band Department of Education 3. Mille Lacs County Jail has reached out to us
What are the state and/or national ABE initiatives and priorities?	1. Attain employment and/or better their current employment in order to become self-sufficient; 2. Achieve high school equivalency (GED or Adult High School Diploma); Attain skills and certificates necessary to enter postsecondary education and training; 3. Learn to speak, read and write the English language; 4. Master basic academic skills to help their children succeed in school; 5. Become U.S. citizens and participate in their local communities; and 6. Gain self-esteem, personal confidence and sense of personal and civic responsibility.

Program Staff PD Activity Participation

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
Core Professional Development				
ABE Foundations	Training Manager Instructors, Tutors	57%	Complete within first 30 days	High
ACES (Academic, Career & Employability Skills) Foundations Online Course	Training Manager Instructors, Tutors	14%	Complete within first 30 days	High
CASAS Assessment Certification (5-years)	Training Manager Instructors, Tutors	86%	Complete within first 30 days	High
CCRS Foundations-ELA	Instructors	40%	Complete within first 6 months	Low

CCRS Foundations-Math	Instructors	40%	Complete within first 6 months	Low
Distance and Blended Learning Basics Online Course	Training Manager Instructors	17%	Complete within first 30 days	High
Northstar Digital Literacy Foundations Online Course	Training Manager Instructors, Tutors	43%	Complete within first 60 days	Medium
Northstar Digital Literacy - take assessments	All Staff	43%	Complete within first 60 days	Medium
SiD (State ABE Database) Training	Training Manager Instructors	17%	Complete within first 30 days	High
TABE Assessment Certification (5-years)	Not relevant	67%	Currently use CASAS Assessments	Low
Specialized Professional Development				
ACES TIF PLCs - Professional Learning Communities	Training Manager Instructors	17%	Complete within first 30 days	High
ACP Course Design Cohort - Adult Career Pathways Curriculum Writing	Training Manager Instructors	17%	Participation will be determined as needed.	Low
ACP Program Development Cohort - Adult Career Pathways Programming for Managers	Training Manager Instructors	17%	Participation will be determined as needed.	Low
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	Training Manager Instructors	17%	Participation will be determined as needed.	Low
CCRS Implementation Cohort-ELA	Instructors	20%	Complete within first 6 months	Medium
CCRS Implementation Cohort-Math	Instructors	20%	Complete within first 6 months	Medium
CSI – Content Standards Integration Cohort	As needed	100%	Participation will be determined as needed.	Low
DL 101 - Distance Learning 101	Training Manager Instructors	17%	Complete within first 60 days	Medium

DL 102 - Distance Learning 102	Training Manager Instructors	17%	Complete within first 60 days	Medium
Distance Learning – TVM Certification	Training Manager Instructors	17%	Participation will be determined as needed.	Low
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles or Webinar Series	As needed	100%	Participation will be determined as needed.	Low
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	As needed	100%	Participation will be determined as needed.	Low
IET Academy	As needed	100%	Participation will be determined as needed.	Low
SPARC - Support Professional's Certificate	Support Staff	100%	Participation will be determined as needed.	Low
Standard Adult Diploma 101 Training	ABE Instructor	50%	Complete within first 60 days of employment	High
STAR - Student Achievement in Reading	As needed	100%	Participation will be determined as needed.	Low
Technology Integration Initiative (TII)	As needed	100%	Participation will be determined as needed.	Low
Technology Leadership Academy (TLA)	As needed	100%	Participation will be determined as needed.	Low
UDL - Universal Design for Learning	As needed	100%	Participation will be determined as needed.	Medium
Annual Events				
ABE Math Institute	Instructor	17%	Participation will be determined as needed and cost allows.	Low
ABE Summer Institute	Training Manager Instructors	57%	Participation will be determined as needed and cost allows.	High
ABE Volunteer Management Conference	Training Manager	100%	Participation will be determined as needed and cost allows.	Medium

Language and Literacy Institute	Instructor	17%	Participation will be determined as needed and cost allows.	Medium
MN Council of Teachers of Math (MCTM) Conference	Instructor	17%	Participation will be determined as needed and cost allows.	Low
Support Services Conference	Training Manager Instructors Support Staff	13%	Participation will be determined as needed and cost allows.	High
Additional Local (or Other) Professional Development				
Adverse Childhood Experiences (ACES)	All Staff	100%	All staff should complete ACE's training in their first year.	High
Other trainings to support culture, re-entry, TBI, and other issues relevant to our participants.	All Staff	100%	As offered, minimum of once per year.	High

ABE Consortium Professional Development Plan

Name of Consortium:	Mille Lacs Band of Ojibwe ABE	
Date Developed	May 7, 2023	SMART goals are: **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	2023 - 2028	
Consortium PD Lead(s)	Karen Pagnac	

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

Priority Consortium Goals (List 3-5 priority goals for your consortium that have PD implications.)	**PD Activities** (How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)	**Target Participants** (Who will participate?)	**Target Date** (When will the activities take place?)	**Resources** (What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)	**Outcomes/Evaluation** (What specific measurable outcomes do we want to see?)
Develop ABE Consortium	Understanding of ABE's mission, goals and requirements	All Staff	By September 2023	ABE site and links	100% completion

	Complete needed trainings	All Staff	By September 2023	ABE site and links	100% completion
	Ensure New staff have completed trainings	All New Staff	As needed within time stated above	PD documents ABE site and links	100% completion

F. Administrative staff – e.g., program or site manager

Adult Basic Education Individual Professional Development (PD) Plan

Name	Karen Pagnac
Job title	Training Manager
Primary duties	Responsible for the day-to-day supervision and coordination of all Aanjibimaadizing training staff, events, and activities as well as the development and acquisition of curriculum to serve the needs of both the youth and adult Aanjibimaadizing program participants.
Work site(s)	All sites, office out of D1 Training Center

Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

My ABE PD Survey Results (Did not have access to survey)

List the 3 challenges you mentioned in your PD survey	Starting Mille Lacs Band of Ojibwe ABE Consortium
	Ensure that the consortium follows state and federal policies and laws
	Ensuring all training needs have been met

My Consortium's PD Goals

What are my consortium's PD goals?

1. Understanding of ABE's mission, goals and requirements
2. All ABE staff completing needed trainings
3. Ensure New staff have completed trainings

My Work

What are my work priorities in the upcoming year?	Ensure that the consortium follows state and federal policies and laws
What am I already doing well with my current work?	Project organization and development, analyzing data

Student Data

What does the data about students tell me (SiD	35% of participants don't have a diploma or GED. Many are willing and eager to get their GED, but unable to overcome barriers.

"Level Gains with Post-Test Rates" Report, etc.)?	Many students start out from a very low level. Many have a TBI that hampers ability. There is relatively little research and advice, but we have support of other departments (Pete Charpentier, MLBO HHS) in addressing their needs.

Additional Factors

What PD priorities do I have?	Taking trainings that I'm missing.
Any additional factors to consider in planning my own professional learning?	Time and cost. Making sure that I'm accessing informational newsletters and ABE groups.

My Individual Professional Development Plan

Plan Time Period: June 2023-June 2024

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
ABE Foundations	https://atlasabe.org/key-activities/mn-adult-ed-staff/abe-foundations-online-course/	Renew By July 1, 2023	Ensure knowledge is current, gain new skills	Confirm knowledge is correct, use new skills
ACES (Academic, Career & Employability Skills) Foundations Online Course	https://atlasabe.org/key-activities/aces/	By July 1, 2023	Ensure knowledge is current, gain new skills	Confirm knowledge is correct, use new skills
CASAS Assessment Certification (5-years)	http://training.casas.org/	Renew when needed	Use regularly, will need to update certification	Certification is updated
Distance and Blended *Learning Basics Online* Course	https://www.literacymn.org/distancelearning	By July 1, 2023	Ensure knowledge is current	Confirm knowledge is correct
SiD (State ABE Database) Training	http://mnabe.org/accountability-reporting/data-system-sid	Within 1 week when available	Use to collect and record student data	Ability to use SiD

ACES TIF PLCs - Professional Learning Communities	https://atlasabe.org/key-activities/aces/aces-plcs/	By July 1, 2023	Improve transitions skills	Implement new skills
Standard Adult Diploma 101 Training	http://mnabe.org/abe-instruction/adult-diploma	By August 2024	Ensure knowledge of Adult Diploma is current	Confirm knowledge is correct
ABE Summer Institute	https://literacyactionnetwork.org/summer-institute/	Summer 2023	Improve knowledge of MN ABE	Feel confident in process
Support Services Conference	https://www.mnabeassessment.com/support-services-conference	By June 2024	Be able to better serve ABE students	Acquire additional supportive services skills

ABE Staff Member Signature _____ ABE Manager/Supervisor Signature _____ Date _____

G. Support staff – e.g., intake, data or testing coordinator

Adult Basic Education Individual Professional Development (PD) Plan

Name	Cassandra Losh
Job title	Administrative Assistant
Primary duties	Compiles information, organizes data, and produces various reports detailing program participation. Maintain client files, and documentation. Assist with file audits and other compliance issues as they relate to the filing system. Assist in providing support services to clients,
Work site(s)	Offices out of DI Training Center

Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

My ABE PD Survey Results (Did not have access to survey)

List the 3 challenges you mentioned in your PD survey	Understanding of ABE's mission, goals and requirements
	Ensuring all personal training needs have been met
	Improving access to GED services to help eliminate barriers

My Consortium's PD Goals

What are my consortium's PD goals?

1. Understanding of ABE's mission, goals and requirements
2. All ABE staff completing needed trainings
3. Ensure New staff have completed trainings

My Work

What are my work priorities in the upcoming year?	Completing needed trainings, understanding SiD.
What am I already doing well with my current work?	Providing similar services, assisting team with administrative needs.

Student Data

What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?	35% of participants don't have a diploma or GED. Many are willing and eager to get their GED, but unable to overcome barriers. Many students start out from a very low level. Many have a TBI that hampers ability. There is relatively little research and advice, but we have support of other departments (Pete Charpentier, MLBO HHS) in addressing their needs.

Additional Factors

What PD priorities do I have?	Complete missing trainings.
Any additional factors to consider in planning my own professional learning?	Accessing trainings.

My Individual Professional Development Plan

Plan Time Period: June 2023-June 2024

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
SiD (State ABE Database) Training	http://mnabe.org/accountability-reporting/data-system-sid	Within 1 week when available	Use to collect and record student data	Ability to use SiD
SPARC - Support Professional's Certificate	https://www.mnabeassessment.com/support-professionals-certificate	By July 2023	Better support ABE services	Use knowledge gained
Support Services Conference	https://www.mnabeassessment.com/support-services-conference	By June 2024	Be able to better serve ABE students	Acquire additional supportive services skills

Adverse Childhood Experiences (ACES)	Provided by Aanjibimaadizing	Within 1 year	Be able to better understand and serve clients	Understand impact of ACES

ABE Staff Member Signature | ABE Manager/Supervisor Signature | Date

H. Instructional staff – e.g., teacher

Adult Basic Education Individual Professional Development (PD) Plan

Name	All Lead Instructor/Trainers: Jess Crafton, Deb Cambell, Jen Garbio, Becky Clitso-Garcia, Ameliana Duran
Job title	Lead Instructor/Trainer
Primary duties	Design, implement, and teach educational programs for adults and youth, as well as develop and administer programs for adult continuing education.
Work site(s)	All Classrooms – DI Training Center, DII Office, DIII Evergreen and Aazhoomog Office, Urban Office

Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

My ABE PD Survey Results (Did not have access to survey)

List the 3 challenges you mentioned in your PD survey	Understanding of ABE's mission, goals, and requirements
	Ensuring all training needs have been met
	Improving access to GED services to help eliminate barriers

My Consortium's PD Goals

What are my consortium's PD goals?

1. Understanding of ABE's mission, goals and requirements
2. All ABE staff completing needed trainings
3. Ensure New staff have completed trainings

My Work

What are my work priorities in the upcoming year?	Completing needed trainings, understanding ABE
What am I already doing well with my current work?	Providing similar services, assisting clients with support services to overcome barriers

Student Data

What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?	35% of participants don't have a diploma or GED. Many are willing and eager to get their GED, but unable to overcome barriers. Many students start out from a very low level. Many have a TBI that hampers ability. There is relatively little research and advice, but we have support of other departments (Pete Charpentier, MLBO HHS) in addressing their needs.

Additional Factors

What PD priorities do I have?	Complete missing trainings.
Any additional factors to consider in planning my own professional learning?	Accessing trainings.

My Individual Professional Development Plan

Plan Time Period: June 2023-June 2024

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
ABE Foundations	https://atlasabe.org/key-activities/mn-adult-ed-staff/abe-foundations-online-course/	Renew By July 1, 2023	Ensure knowledge is current, gain new skills	Confirm knowledge is correct, use new skills
ACES (Academic, Career & Employability Skills) Foundations Online Course	https://atlasabe.org/key-activities/aces/	By July 1, 2023	Ensure knowledge is current, gain new skills	Confirm knowledge is correct, use new skills
CASAS Assessment Certification (5-years)	http://training.casas.org/	Renew when needed	Use regularly, will need to update certification	Certification is updated
Distance and Blended *Learning Basics Online* Course	https://www.literacymn.org/distancelearning	By July 1, 2023	Ensure knowledge is current	Confirm knowledge is correct
SiD (State ABE Database) Training	http://mnabe.org/accountability-reporting/data-system-sid	Within 1 week	Use to collect and record student data	Ability to use SiD

		when available		
ACES TIF PLCs - Professional Learning Communities	https://atlasabe.org/key-activities/aces/aces-plcs/	By July 1, 2023	Improve transitions skills	Implement new skills
Standard Adult Diploma 101 Training	http://mnabe.org/abe-instruction/adult-diploma	By August 2024	Ensure knowledge of Adult Diploma is current	Confirm knowledge is correct
ABE Summer Institute	https://literacyactionnetwork.org/summer-institute/	Summer 2023	Improve knowledge of MN ABE	Feel confident in process
Support Services Conference	https://www.mnabeassessment.com/support-services-conference	By June 2024	Be able to better serve ABE students	Acquire additional supportive services skills
Adverse Childhood Experiences (ACES)	Provided on regular basis by Aanjibimaadizing	Within 1 year	Be able to better understand and serve clients	Understand impact of ACES

ABE Staff Member Signature | ABE Manager/Supervisor Signature | Date

4 Section Four: Educational Quality

4.1 How high-quality educational services are developed

Address the following:

- How are decisions made about what kinds of courses and instruction to offer?
- How are courses and instruction evaluated to determine whether they are high quality?
- How does the consortium ensure that all students have access to sufficient intensity of instruction in order to make learning gains?
- How does instruction incorporate the essential components of reading instruction (alphabetics, fluency, vocabulary, and comprehension)?

Mille Lacs Band of Ojibwe's ABE program follows the Minnesota ABE Eligible Content Policy. Course offerings are based on cost and client need. Client need is based on survey results, assessment scores, goals, and barriers to address.

The courses we currently offer follow the Minnesota ABE Eligible Content Policy. We are familiar with them and feel confident in being able to meet clients' needs with them. Occasionally there are instances, such as with certain disabilities, where we look to find learning material that addresses accessibility issues better. All curriculum is state supported for Minnesota Adult Education.

Our offices are open year-round from 8:00 am to 5:00 pm, Monday through Friday. Classroom services are available daily in DI, our most often used classroom and Urban classroom. Classrooms in DII have instructors available 3 to 4 days a week. Offices in DIII have instructors available 1 to 2 days a week. Classrooms that don't have an instructor 5 days a week have others on staff to assist with services and can always contact any of the instructors for guidance. We are happy to work with clients to ensure we are available at a time and day that works best for them.

Our classroom at Aazhoomog (30 miles East of Hinckley, along the Minnesota and Wisconsin border) is the most challenging to provide service to. Internet is severely limited and slow. Cell reception is largely non-existent. While all staff have cell phone access. The most reliable method of communication is via land line phone, which works well for them, and us – though sometimes we need to relay messages from Aazhoomog, to the DI office, and back to the DIII staff. Our main phone line is tied to the Mille Lacs Band Government Center, which improves access for them and we happily work to ensure their needs are met.

Distance learning platforms are available for all clients, along with the ability to check out Chromebooks and receive internet assistance. We also provide work packets for those that prefer them or have limited access to internet.

Our most frequently used curriculum is GED Academy, which offers the essential components of reading instruction.

4.2 How the consortium's distance/hybrid learning programming has expanded

Describe how the consortium's distance/hybrid learning programming has expanded over the past 2 years. Address the lessons learned and best practices adopted in recent years, as well as intentions and plans for continued improvement of distance and hybrid learning.

The global pandemic of COVID-19 significantly impacted program operations. All MLBO government offices were open by appointment only from mid-March to summer 2020. In summer 2020, governmental operations and Aanjibimaadizing offices started moving back to normal operations. In fall of 2020, the number of COVID-19 cases in reservation communities and counties started skyrocketing. This led to the closing of MLBO government offices and Aanjibimaadizing in November 2020 with Offices reopening in February 2021. Limited staff in the offices led to delays in client request processing and limited training opportunities.

GED Academy and other digital platforms were already in place, and we began relying on them almost immediately. We incorporated Zoom into our operations in April of 2020. Most staff already had access cellphones and laptops or computers to work from home. Webcams, printers and scanners were assigned to the staff that needed them. Chromebooks were purchased to assign to clients. We began using Laserfiche – a digital business process automation platform – to complete financial transactions.

Using Laserfiche, were also able to move our application process online. Most recently, One Span was integrated to provide wet signatures.

We are continuing to move processes online, such as our Release of Information. At this point all processes can be completed remotely, though access to One Tribe requires a VPN which those who need it, have. The instructional staff does not have VPN access as they rarely work remotely. In cases where they are working remotely, One Tribe entries are done the next day, or are emailed to the client's case manager to enter. Entries are typed so they are ready to copy and paste into the database.

4.3 STATE CONTENT STANDARDS INTEGRATION

Give an overview of how the consortium has integrated all three sets of the state's content standards for ABE (CCRS, ACES/TIF and Northstar) into instruction to date. Address the following. Refer to document J as appropriate.
What content standards training have staff participated in?

- How has instruction changed as a result of standards integration?
- How are the standards used to plan for instruction?
- How have the standards informed changes in course offerings and program structures?

As a new consortium, standards integration has not affected our process or called for changes for many years. In the past we worked to provide curriculum that met standards. Deb Campbell has been working with our department for over 15 years and was instrumental in developing a GED assistance program within the Mille Lacs Band. She was largely responsible for putting the processes we are currently using were largely in place. When working with Milaca Schools, alignment was confirmed. When choosing curriculum, we ensure that they meet or exceed the current standards and at renewal, check to see that they still do.

Our students primarily graduate with a GED. Nay Ah Shing Schools alternative learning program, Oshki-Maajitaadaa, provides credit recovery. We plan to work with them when credit recovery or the Minnesota Adult Education Adult Diploma Program (ADP) is an option. With the success of our youth program working with the local schools, it is not expected that this will be used often.

CCRS

In the process of striving for quality, we have been working to have all ABE curriculum meet the College and Career Readiness Standards (CCRS) to offer the best for our clients.

ACES/TIF

We currently provide many trainings related to employability and work with clients frequently to assist with professional development. We partner with Pine Technical and Community College to provide hard skills training as well. Staff will be taking training to ensure we meet ACES/TIF requirements.

NORTHSTAR DIGITAL LITERACY

Staff has begun taking proctor training so participants can receive a certificate of credentials. We are very familiar with the program and encourage all of staff to participate in it as well.

Refer to Document J.

4.4 Overview of college and/or career-focused programming

Give an overview of college and/or career-focused programming, including Integrated Education and Training (IET) programming, transitions to postsecondary programming or programming that helps students attain a recognized credential or certification. Refer to document I where appropriate.

As a WIOA program, we also provide Integrated Education and Training (IET) programming, transitions to postsecondary programming, and programming that helps students attain a recognized credential or certification. We work with students to identify career and life goals and develop Employment Development Plans that are customized to their needs and the barriers they need to overcome.

Refer to:

1. Aanjibimaadizing Program Policies and Procedures Manual
2. Aanjibimaadizing 477 Plan
3. Aanjibimaadizing FY22 477 Narrative
4. Document I

4.5 Current adult diploma programming

Give an overview of any current adult diploma programming, which allows ABE students to complete a high school diploma (not high school equivalency assessment prep, such as the GED®/HiSET®). Include credit completion adult diploma programming, as well as Standard Adult Diploma programming. Refer to Document I as appropriate.

We do not currently have an adult diploma program, but hope to develop one in the future.

4.6 How volunteers are utilized and trained

Describe how volunteers are utilized and trained in the consortium. Address the following:
What are common activities and roles for volunteers?

- How do volunteers enhance student success in the consortium?
- How are the consortium's volunteers oriented and trained? (Training requirements are outlined in the Volunteer Training Standards Policy.)
- What training is provided and/or required on an ongoing basis for volunteers, locally and/or through other entities? (Volunteers who have tutored for more than one year are required to participate in a minimum of 2 hours of professional development annually after initial training, as outlined in the Volunteer Training Standards Policy.)

Mille Lacs Band of Ojibwe ABE does not have any volunteers. If we should get volunteers, they will be offered an orientation and work under the supervision of instructional staff. They will have the opportunity to take the mandated trainings required.

SECTION FOUR DOCUMENTATION

I. Instructional Program Description

Consortium name	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac
Date of last update	May 7, 2023
Policy guidance	From Minnesota ABE Policies website (www.mnabe.org/abe-law-policy/mn-abe-policies): Eligible Content Policy Distance Learning Policy
Additional resources	ATLAS website (www.atlasabe.org) WIOA Regulations and Definitions (available at www.mnabe.org/abe-law-policy/federal-law-wioa) Minnesota ABE Distance Learning website (www.literacymn.org/distancelearning/)

INTRODUCTION

This document outlines the local ABE consortium's instructional programming, describing how the consortium is complying with state and federal guidance for ABE programs, including the following requirements:

- ABE students must be enrolled and receiving instruction in at least one of the following **core content** areas: reading, writing, math, speaking, listening, ESL, or GED/diploma (except in the case of Conditional Work Referral).
- ABE programs are expected to integrate the state's **content standards** for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework (TIF) and the Northstar Digital Literacy Standards.
- ABE instructional content is expected to align to the **allowable activities** as listed in Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA)

In addition, ABE programs are expected to align instruction to **best practices** as identified in rigorous and scientifically valid research.

Instructional Program Description - Table of Contents

Instructional area	Course name(s)	Pages number(s)
ABE/GED	GED Academy	44
NorthStar Digital Literacy	Basic Computer Skills	45
	Internet Basics	46
	Using Email	48
	Microsoft Word	50

Instructional Program Description – Course Descriptions

Course name	**GED Academy**	
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	All, GED Academy offers a placement test to determine specific learning needs of each users.	
Course goals	**Language Arts, Reading** Comprehension—Summarize; Comprehension— Main Ideas; Comprehension—Restate or Paraphrase; Comprehension—Explain Implications; Comprehension—Words in Context; Comprehension—Recall Information; Application; Analysis—Character; Analysis—Inferences; Analysis—Evidence and Conclusions; Analysis— Evaluate Meaning; Synthesis—Compare and Contrast; Synthesis—Tone, Perspective, and Effect; Synthesis—Integrate Information **Language Arts, Writing** Organization; Writing a Timed Essay; Mechanics— Spelling; Mechanics—Capitalization; Mechanics— Punctuation; Structure and Usage—Sentence Recognition; Structure and Usage—Subject-Verb Agreement; Structure and Usage—Fragments and Run-ons; Structure and Usage—Verb Tense; Structure and Usage—Subject and Verb Review; Structure and Usage—Advanced Sentence Structure; Editing, Proofreading, and Finalizing **Mathematics** Number Sense and Operations—Unit One; Number Sense and Operations—Unit Two; Measurement; Data Analysis; Probability & Statistics; Patterns, Functions, & Algebra; Geometry & Spatial Sense **Social Studies** Construct Meaning—Comprehension; Words in Context; Application; Analysis; Interpret Graphic Information; Evaluate/Extend Meaning; Recall Information **Science** Comprehension; Application; Analysis; Evaluation; Synthesis	
Course content	CCRS	See https://www.paadultedresources.org/wp-content/uploads/2017/10/2014-resource_list-1-25-18.pdf
	ACES/TIF	
	NorthStar	

	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	Online	

Course name	**NorthStar Digital Literacy - Basic Computer Skills**	
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 or higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

	NorthStar	Distinguish between different types of devices (tablets, desktop and laptop computers). Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen). Log on to and shut down the computer. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock). Identify types of mice: mouse and touchpad. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links). Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). Drag and drop. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling). Access and control audio output features (volume, mute, speakers and headphones). Identify icons on desktop. Demonstrate ability to trash and retrieve items using the trash or recycle bin. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity and changing screen resolution on a monitor). Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage). Identify whether a computer is connected to the internet. Identify and locate camera and mic on laptop and tablet. Turn computer and monitor on and off.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

Course name	**NorthStar Digital Literacy - Internet Basics**

Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) Critical Thinking (CT) Skill 3: Evaluate the quality and validity of information (news reports, gossip, online resources)
	NorthStar	Identify the different ways a person can connect to the internet. Demonstrate knowledge of browsers and identify commonly used browsers. Demonstrate familiarity with website structure (e.g., landing pages, internal pages). Identify top-level domains (e.g., .edu, .com, .org). Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers). Demonstrate understanding of when it's safe and appropriate to share personal, private, or

		financial information (e.g., recognizing phishing attempts, identifying unsecured websites). Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks). Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods. Fill out an online form. Identify address bar and demonstrate understanding of its functionality. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). Perform internet search using clear parameters (terms and filters). Demonstrate ability to scroll up and down a page and left and right on a page. Identify and make use of common website interactions (e.g., play buttons, hyperlinks). Identify and work with tabs and windows. Enable a specific pop-up window. Use shortcut keys, or menu or mouse equivalents, to support user experience on the web (e.g., zoom, find text). Identify and locate camera and mic on laptops, tablets. Turn computer and monitor on and off.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

Course name	**NorthStar Digital Literacy - Using Email**
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination

Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)
	NorthStar	Define email and identify common email clients. Tell the difference between a URL and an email address. Register for a new email account, using a professional user name and a strong password. Log into email. Create and send an email, including recipient address, subject, and message. Open and reply to an email. Understand why and how to reply, reply all, and forward an email. Add an attachment to an email. Open and download an email attachment. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.). Use caution when opening or replying to an email from an unfamiliar source,

		downloading attachments, following links, or giving out personal information. Sign out of email, especially when using shared computers.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

Course name	**NorthStar Digital Literacy - Microsoft Word**	
Site and schedule	DI – Monday through Friday DII – Monday, Tuesday, Friday DIII- Wednesday and Thursday Urban – Monday Wednesday, Thursday, Friday	
Delivery method (In-person, hybrid, DL, combination)	In-person, distance learning, or combination	
Target student population (including cut scores, score ranges, completion criteria)	CASAS 211 and higher	
Course goals	Provide learners the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.	
Course content	CCRS	CCR Reading Anchor 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)
	ACES/TIF	Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (email, texting, Skype, social media, cell phone) Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)

		Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)
	NorthStar	Open a new or existing document. Identify the parts of the Word window, including the Ribbon, Status Bar and Quick Access Toolbar. Save a document, being intentional about name and location. Identify file extensions that can be opened by Microsoft Word. Use Spelling and Grammar checks. Format text: size, color and font type. Set text spacing and alignment. Apply bullets and automatic numbering. Undo the previous action. Cut, copy and paste. Modify page layout, including margins and orientation. Print. Close a document. Insert objects into a document, including images, shapes, hyperlinks, and tables.
	Other (e.g. career/ occupational content, science, social studies, IELCE (civics), citizenship prep)	
Course text(s), educational technology, other instructional materials	NorthStar Digital Literacy curriculum (www.admin.digital literacy assessment.org)	

J. ABE Content Standards Implementation Plan

INTRODUCTION

This plan outlines how the local ABE program (consortium, site, etc.) is planning to implement the ABE content standards over the next 3-5 years. Minnesota's ABE content standards are:

- ACES (Academic, Career and Employability Skills) TIF (Transitions Integration Framework
- CCRS (College and Career Readiness Standards for Adult Education)
- Northstar Digital Literacy Standards

GUIDANCE

In developing the multi-year plan consider the following:

1. **Training**: How will current and new staff (ongoing) be trained on each set of content standards? Which staff might need more specialized training and how/when will that happen?
2. **Integration into instruction**: How will the program integrate the content standards into instruction? How will the program evaluate standards implementation?

3. **Program structure and additional supports**: What additional supports (financial, support services, etc.) should the program seek in order to implement the standards? How might the program need to reconsider its structure and programming to better implement the standards and enable student success?

Overall plans are expected to incorporate all three sets of content standards.

All consortia are required to submit an implementation plan; this specific template is recommended but not required.

If your program has already developed a plan for one or more of the sets of content standards, your program can either continue to utilize that plan or embed it in this template. This template can be used to articulate a plan for all sets of content standards or any set(s) that are not already represented in previously developed plans.

CONTACT

If you have questions about this plan template, please contact Jodi Versaw at Jodi.versaw@state.mn.us or (651) 582-8593.

J. Content Standards Implementation Plan

Consortium name	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac
Plan implementation period (start and end dates)	2023 - 2028
Date of last update	May 7, 2023

Implementation Plan Strategies

Options: You may choose to develop:

a) One section for each set of content standards with strategies;
b) One section for each area of consideration from the "Guidance" (training, integration into instruction, and program structure and supports);
c) Or another way that best works for your program.

Section: ACES/TIF Implementation

Strategy	Timeline	People Involved	Resources Needed
Receive training on the ACES/TIF and standards	By July 1 or as available	Training Manager, Instructors	https://atlasabe.org/key-activities/aces/ https://www.literacymn.org/educator-resources
Ensure standards are integrated into classroom services.	By September 1	Training Manager, Instructors	https://atlasabe.org/key-activities/aces/ https://www.literacymn.org/educator-resources
Expected Outcomes and Indicators **of Success**	Identify the skills needed to implement the ACES/TIF in their lessons.		

Section: CCRS standards implementation

Strategy	Timeline	People Involved	Resources Needed
Have a basic understanding of CCRS	By September 1	Training Manager, Instructors	CCRS Manual
Expected Outcomes and Indicators of Success	Be able to use resources needed to plan, implement, evaluate, and document standard based instruction.		

Section: Distance Learning

Strategy	Timeline	People Involved	Resources Needed
Distance and Blended Learning Basics for Minnesota Adult Education	By July 1	Training Manager, Instructors	https://www.literacymn.org/distancelearning
Complete the Northstar Digital training and proctor training online to increase engagement in distance learning	By July 1	Training Manager, Instructors	https://www.digitalliteracyassessment.org/quick-start-guide
Expected Outcomes and Indicators of Success	Be able to better support clients with distance learning.		

Section: Digital Literacy

Strategy	Timeline	People Involved	Resources Needed
Northstar Digital Literacy Foundations to gain knowledge on how digital literacy standards can be integrated into courses	By July 1	Training Manager, Instructors	https://literacymn.crhosts.cloud/enrol/index.php?id=169
Expected Outcomes and Indicators of Success	Incorporate NDL standards into lesson planning and instruction delivery.		

5 Section Five: Integration and Collaboration

5.1 Evidence of alignment to local or regional needs and strategies

Provide evidence of alignment to local or regional needs and strategies as outlined by local workforce boards and/or partners in the workforce development plans (local and regional Workforce Innovation and Opportunity Act (WIOA) plans).

Aanjibimaadizing, who administers Mille Lacs Band of Ojibwe ABE, is a workforce development program under Public Law 102-477 which allows Federally recognized Tribes and Alaska Native entities to combine formula-funded Federal grants funds, which are employment and training-related into a single plan with a single budget and a single reporting system. As such, we are a WIOA program.

5.2 WORKFORCE DEVELOPMENT PARTNERS REFERRAL METHODS

Describe the methods of referral between local workforce development partners and the consortium, addressing both how the consortium refers learners to workforce development partners, and how workforce development partners refer clients to the consortium. Include how the consortium promotes concurrent enrollment in Title I programs (Adult, Youth and Dislocated Worker).

As a WIOA program, we also provide these services. See the Aanjibimaadizing Program Policies and Procedures Manual for further details on each of the programs offered.

5.3 HOW INSTRUCTIONAL PROGRAMMING IS DEVELOPED AND DELIVERED

Describe how instructional programming is developed and delivered in coordination and collaboration with other educational, training, and employment resources in the community. Partner entities could include K-12 schools, postsecondary institutions, local workforce development boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and faith communities. (Refer to data collected about student barriers in item 2.4)

In addition to ABE, we also provide trainings and courses that lead to employment and family stability.

We have been partnering with Pine Technical College to offer courses such as Automotive Technician, CNA, PCA, Welding, Administrative Assistant and CLD classes, among others. The need for these is largely determined by the needs of other Mille Lacs Band Departments. To date over 150 people have received their certificate through this partnership.

We partner with the Mille Lacs Band Emergency Services to provide First Aid/CPR classes to the community monthly. These classes are free for clients and $20 for non-clients.

We partner with Mille Lacs Early Education to provide family orientated trainings for parents.

We also have a culture team that provides Ojibwe Language and Culture trainings. In addition to this, we have developed the Ojibwe Rosetta Stone language learning app. Our culture team works with the Mille Lacs Band HHS and DNR departments. We have four culture apprentices on our staff currently who help with these programs.

Our youth program partners with most area schools to provide tutoring and classroom assistance. They also partner with Mille Lacs Corporate Ventures to provide internships.

We work closely with TERO and the Mille Lacs Higher Education as well.

While most of our collaborations are with the Mille Lacs Band, it should be noted that the Mille Lacs Band is the largest employer in our service area and one of the few local business providers.

5.4 Collaboration with local and county correctional facilities

Describe any collaboration with local and county correctional facilities. Address how the consortium ensures that programming in correctional facilities provides sufficient intensity and duration of instruction. Include the following:

- A brief description of the instructional content and schedule(s) of ABE programming occurring in local and county correctional facilities (refer to document I as appropriate).
- Description of all support received from the correctional institution, including financial.

Our ABE instructor, Jessica Crafton, previously offered ABE at the Mille Lacs County Jail. They have reached out to us to provide ABE services. We are not opposed to this idea, but unsure if our 477 funding will allow us to do this, if it works within the ABE consortium system, and if it's beneficial for the Mille Lacs Band to offer this. We have a federal review scheduled in June where it may be discussed.

5.5 Collaboration with Tribal Nations

Describe any collaboration with Tribal Nations, if one or more are partially or entirely within the geographic area served by the consortium, or if the consortium serves a significant number of members of a particular Tribal Nation.

All of our clients are federally enrolled tribal members. Most are Mille Lacs Band members or have family in our communities who are. See Part 5.3, above, for more information.

5.6 Regional transitions plan Implementation

Describe the consortium's role in developing and implementing the regional transitions plan.

As the Mille Lacs Band workforce development center, we develop a 477 plan every 3 years and a 477 Narrative yearly that covers transitional services in our communities. Our staff members serve on various state and regional committees that address workforce, housing, and equity issues.

5.7 Representatives

Indicate the individual who currently serves as the Regional Transitions Coordinator (RTC) for the consortium, and the individual who currently serves as the ABE Representative/s to the Local Workforce Development Board/s. How does the RTC communicate the information from the regional meetings to the entire region? How does the ABE Representative communicate the information from the LWDBs to the entire Workforce Development Area?

The Training Manager, Karen Pagnac, will serve as the Regional Transitions Coordinator (RTC) for the consortium. The local workforce development areas for the main counties we serve (Mille Lacs, Aitkin, and Pine Counties) include Region 3-Area 5, and Region 2-Area3. Region 3-Area 5 will be prioritized as it contains both Mille Lacs and Pine Counties.

Information will be emailed to all ABE staff and the Director of Aanjibimaadizing, Tammy Wickstrom. Information of interest to the public may be published in the Mille Lacs Band newspaper, the Innajimowin and in our seasonal course catalog.

SECTION FIVE DOCUMENTATION

K. Most recent Memorandum of Understanding (MOU) with the local Workforce Center

The Mille Lacs Band Aanjibimaadizing program that administers Mille Lacs Band of Ojibwe ABE is the local workforce center.

L. List of local Workforce Development Board (WDB) members

Central Minnesota Jobs and Training Services, Inc. (CMJTS) is a nonprofit employment and training agency and a partner in the Minnesota CareerForce System. CMJTS is a partner of Local Workforce Development Area 5, which serves 11 counties in central Minnesota, including Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne, and Wright counties.

https://www.cmjts.org/about/our-board/workforce-development-board/

The Northeast Minnesota Workforce Development Board guides the design of local workforce development throughout the counties of Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis, including oversight of the operation of Minnesota CareerForce locations.

https://www.nemojt.org/workforce-development-board-wdb/

M. Current year ABE Regional Transitions Plan

See Aanjibimaadizing's 477 Plan.

N. Current Regional/Local WIOA Plan for the local Workforce Development Area(s) (WDA) served

See Aanjibimaadizing's 477 Plan.

6 SECTION SIX: PROGRAM RESOURCES

6.1 USE OF TECHNOLOGY

Describe the use of technology, both in person and at a distance/hybrid learning, to improve student access to programming, enhance the quality of instruction, and lead to improved outcomes for students.

Throughout the challenges of COVID-19, Aanjibimaadizing continued to provide services to all clients utilizing a variety of virtual platforms; including Zoom and online applications developed with Laserfiche. Throughout the pandemic, Aanjibimaadizing increased the number of clients served, created jobs, and provided training and GED assistance to support job skill development.

Positives to come out of the pandemic include the ability of staff to work remotely, a digital billing and payment system was installed, website developed, and increases to our outreach through a variety of digital means.

Classroom technology includes:

DISTRICT I – ONAMIA CLASSROOM

- Desktop computers (7)
- Staff computers (5)
- Laptop (1)
- In-classroom printer
- There is an adjacent testing room with a student desktop computer
- Large screen monitor

DISTRICT II – MCGREGOR

- Desktop computers (3)
- Staff computers (1)

DISTRICT III – EVERGREEN

- Desktop computers (2)
- Staff computers (1)

DISTRICT III – AAZHOOMOG

- Desktop computers (2)
- Staff computers (1)

In addition to this, each office has access to a copier/printer; webcams, headphones, projectors, and calculators. All Instructional Staff also have laptops. We have purchased Chromebooks that clients can check out to work on educational goals and can assist with internet as a “payer of last resort.”

All computers have licenses for Microsoft Office and access to Google Apps. Through a partnership with Nay Ah Shing Schools, we can create aanji.org Google accounts for our clients. We have 20 reusable seats for Essential Education’s “Academic Bundle.” We also use NorthStar Digital Literacy, and GED® Testing Service LLC.

We will need access and training for SiDs.

6.2 OUTSIDE RESOURCES

Describe any resources, other than state and federal ABE funding, that are used to support ABE programming. This can include financial resources, such as grant funding or charitable contributions. It can also include coordination with community partners to provide support services such as transportation, counseling or childcare. (Refer to data collected about student barriers in item 2.4. Also refer to items 5.3 and 5.4 as appropriate.)

As a tribal entity, Public Law 102-477 provides the majority of our funding. This is very similar to Red Lake ABE. We provide support services in house but work closely with many other Mille Lacs Band Departments and use their services as appropriate. This includes Information Services for technology needs and Human Resources for job applicant services, among others. As White Earth ABE does, we expect to coordinate with Mille Lacs Corporate Ventures to promote ABE services.

SECTION SIX DOCUMENTATION

Technology and Distance/Hybrid Learning Plan

INTRODUCTION

This plan outlines how the local ABE consortium is planning to utilize technology resources and distance learning in support of quality instructional services and increased student outcomes for ABE learners.

GUIDANCE

In developing this multi-year plan for technology and distance learning, consider the following:

- **Current resources**: What resources currently exist and are available across the consortium? Resources can include (but aren't limited to): hardware, software, funds, staff expertise, staff time, and IT/tech support.
- **Future needs as it relates to current resources**: What training, support, funds or other items will be necessary to continue the use of current resources?
- **Future plans for developing and utilizing additional resources**: What additional hardware and/or software would add value for the consortium's programming? How will decisions be made about which hardware and/or software are worth investing in? Where will funds come from to support additional resources? What training requirements will additional resources entail?

All consortia are required to submit a Technology and Distance Learning plan; this specific template is recommended but not required.

CONTACT

If you have questions about this plan template, please contact Jodi Versaw at Jodi.versaw@state.mn.us or 651.582.8593

O. Technology and Distance/Hybrid Learning Plan

Consortium name	Mille Lacs Band of Ojibwe ABE
Staff contact	Karen Pagnac

Plan implementation period (start and end dates)	2023-2028
Date of last update	May 7, 2023

Technology resources:

Current	
Hardware:	DISTRICT I – ONAMIA CLASSROOM • Desktop computers (7) • Staff computers (5) • Laptop (1) • In-classroom printer • There is an adjacent testing room with a student desktop computer • Large screen monitor DISTRICT II – MCGREGOR • Desktop computers (3) • Staff computers (1) DISTRICT III – EVERGREEN • Desktop computers (2) • Staff computers (1) DISTRICT III – AAZHOOMOG • Desktop computers (2) • Staff computers (1) In addition to this, each office has access to a copier/printer; webcams, headphones, projectors, and calculators. All Instructional Staff also have laptops. We have purchased Chromebooks that clients can check out (over 50 remaining)
Software:	We will need access and training for SiDs. All computers have licenses for Microsoft Office and access to Google Apps. We have 20 reusable seats for Essential Education's "Academic Bundle." We also use NorthStar Digital Literacy, and GED® Testing Service LLC. Other software we have access to, but use less frequently includes: • Moby Max • Khan Academy • Core Skills Mastery • Moneyskill • Typing.com • Zoom • One Tribe
Other:	• Through a partnership with Nay Ah Shing Schools, we can create aanji.org Google accounts for our clients. • We can assist with internet as a "payer of last resort." • Mille Lacs Band Information Services (IS) supports Aanjibimaadizing and Mille Lacs Band of Ojibwe ABE with IT needs.

Future Plans	**Resources needed**	**Timeline**

Continue to provide calculators for GED testing	Funding	Ongoing, as needed
Update and upgrade computers	Funding, IS support	Ongoing, most updated Summer of 2022
Purchase new mice, chargers, headphones, webcams, and other accessories	Funding, IS support	Ongoing, as needed

Expectations for staff digital literacy skills and use of technology:

Current	
Instructors are expected to	• Proficiently use Microsoft Office Outlook, Word and Excel. • Use the Student Information Database (SiD) • Use GED Academy • Assign and use Northstar • Use Zoom • Participate in webinars and virtual meetings using platforms such as: Google Meet, GoToMeeting, and Microsoft Teams
Support staff are expected to	• Proficiently use Microsoft Office Outlook, Word and Excel. • Use the Student Information Database (SiD) • Use Zoom • Participate in webinars and virtual meetings using platforms such as: Google Meet, GoToMeeting, and Microsoft Teams
Managers are expected to	• Proficiently use Microsoft Office Outlook, Word and Excel. • Use the Student Information Database (SiD) • Use Zoom • Participate in webinars and virtual meetings using platforms such as: Google Meet, GoToMeeting, and Microsoft Teams

Future Plans	**Resources needed**	**Timeline**
Obtain 100% training completion in all high priority technology PD	PD Schedule and links to online trainings	By July 1, or as available.
Obtain 100% training completion in all medium priority technology PD	PD Schedule and links to online trainings	By August 1, or as available.
Obtain 100% training completion rate for new staff	PD Schedule and links to online trainings	As scheduled in section 3

Training for staff on technology:

Current	
Instructors receive training on	• Knowledge of Microsoft Office Outlook, Word and Excel is a job requirement • SiD • CASAS • Northstar • GED Academy • Zoom

Support staff receive training on	• Knowledge of Microsoft Office Outlook, Word and Excel is a job requirement • SiD • CASAS • Zoom
Managers receive training on	• Knowledge of Microsoft Office Outlook, Word and Excel is a job requirement • SiD • CASAS • Northstar • GED Academy • Zoom

Future Plans	Resources needed	Timeline
Continue to support PD on software	PD Schedule and links to online trainings	Ongoing
Increase number of Instructors trained on supplemental software	PD schedule	Ongoing

Technology access for students:

Current		
50+ Chromebooks (Over 70 at inventory audit the beginning of May, 2023. These are also used for other programs we offer.)		
GED Calculators		
Future Plans	**Resources needed**	**Timeline**
Continue to research mobile friendly distance learning platforms and apps	No additional resources needed	Ongoing

Asynchronous Distance Learning (students do work off-site, on their own time):

Current		
Primary platforms include GED Academy and NorthStar Digital Literacy		
Zoom, as needed		
Future Plans	**Resources needed**	**Timeline**
Continue to research mobile friendly distance learning platforms and apps	No additional resources needed	Ongoing

Synchronous Distance Learning (students are offsite but join class at the same time):

Current		
Primary platforms include GED Academy and NorthStar Digital Literacy		
Zoom, as needed		
Future Plans	**Resources needed**	**Timeline**
This isn't something that we've had a need for but will keep it as an option if needed.	None - Staff complete other classes with clients using synchronous distance learning and are accustomed to it.	Ongoing

Other/combined formats of Distance Learning

Current

Hybrid synchronous and asynchronous:	Not used for ABE	
Hyflex (some students in person, some online):	Not used for ABE	
Future Plans	**Resources needed**	**Timeline**
This isn't something that we've had a need for but will keep it as an option if needed.	None - Staff complete other classes with clients using synchronous distance learning and are accustomed to it.	Ongoing

7 Section Seven: Successes and Challenges

7.1 Story of student success

Provide a brief story of student success that illustrates the power of ABE programming to make positive change for the individuals and communities served. (Be sure to obtain student permission for any personal information or work included.)

An 18-year-old was working on her GED. She had been working in the childcare center and needed to have her GED to obtain her Child Development Associate (CDA) Credential. She had taken and passed three of the subjects but fell 1 point short on the Math test. The following week she retook the math test and scored 149, again. She was determined to get her GED. She took the math test for the third time and passed with a score of 151!

She diligently worked on her CDA while working in childcare. During this time, we were notified that the GED passing score has been changed to 145. At that point, she has passed the Math test 3 times. She is still employed in childcare as a lead teacher.

7.2 Current challenges

Describe the most pressing challenges the consortium is currently facing. Include any ideas for addressing these challenges but note that it is acceptable to acknowledge and describe challenges even without a proposal for addressing them.

The 2015 Amherst H. Wilder Foundation's Minnesota Early Childhood Risk and Reach Report examined economic risks, health risks, and family stability risks in all Minnesota counties. Then each county was assigned an overall risk status. The MLBO has land in three counties: Mille Lacs, Aitkin, and Pine - Mille Lacs and Pine counties are considered high risk. Aitkin County is considered moderate to high risk.

Barriers to success that our clients face include transportation, housing, addiction, re-entry, and childcare. All of these combine to further limit people's ability to obtain a Diploma or Degree. The job market in rural Minnesota is limited, with the Mille Lacs Band of Ojibwe's casinos and businesses being some of the biggest employers. Family stability is often dependent on the increased job opportunities and wages that educational certifications provide. For any job you get in rural Minnesota, you will need to drive and the lack of transportation for clients limits their ability to get any job that is available. While the unemployment rate is low for the state of Minnesota, the Reservation employment rate is over 7 times

that of the State rate. All of the barriers and unmet needs affect employment on the reservation and with the MLBO population.

TRANSPORTATION

Transportation continues to be a barrier to employment. There is no public transportation in the outstate, or rural Reservation areas. The rural reservation areas are geographically distant from employment, colleges, and many services. The urban area has a busing system, but people need to be able to afford to ride. Many Band members have less than reliable cars and/or cannot afford the expense of gas money to drive the distances to jobs or other services. In FY22, Aanjibimaadizing assisted families with car repair and auto insurance for employment purposes. Other transportation services included gas cards and limited mileage reimbursement to get to work when first employed, or to attend training. A metro bus card was provided to clients in the urban area to ride the bus. The program also pays the reinstatement fees for those working to get their license back. These services have allowed clients to travel to their jobs and to train so they can obtain and retain employment.

HOUSING

Lack of housing, or affordable housing, is an issue for families and clients living on the rural reservation areas and in the Urban area. The lack of housing limits the ability to maintain stability. Homelessness on the reservation is often unreported, but most clients report some type of housing insecurity. The Mille Lacs Band has continued to expand housing options, but they are not adequate for the number of tribal members living on the reservation. Many families are doubled up or living with other family members. The Mille Lacs Band has a hotel option with staggered rates in District 1, but it is at capacity and there is often a waiting list to stay there. Clients who lack stability in a place to stay often struggle to remain employed. The lack of housing close to places of employment limits the client's abilities to retain a job, or even obtain employment.

Due to this being a significant barrier, Aanjibimaadizing worked with MLBO Housing to create Zakab Biinjina. Zakab is a supportive housing for clients to help them get back on their path to self-sufficiency. Housing is provided at limited or no cost to allow families to catch up on bills and save for a permanent housing solution. Clients living at Zakab must take financial literacy classes and we refer them to Community Development for home maintenance courses.

ADDICTION

Drug overdose continues to affect the lives of many Minnesotans. In 2021, an average of four Minnesotans died each day from a drug overdose, with the total annual number of drug overdose deaths increasing 22% increase from the previous year. Moreover, for every drug overdose death, there were 10 nonfatal drug overdoses. The number of drug overdose deaths in 2021 was the highest annual number ever recorded in the state.

Many clients are struggling with chemical dependency or addiction issues. Chemical dependency affects their ability to obtain a job because many employers require a drug test prior to employment. Chemical dependency also affects their ability to obtain a job because the behaviors linked to addiction do not allow people to function well at the job and have good attendance. According to the Minnesota Department of Health, in October 2022, American Indians in Minnesota were seven times more likely to die of a drug overdose than non-natives.

Alcohol and Chemical Dependency is a significant barrier on the Reservation. Many clients are struggling with addiction themselves or in their family. Employment is affected by poor attendance, being late, high turnover rate, poor decision making, increased difficulty in completing tasks and increased disagreements. Aanjibimaadizing supports client recovery from substance abuse and has implemented facilitators to work to connect clients with services and resources as they progress on this journey. Additional support for clients dealing with addiction is needed for both staff and the clients.

JOB MARKET

The unemployment rate on the reservation lands is double what it is for the rest of the counties where the reservation land is located. This has only been exacerbated by COVID-19.

Much of the Mille Lacs Band Reservation lies within Mille Lacs County, and the foregoing chart indicates the huge disparity in employment opportunities that exist between the Reservation economy and the surrounding regional economy in our service area. As soon as one crosses the boundary on the reservation, unemployment rates increase as much as 6 times as the surrounding counties.

MENTAL HEALTH

Clients often have mental health issues that affect their ability to retain a job. These issues are frequently unidentified. Staff need support in working with clients with mental health issues. Clients need support to have overall health including mental health. MLBO has a limited number of therapists available. Aanjibimaadizing facilitators assist clients with obtaining mental health services whenever possible.

RE-ENTRY AND BACKGROUND CHECK

Jobs with the Mille Lacs Band of Ojibwe often require a background check. Even other businesses in the rural area also require a background check. For MLBO members with any criminal record, it is a challenge to obtain employment.

A significant number of clients are working with the program as part of probation or re-entry requirements. Aanjibimaadizing works with probation officers to ensure clients can work on their re-entry plans. We also work with MLBO departments to assist people with background check issues that may affect employment. Aanjibimaadizing needs to create a re-entry plan that can better assist clients who need multiple supports when leaving jail or prison. Clients in re-entry need a different approach and have

additional needs including finding mentors, developing community, serving others, reuniting families, and finding help. Aanjibimaadizing will be working in the next year to have a cohesive plan to assist clients in re-entry to overcome obstacles and make positive choices.

CHILD CARE

Childcare all over the state of Minnesota is limited. In recent years, many family childcare and child care centers have gone out of business. The lack of childcare in rural areas makes it almost impossible for working families to find care for their children and maintain employment.

From the Parent Survey -
- 25% indicated they do not use childcare because it is too expensive, or it does not exist.
- 17% drive between 11 & 30 miles to their childcare site with another 17% driving over 30 miles.
- 25% need childcare for over 35 hours per week.

From Childcare Provider Survey -
- Infant and toddler slots have the largest waiting list.
- The biggest challenges childcare providers face is low pay and limited ability for time off.

From the Employer Survey -
- 54% indicated that unavailable childcare has caused employees to be absent from work.
- The biggest challenge employers face is keeping a consistent workforce due to staff shortages and staff turnover.

With area schools and other partners, Aanjibimaadizing conducted a study in July 2022 regarding childcare needs for the Mille Lacs Band Community. It concluded that there are 3,603 children, ages 5 and younger, living within the Mille Lacs Band of Ojibwe 3-county service area who are eligible for childcare services. This 3-county service area only has about 800 licensed childcare slots for these 3,603 children. This includes the 180 slots at the three Head Start/Early Head Start/Childcare sites licensed by the Mille Lacs Band of Ojibwe focusing on children enrolled in Federally recognized tribes.

Childcare is a significant financial burden. The average cost for an infant in Family Childcare is $150/week totaling $7,800 each year. The average cost for an infant in a Childcare Center is $250/week totaling $13,000 each year. The average median household income in the 3-county service area is $52,970 a year. For a two-parent, two-child family in Mille Lacs County, it costs approximately $86,952 to secure a modest, yet adequate, standard of living. The expense of childcare in the urban area makes it a challenge for people with young families to retain a job, with childcare for an infant costing up to $17,000 a year. It is very expensive for both the provider and the family and can easily amount to more than 25% of a family's income - more than any of their other expenses.

7.3 DIVERSITY, EQUITY AND INCLUSION

Explain if, when and how the consortium addresses the issue of diversity, equity and inclusion, including but not limited to racial equity. Consider the following:

- Does the consortium have a vision or strategy for addressing issues of equity? If so, how is this vision or strategy shared amongst staff? If not, how will one be developed?
- Describe any professional development focused on diversity, equity and inclusion that the consortium has sponsored and/or participated in.
- If the consortium is participating in diversity, equity and inclusion training or initiatives that are led by a K-12 district, how is training or initiative being made relevant for the ABE context?

The services Aanjibimaadizing provides are individualized and offered in a culturally appropriate way - our core belief is that ALL people should be treated with minwaadendamowin (respect) and zhawenjigewin (kindness).

Like Minnesota Adult Basic Education, Aanjibimaadizing sees ABE as key to building educated, engaged, and just communities for all Minnesotans.

- We commit to recognizing the historical conditions and barriers that have prevented opportunity and success in learning for students based on their race, class, and other identities.
- We commit to working to dismantle the belief in a hierarchy of human value, with a focus on racial equity.
- We commit to fostering positive and effective learning environments by eliminating institutional policies that uphold oppressive systems of power and privilege.
- We commit to collaboratively creating a learning community within the ABE system that promotes opportunities for self-reflection, growth, and change.

We work to build relationships with all students and ensure they feel valued, no matter their background, and strive to lead with positivity and eliminate systems of power and privilege. Our offices are considered safe zones for all ages, races, ethnicities, abilities, disabilities, genders, religions, and sexual orientations.

These values are reiterated monthly at our All-Staff Meetings and through our department culture as a whole.

Our program frequently offers and facilitates trainings that relate to diversity, equity and inclusion. Building Native Communities is offered weekly. Courses on historical trauma, Adverse Childhood Experiences (ACES), and resilience are offered regularly (approximately once/month) to staff and participants.

8 Section Eight: Annual Consortium Grant Application

P. Annual ABE grant application

A copy of the consortiums annual ABE grant application, including all required tables and grant assurances.

Please see attachments:

- Application
- Tables
- IDC Approval Letter

Q. "Level Gains with Post-Test Rates" report

As a new consortium, we do not have "Level Gains with Post-Test Rates" report from SiD for the period of July 1, 2022 – April 30, 2023.

9 Section Nine: Additional required information for new programs seeking authorization for state ABE funding

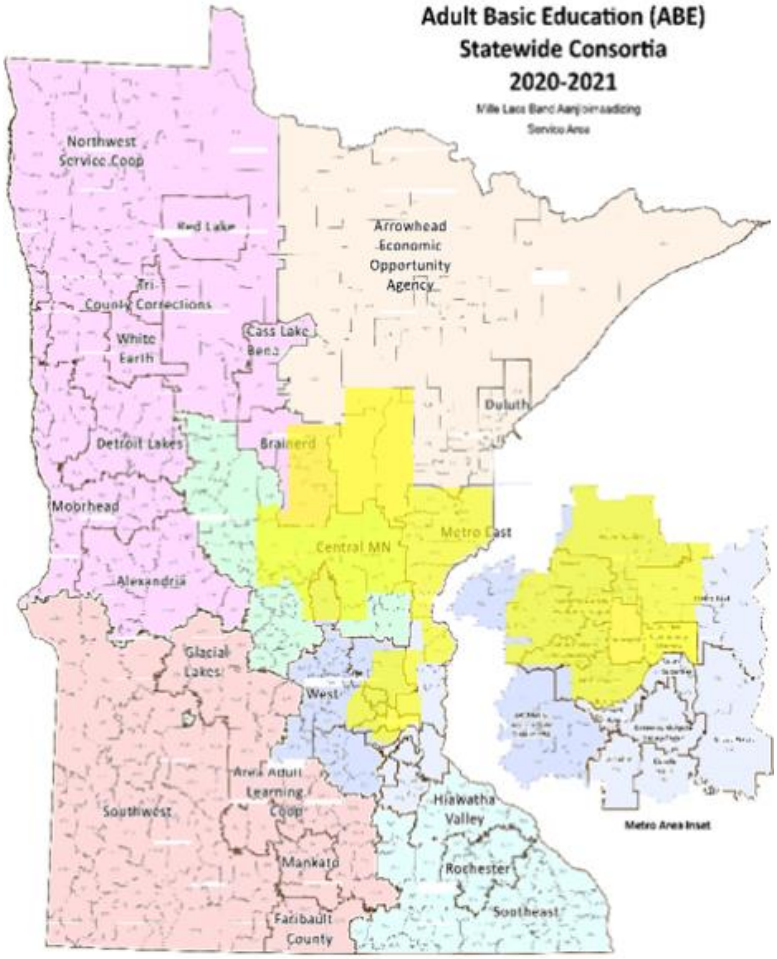
9.1 Consortium's classification

The Mille Lacs Band of Ojibwe Aanjibimaadizing Program is classified as a first-time applicant.

9.2 Geographic area

- What adult student populations would the proposed consortium serve?
- How would the proposed consortium collaborate with existing consortia in the same geographic region?
- Why does it make more sense for the program to apply as a separate consortium instead of merging with another existing consortium?

Aanjibimaadizing's clients include members of Federally recognized Tribes of all ages who reside within the counties of Aitkin, Anoka, Benton, Chisago, Crow Wing, Hennepin, Kanabec, Mille Lacs, Morrison, Pine and Ramsey counties. Our service area overlaps with twelve other consortia. The Aanjibimaadizing service area is highlighted in yellow on the current consortium map below.



With the exception of those living in the Urban area, most (possibly all) of our clients, who are working on their GED go through Aanjibimaadizing, or not at all. We are able to offer a safe and comfortable, holistic one-stop-shop to meet many of their needs and address their barriers directly. The services we provide are individualized and offered in a culturally appropriate way - our core belief is that ALL people should be treated with minwaadendamowin (respect) and zhawenjigewin (kindness). We also have an amazing staff that the clients enjoy working with, as much as we enjoy working with them.

Due to the number of consortia in proximity and the nature of urban settings we work with clients on an individual basis to find a place to test. Our preferred location is with the American Indian OIC Takoda Training Institute and we look forward to collaborating with them.

Aanjibimaadizing offers CASAS (academic level assessments), and assists with GED study and preparation, as well as related support services. We are very familiar with the entire ABE process, have the training and a vast amount of experience offering these services. Approximately 35% of our 825 adult clients (FY22) don't have a diploma or GED.

Because we are not an ABE consortium, there are complications that arise:

1. The assistance we are able to offer is limited. We are unable to administer GED testing in house and need to rely on area consortia to complete the process and provide testing. The biggest burden from this often falls on the client as they need to work with multiple agencies who have different processes.

2. Transportation support is often needed for each of the 4 GED practice tests and 4 GED tests. The nearest locations for testing are:

- Central Lakes College in Brainerd (minimum distance 32 miles)
- St. Croix River Education District in Rush City (minimum distance 26 miles)
- Duluth Adult Education (minimum distance 62 miles)
- St. Cloud Technical & Community College (minimum distance 64 miles)

3. Our service area overlaps with twelve other consortia. Different consortia need to be used for each of the Mille Lacs Band Districts so that the contact hours and funding go to the correct entity – based on the person's residence. This generates increased costs and is a great inconvenience for the client.

4. The contact hours for our clients are either counted by one of the above consortiums or not counted at all if services are provided in house.

9.3 ABE System Familiarity

Describe what actions the program has taken to familiarize staff with the ABE system.

Aanjibimaadizing, formerly known as the Department of Labor, had been assisting clients with obtaining their GED for many years. This involved administering the TABE, which was a requirement for many of our programs outside of ABE. We also provided study assistance and workbooks while working with the different consortia to provide ABE services.

The consortia most often used are/were:

- In D3, we work with the St. Croix River Education District for testing. (minimum distance is 26 miles) When it works better for the client, we refer them to the Hinckley-Finlayson ABE program for GED preparation.
- Previously, testing was done at Central Lakes College in Brainerd or Duluth Adult Education. (minimum distance is 62 miles)
- Testing is done at Central Lakes College in Brainerd (minimum distance is 32 miles) or occasionally St. Cloud Technical & Community College (minimum distance is 64 miles) depending on client location.
- Due to the number of consortia in proximity and the nature of urban settings we work with clients on an individual basis to find a place to test. Our current preferred location is with the American Indian OIC Takoda Training Institute. (distance is less than 1 mile)

We began using Essential Education's GED Academy approximately 10 years ago.

After noticing that a large segment of the client population working on their GED began the process with elementary-level reading and math scores, Aanjibimaadizing pursued a partnership to provide Adult Basic Education. We had a partnership with Central Minnesota Adult Basic Education from 2019 to 2021. With this, Lead Instructors and the Training Manager became trained as ABE Volunteers. During this time we also began offering Northstar Digital Literacy. The partnership was discontinued when they no longer had an ABE instructor. (The former ABE instructor, Jessica Crafton, continues to be employed by Aanjibimaadizing and is a great asset to our program.)

In D2, we currently have an MOU with the Arrowhead Economic Opportunity Agency (AEOA) to provide services in McGregor. October through April, services are only available via Zoom.

9.4 WHAT INFORMATION OR DATA IS AVAILABLE FOR THE STATE TO DETERMINE FIRST PRIOR YEAR CONTACT HOURS? (FIRST PRIOR YEAR IS FROM MAY 1, 2022 TO APRIL 30, 2023.)

Data can be pulled from the following sources to determine first prior year contact hours:

- One Tribe Database
- GED Academy
- Arrowhead Economic Opportunity Agency
- Instructor Data Logs
- Classroom Daily Sign In/Sign Out sheets
- Cumulative Data Spreadsheet, where Fiscal Year data is compiled for reports

As we are applying to be a new consortium, the data that follows represents education and training gains during the last two fiscal years.

Our PL 102-477 fiscal year runs October 1 to September 30.

Training Data		FY22	FY21
Classroom Services	# of Client Contacts Made	4,713	3,660
	# Adults Receiving Driver's License Assistance	443	483
	# Youth Receiving Driver's License Assistance	41	18
	# Working on GED	285	150
	Total Clients Assisted with Classroom Activities	725	478
Courses	# Offered that were Facilitated in House	42	37
	# Offered that were Facilitated by Other Entities	84	75
	Total number of Sessions Offered	284	250
	Pine Technical and Community College Certificates Obtained	62	52
	Cumulative total of those attending trainings offered through Aanji	923	787
Work Experience Training	Total Hours of Training Provided	45,276	34,958

	Total # WEX Participants	129	243
Tutoring	# students that advanced to the next grade	44	Tutoring was not organized as a separate program at this time.
	# students tutored that graduated	13	
	Total # of K-12 Students Tutored	57	
Ge-Niigaanizijig	# Graduated	16	9
	# Entered College/Trade School	8	2
	# Participating in Internships	46	Not offered
	# Participating in Sports and Fitness Programs	188	243
Culture	Ojibwe Language Lessons	110	Programing was not available at this time.
	Traditional Skills Trainings	119	
	Ojibwe Rosetta Stone Participants	3,438	

9.5 HAS THE PROGRAM BEEN IDENTIFIED AS A LOW-PERFORMING PROGRAM PREVIOUSLY?

No.

In 2022 Aanjibimaadizing received the Department of Interior Chief's Award. The Chief's Award is given annually to one of the seventy-two P.L.102-477 grantees in the nation. Of these, Aanjibimaadizing was chosen as the program that best demonstrates excellence in service.

Over the last year, data, documentation for client services and our work participation rate (WPR) have mainly increased. The program continues to make significant improvements. In the few areas where we have seen decreases, it was largely due to pandemic effects. One example of this is having the number of Work Experience (WEX) participants decrease after businesses began re-opening.

We are also finding some programs, such as WEX, are beginning to reflect market saturation and our success as a program – clients are getting the support and services they need to meet their goals, establish self-sustainability, and no longer need to rely on our services.

For further information on department wide data from our last fiscal year (October 1, 2021 to September 30, 2022) please see our FY22 Highlights Infograph at https://aanji.org/wp-content/uploads/2023/02/FY22-Infograph-1-18-23.pdf .