

COVID-19 & ABE Updates

We'll begin at 10:00.

Everyone is currently muted to reduce background noise.

If you are having any tech issues, please chat to Karla Vien for assistance.

This PowerPoint and materials are in the materials tab and will also be posted at www.mnabe.org/state-abe-presentations.

Check-In Discussion (enter responses in the chat): How is your summer ABE programming going? Who is doing hybrid programming? What are you learning from your summer programming?



Recording Today's Session



We will post the recording at mnabe.org
in State ABE Presentations.



COVID-19 & ABE Updates

Thursday, June 25, 2020

MDE – Adult Basic Education (ABE) Staff



Introductions

MDE staff presenting:

Todd Wagner, ABE State Director

Astrid Liden, Professional Development Specialist

Brad Hasskamp, Secondary Credential and Policy Specialist

Jodi Versaw, Program Quality Specialist

Julie Dincau, Transitions Specialist

Literacy Action Network:

Karla Vien, Literacy Action Network Staff

How You Can Participate

When we get to the Q & A:



- Type using the webinar's chat function



- Raise your hand and ask over phone or headset during Q & A periods when unmuted



Ask Karla Vien if you have any tech questions or need technical assistance

Today's Topics

1. Announcements and Reminders
2. Fall ABE Programming
3. Testing
4. High School Equivalency/GED
5. Transitions
6. Distance Learning
7. Professional Development
8. Questions



Resources from this webinar and earlier communications can be found online at:

www.mnabe.org/state-abe-presentations





Announcements and Reminders

Todd Wagner

Jodi Versaw

Brad Hasskamp

Check-in: Summer Programming



- 1. How is your summer ABE programming going?**
- 2. Who is doing hybrid programming?**
- 3. What are you learning from your summer programming?**

Strength in Uncertain Times



During these changes, we see you **supporting** each other, **sharing** with each other, and **leading** to better serve your students and communities.

You are awesome!

We are proud to be part of this Minnesota ABE field with you.

Contact Hour Reporting Period Working Group

- 9 members representative of ABE statewide
- First meeting was June 8
- Next meeting in July
- Recommendation by mid-August

This group is deciding what time frame will be used in the contact hour report (Table A/A1) for ABE funding in FY22, focusing on minimizing negative financial program impact.

Message to ABE programs: Continue to serve ABE learners as best you can, utilizing all effective methods of communication and instruction, including those that can't be counted for contact hours. Focus on serving your community, not on contact hours.

Fiscal Year 20-21 Aid Calculation

Aid calculation is underway! Be watching for a preliminary aid calculation to be posted soon (with an email announcement from our office).

2019-2020 hours:

May 1, 2019 – April 30, 2020: **4,036,000**

March 14, 2019 – March 13, 2020: **4,472,000**

(2018-2019 hours = **4,466,000**)

CARES Act Funding in Education



In Minnesota, distribution of CARES Act funding for Education will focus on K-12 schools.

More Info Online:

<https://education.mn.gov/MDE/dse/health/covid19/cares/>

Is anyone collaborating with their district leadership to potentially obtain CARES Act funding for ABE?

All ABE 2019-2020 Consortia: Due August 3

Email to Cherie Eichinger (Cherie.Eichinger@state.mn.us):

1. **Level Gains with Post-Test Report** for all participants (July 2019-June 2020) – Excel spreadsheet
2. **NRS Primary Goals Report** (July 2019-June 2020) – Excel spreadsheet
3. **Estimate of workforce training costs for July 2019-June 2020 IET programming paid using Federal ABE funds** – Amount in email body
4. **Verification** that you have checked your consortium's state ABE aid calculation for FY21 and that the number of contact hours and other data are correct – Statement in email body

Email with instructions will be sent this week to consortium managers.



Fall ABE Programming

Brad Hasskamp

Jodi Versaw

Guidance from MDE and MDH

See guidance documents attached.

Can also be found online at the MDE COVID-19 Updates website:

<https://education.mn.gov/MDE/dse/health/covid19/>

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

2020-2021 Planning Guidance for Schools

HEALTH CONSIDERATIONS FOR NAVIGATING COVID-19

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The spring of 2020 brought about unprecedented changes to our society and our education system. As we look forward to the 2020-21 school year in our pre-kindergarten (pre-K) through grade 12 schools, we anticipate that SARS-CoV-2 – the virus that causes COVID-19 – will continue to circulate. Students, teachers, and other school staff will be at risk for transmitting and contracting infection. It is important that everyone in the school community take steps to reduce risk, particularly to those at high risk, while balancing the need to maintain a strong education. Effectively supporting staff, students, and communities.

We developed this document to provide pre-K through grade 12 (K-12) school leaders with around policies, practices, and strategies that districts and schools must implement. We provide recommendations they should consider to optimize education and promote health and safety while mitigating risk throughout the school year. Use this guidance document in combination with additional guidance provided by the Minnesota Department of Education, which includes strategies for implementation of health guidance in schools, as well as other non-health considerations for the 2020-21 school year. Additional guidance will be published as the response evolves throughout the summer and into the fall.

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GUIDANCE FOR MINNESOTA PUBLIC SCHOOLS:
2020-21 SCHOOL YEAR PLANNING

STAY SAFE MN



2020-21 Planning Guidance for Minnesota Public Schools

June 18, 2020

Introduction

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on [MDH planning guidance](#), so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Vision

Minnesota is the best state in the country for children to grow up in – those of all races, ethnicities, religions, economic statuses, gender identities, sexual orientations, (dis)abilities, and zip codes.

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota's Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

1

Three Delivery Scenarios for Fall

3

1. In-Person

2. Hybrid

3. Distance Only

Recommendations for fall kick-off to be made by MDE/MDH by the week of July 27.

Please note: programs may need/want to **switch** delivery models during the year or may need/want to implement **multiple delivery models simultaneously** for different students or groups.

Scenario 1: In-Person

In-person learning available for all students.

- Schools should create as much space between students and teachers as is feasible but will not be required to maintain 6 feet of social distancing.
- This scenario may be implemented assuming state COVID-19 metrics continue to stabilize and/or improve.
- MDH Guidance and requirements still apply.



Scenario 2: Hybrid

Students participate in both distance and in-person learning.

- In-person programming must maintain 6 feet between people at all times, with no more than 50% of maximum occupancy.
- Distance learning should be integrated with and complement in-person programming.
- This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. This may also be implemented within a school or community if they experience clusters of cases.



Hybrid ABE Programming: What could that look like?

Who? Some students attend in-person in addition to distance education. Others continue as distance-only. For example:

- Students who have barriers to participating in distance education receive a higher portion of their instruction in-person. (Ideally in-person time builds their capacity to participate in distance education.)

Which instructions or activities? All students continue to spend the bulk of their time on distance education. Some students report to the building for certain activities:

- Turning in/picking up independent work
- Tech support with devices or online learning platforms



Scenario 3: Distance Only



Distance learning only.

- This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning.
- Districts and schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Equity Considerations

Depending on what scenarios are allowable, use an equity lens in decision-making by asking:

- How do we best serve students who:
 - Do not have dependable access to devices and/or internet?
 - Do not have strong digital literacy skills?
 - Are at beginning literacy and/or beginning English levels?
 - Are vulnerable or at high risk of illness?
- How have student demographics changed since COVID-related closures and what are the implications?

You may also want to refer to MDE guidance sections on Equity (pp. 6, 46) and Tribal Considerations (pp. 15-16).

MDE Guidance for ABE (p.82)

Adult Basic Education (ABE) programs serve a critical role in school districts and the state of Minnesota serving students committed to furthering their education, English language, and job skills to join and thrive in the Minnesota workforce.

ABE providers in Minnesota should plan for three scenarios and ensure adherence to MDH 2020-21 Planning Guidance for Schools.

- Provide ABE programming in-person for all students.
- Providing ABE programming using hybrid learning with strict social distancing and capacity limits.
- Provide ABE programming using distance learning only.

The main goal of programming is to help ABE programs deliver ABE services in an equitable way to all ABE students in the communities they serve, while still following public health guidelines that will limit the spread of COVID-19.

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MDE Guidance for ABE Testing (p.83)

Testing Guidelines for Programming

Testing expectations have been modified, due to COVID-19. Prior to COVID-19, all ABE students were required to have a valid score on an approved assessment within their first 12 hours of service. Now, ABE programs can enter a provisional test score and level in the state ABE database in order to enter 12+ hours for a student.

Computer-based remote testing options have been approved for each official assessment used for accountability purposes. Programs are not required but are encouraged to consider the feasibility of offering remote testing.

If MDH and MDE determine that in-person methods for intake and testing are safe for our ABE students, programs should prioritize collecting information for instructional and placement purposes rather than testing solely for accountability purposes, such as measurable skill gains or testing rates. The goal of in-person programming is to allow for more equitable delivery of ABE programming.

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MDE Guidance Other Key Sections

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- Health Expectations and COVID-19 Screening Process
- District and School Inventory
- Communications with Students, Families and Staff
- Student and Family Engagement
- Internet and Device Access
- Tribal Considerations
- COVID-19 Preparedness Plan – Worker Protection
- Public Libraries

MDH Guidance Key Sections

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Identifies required and recommended health practices.

Some key sections include:

- COVID-19 program coordinator
- Social distancing and minimizing exposure
- Cloth face coverings and face shields
- Protecting vulnerable populations
- Hygiene practices
- Cleaning and materials handling
- Monitoring and excluding for illness
- Handling suspected/confirmed COVID-19 cases
- Support mental health and wellness

MDH: Cloth Face Coverings and Face Shields

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- **Wearing cloth face coverings and/or a nonmedical face shield is strongly recommended.** Teach and reinforce the use of cloth face coverings and/or face shields for students and staff. Wearing cloth face coverings and/or face shields is most important when students and staff cannot maintain 6 feet of distance between each other.
- **Schools are strongly encouraged to have a supply of cloth face coverings and/or face shields available for staff and students who forget to bring their own.**

MDH: Protecting Vulnerable Populations

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Requirements:

- Create a process for students and staff to self-identify as high risk for illness due to COVID-19.
- For staff, have a plan in place to address requests for alternative work reassignments.
- For students, offer distance learning to those who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

MDH: Cleaning and Materials Handling

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Requirements:

- Establish a schedule for routine cleaning and disinfection of high-touch surfaces and shared equipment throughout the day.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students).

MDH: Monitoring and Excluding for Illness

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Requirements:

- Require that staff and students stay home if they have tested positive for or are showing COVID-19 symptoms, or if they have recently had close contact with a person with COVID-19.
- Conduct symptom screening for any person entering the school building.
 - Communicate expectations and processes for screening with students and staff.
 - Establish action steps for students or staff who arrive ill and do not pass screening.
- Develop contingency plans to cover staff sick leave, including appropriate cross-training.

Screen Everyone Entering the Building

Strategies for screening for students, staff, volunteers and other visitors:

1. Use a series of screener questions to check for symptoms.
 - Example:
www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf
2. Temperature checks:
 - People take their own temperature before reporting to the building.
 - Staff person takes all people's temperature as they enter.



Discuss: Screening People (1)

- How might you implement this?
- Has anyone already been doing this for GED testing and/or hybrid summer programming?



Discuss: Screening People (2)

How would this apply if you have an **ABE program in a partner location** (postsecondary institution, CareerForce Center, nonprofit, and correctional institution), how would you apply screening?

- If the partner needs/wants to screen, you could collaborate to screen upon entering the building.
- If the partner does not need/want to screen, you could screen upon entering the ABE space.



MDH: Support Mental Health and Wellness

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Requirement:

- Provide staff and students with information on how to access resources for mental health and wellness.

Also refer to the MDE guidance on:

- Mental Health Supports for Students (pp. 28-29)
- Educator Support – Mental Health and Well-being (pp. 90-91)

Programming Scenarios Summary

Scenario 1: In-person learning

- Students and teachers should minimize close contact and follow all other required and recommended MDH guidelines.

Scenario 2: Hybrid learning with strict social distancing and capacity limits

- Students and teachers should maintain six feet of social distancing and follow all other required and recommended MDH guidelines.

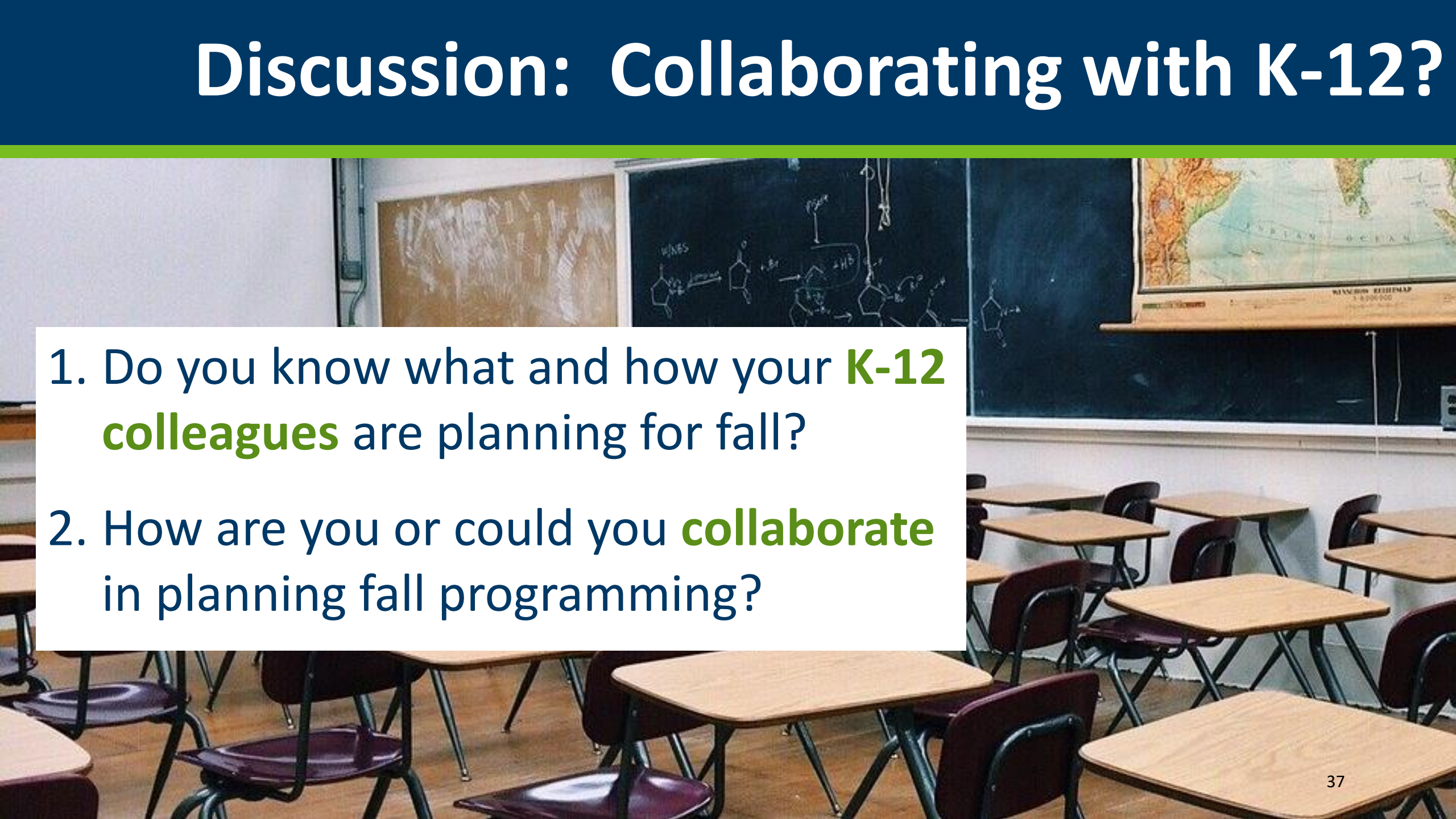
Scenario 3: Distance learning only

- Students and teachers should continue to be regularly engaged in teaching and learning at a distance, using online learning and other methods.


Discussion: Key Points and Questions

1. What **key points** from this brief overview of the guidance stand out most to you?
2. What **questions** do you have about the fall programming guidance?

Discussion: Collaborating with K-12?

- 
1. Do you know what and how your **K-12 colleagues** are planning for fall?
 2. How are you or could you **collaborate** in planning fall programming?

Discussion: Next Steps Together?



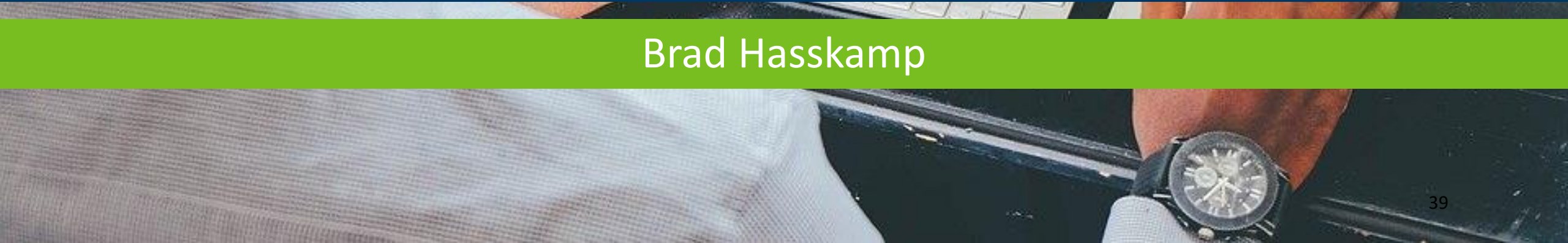
Do you want a **follow-up session** to share with each other how you are planning for fall programming?

- If so, **when** would you want to discuss and be ready to share?



Testing

Brad Hasskamp



Update: COVID-19 Testing Estimate in SiD

ABE providers can continue to count hours for students even if they are unable to pre-test them.

Change in SiD:

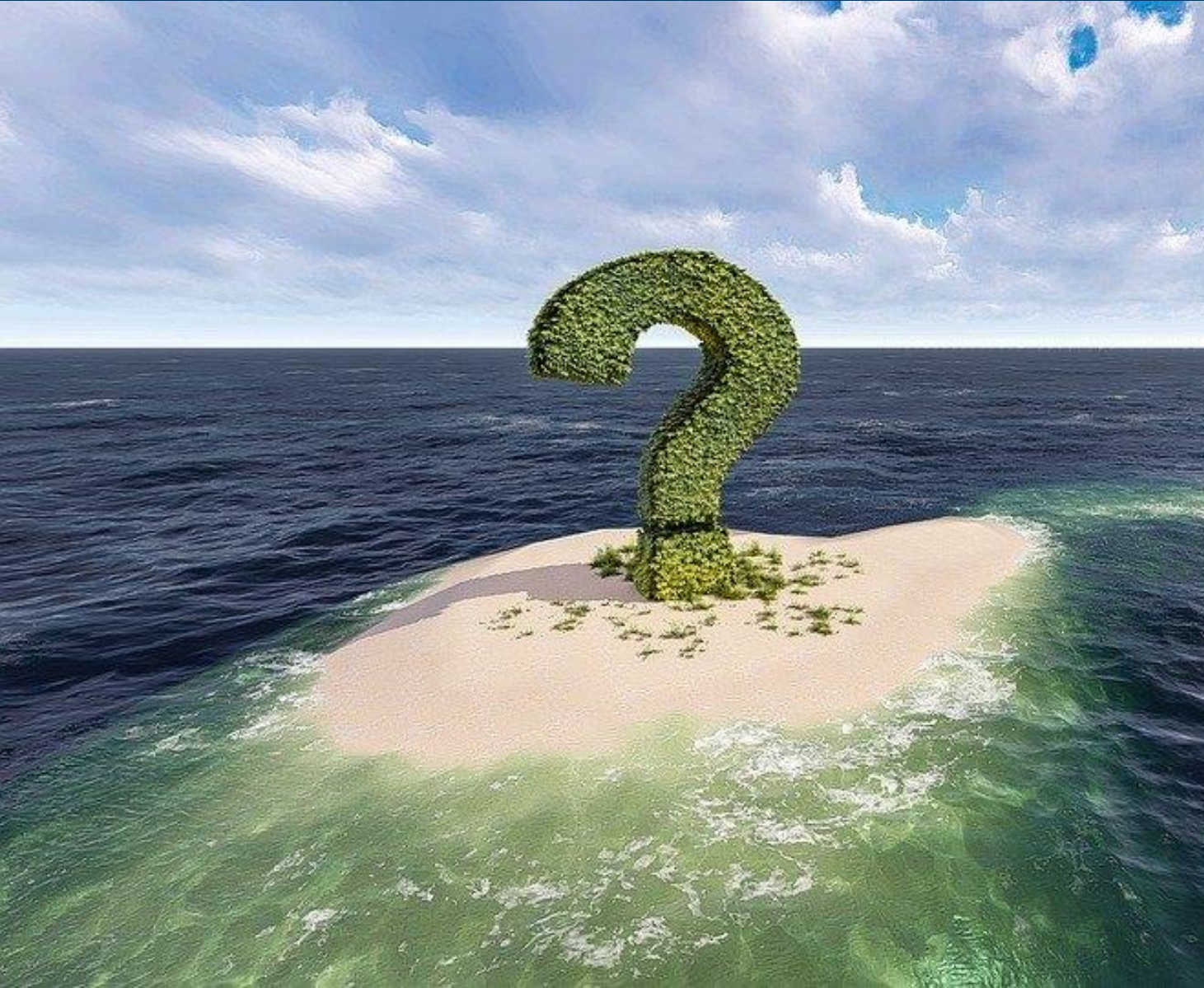
- **COVID ABE EFL Estimate**
- **COVID ESL EFL Estimate**

Determine provisional level, based on informal assessment or teacher judgment, and **enter score 1-6** for provisional level.

(These replace the COVID EFL Exemption.)



More Information: COVID ABE/ESL Estimate in SiD



[SiD Help Article on COVID ESL/ABE EFL Estimates](https://mnabe.zendesk.com/hc/en-us/articles/360044322412-Add-Edit-COVID-ESL-ABE-EFL-Estimates)

(<https://mnabe.zendesk.com/hc/en-us/articles/360044322412-Add-Edit-COVID-ESL-ABE-EFL-Estimates>).

SiD Support (support@mnabe.org)

Computer-Based Test Purchase

Estimated Amount = \$62,000

Tests that will be distributed:

- CASAS GOALS and Life and Work Enhanced eTests
- TABE Online 11/12

Available to all ABE consortia that get trained and get CASAS eTesting and/or TABE Online accounts set up.



Computer-Based Test Purchase: Timeline

- **July/August:** Look for training on computer-based testing.
- **August/September:** Distribute first round of tests to programs.

We will announce plans for distribution in the next 2 months.



Computer-Based Test Purchase: Training

Test-Specific Trainings

- Test Overview
- Administering Computer-Based Testing
- Remote Testing Requirements

Link to Remote Testing Basics webinar and resources:

<http://www.mnabe.org/state-abe-presentations>

A photograph of five high school graduates in black caps and gowns, smiling and holding rolled-up diplomas. The graduates are of diverse backgrounds. The image is partially obscured by a dark blue banner with white text and a green banner with white text.

High School Equivalency

Brad Hasskamp

Poll: Open GED Testing Centers?

Please enter your responses in the chat:

1. Which GED test centers are open and offering GED testing and which test centers are closed?
2. If a GED test center is closed, when is it scheduled to open (if known)?



MN GED Numbers

May-June 2020 *(as of June 22)*

Testing numbers rising

- 244 tests in May
- 381 tests in June

317 people have tested

126 testers have graduated

A photograph of a wooden desk with a silver laptop, a pair of glasses, and a white mouse. The laptop is open, and the glasses are resting on it. The mouse is on the desk in front of the laptop. The background is a plain, light-colored wall.

Exploring OP

What is OP?

- **GED Online Proctored testing.** A tester takes a GED test from a non-test center location (e.g. home or ABE program) while the session is proctored via online video by someone from OnVUE.
- OP is currently in pilot phase.

Minnesota is participating in GED OP.

OP Pilot Update

- Testers need at GED Ready “green” (likely to pass) score within the last 60 days of scheduling OP testing
- Testers should read emails carefully and look at website for OP info
- Any educators that know of students told that they can take OP but they haven’t been able to schedule yet due to a system glitch (they must meet all criteria), email Mellissa and she will reach out to VUE to help remove any glitches.
- Pilot ends August 1 (plan to make OP available to anyone by this date)

OP Statistics

Testers credentialed via OP

- 198 people nationally
- 2 people in Minnesota

Averaging 100+ OP tests/day nationally

- 185 people tested via OP on June 22
- 11 total people tested via OP in Minnesota

(Updated June 22, 2020)



OP Technical Details

- **Highly recommend testers conduct a systems check when scheduling testing!** Testers must be using a computer meeting technical requirements.
- Testers can check in as much as 30 minutes before and 15 minutes after the scheduled test start time.
- Testers can cancel testing up to 30 minutes before the scheduled test time.
- Tester uses on-screen scratchpad.
- Testers must be age 18+ during pilot.
- Test cost is same as on-site GED testing.
- OP test currently only available in English.

GED Testing Service Support



GEDTS/PV experiencing long call wait times on the Customer Support Line.

Recommendation:

- Check the **website**;
- **Call** either in the morning from 7-9am or in the evening from 4-7pm; or
- **Email** question or request to help@ged.com



GED® Testing Center Support Line

Please use the following directory to see what call center support service you should contact. This support line is for GED® testing centers only – please do not give this number to your students.

Call 1-833-246-8320 for Tech Support Only	
For assistance on	Contact
Technical support issues such as: <ul style="list-style-type: none">• Service Direct questions and support• Resetting your passwords or unlocking your account (Note: Password resets can be done by selecting <i>Login Help</i> or <i>Account Recovery Tool</i> within the program you are using)• Launching or delivering GED® tests or GED® Ready Tests with Delivery Manager• Running an express RMA• Obtaining a new security certificate• Obtaining a challenge key	Provides technical support to testing centers. Assists with setting-up Pearson VUE Testing System software and technical issues related to downloading, launching and delivering tests.
Call 1-866-389-3665 for Customer Service & Channel Quality	
For assistance on	Contact
Customer service issues such as: <ul style="list-style-type: none">• Assistance with GED Manager™• Assistance with Registration Manager Software• Creating or merging a student profile in GED Manager™• Scheduling students for same day or future appointments• Date of birth (DOB) changes• Non-technical questions regarding checking candidates in, including ID requirements or determining if a candidate should be turned away• When a student arrives at your testing center but is not on your schedule• General GED® student support	Press 1 for Customer Service Provides help with answering student questions, registering a student, or scheduling a student's test. Assists testing centers with non-technical student questions about scheduling or checking-in students on test day. <i>help@ged.com</i>
Non-technical test center operations issues such as: <ul style="list-style-type: none">• Closing a testing center temporarily due to weather or other reasons• General, non-student related policies and procedures• Locating client reference materials, rules agreements or other documents on the VUE Support System (VSS) website	Press 2 for Channel Quality (Test Center Operations) Supports non-technical policies and procedures for administering tests. This includes site hours, site contacts, adding/removing test administrators and the administrator

GED Support

- **Technical Test Center Support** (833-246-8320): VSS, Service Direct, Delivery Manager, express RMA
- **Test Center Support Line** (866-389-3665):
 - Option 1: Customer Service for educators and testers, including GED Manager, can also email help@ged.com
 - Option 2: Channel Quality for questions about Site Manager or Administration Manager
- **Tester Help** (877-3992-6433 or help@ged.com)

Expiring Vouchers?



If you have any GED Ready or other GED vouchers that are expiring, please email Mellissa Hultstrand requesting to renew the vouchers.

- Include/attach all the unused voucher codes.

Mellissa.hultstrand@ged.com

GED Ready Promotion

Individuals get 50% off GED Ready until June 30.

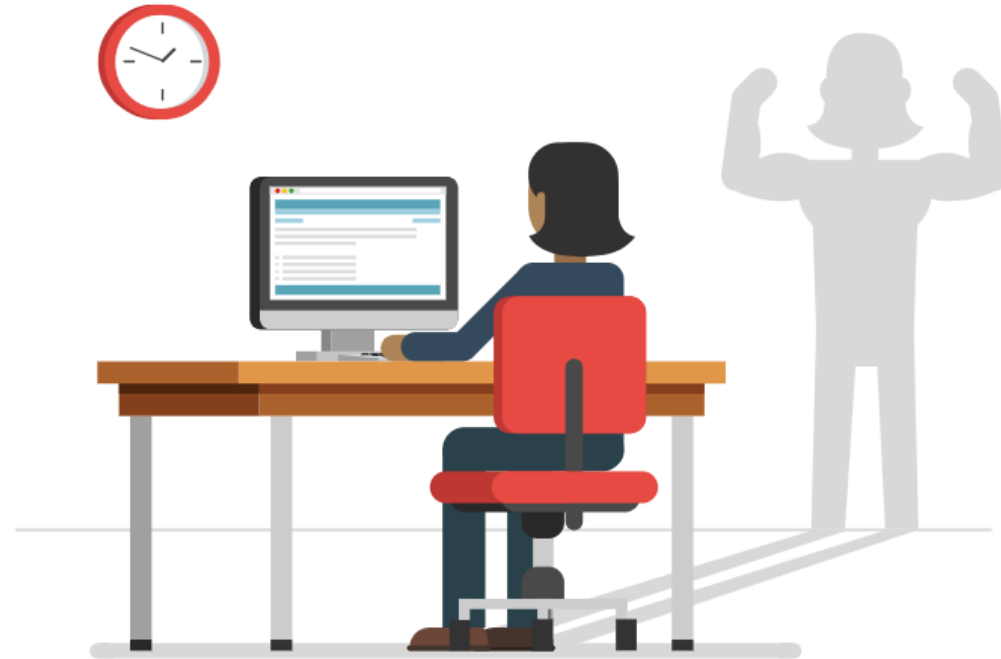
GED READY®
The Official GED
Practice Test

~~\$6~~ \$3 per subject

BUY

Already have a voucher?

[Log in or sign up](#)



GED Subsidy Code Update: MNGED30

Current subsidy may last until the end of the month.

July-May: 90% of the subsidy has been spent (\$24,660 left).

MNGED30 is being extended for use for tests between July 1-September 30. Testers will not be able to use it until sometime next week.



2020 HiSEAs Competition



Minnesota High School Equivalency Assessments

- Vendor application posting any day now!
- Finalizing reviewer slate (potential opening for Tribal Nations representative or someone working with American Indian students)
- Anticipated results announced August or September.

A close-up, high-angle shot of a compass. The compass is circular with a white face and a gold-colored rim. The word "CAREER" is printed in a large, black, serif font, arched across the top half of the dial. A bright red needle is positioned, pointing directly at the word "CAREER". The needle has a silver-colored base. The background is slightly blurred, showing the texture of the compass face and the rim.

CAREER

Transitions

Julie Dincau

Healthcare heroes in high demand!

Join the conversation this coming
Monday, June 29th, at 9:30 am

Register in advance for this webinar:
https://us02web.zoom.us/webinar/register/WN_GttcAxSDQNKZRrf42PFbiw

Part-Time and Full-Time opportunities
include: Housekeeper, Dietary Aide,
Custodian, Nursing Assistant

<https://www.caringcareersstarthere.com/>



Regional Transitions Plans

2020-2021 Regional Transitions Plans

- Reviewed on Monday
- Regional Transitions Coordinators (RTCs) will be receiving feedback on those plans by June 30th unless the plan was submitted late
- Spending cannot begin until the region receives approval.



* An additional \$5,000 will be added to each region.

Integrated Education and Training (IET) Approval Forms



- 38 IET forms were received and reviewed
- Those that are not approved will receive notice by the end of June and will be asked to simply remove the IET tag in SiD
- Further evaluation of the forms to determine professional development needs will continue

Integrated English Literacy and Civics Education (IELCE)



2019-2020 IELCE end-of-year report due Friday, July 31, 2020.

Grantees will receive the template by the end of June.

The Official Grant Award Notification (OGAN) for FY21 should be signed and returned to Lina Jau.

The FY21 budget should also be submitted.

WIOA Memorandums of Understanding (MOUs)

The MOUs are due July 1, 2020.

Each Local Workforce Development Area (LWDA) needs to determine if the ABE representatives on the local board will sign for them or if each ABE consortia with a site in the LWDA will sign the MOU.

This needs to be communicated to the board chair.

Memorandum of Understanding
Local Workforce Development Area ____
One-Stop Service Delivery System

The purpose of this Memorandum of Understanding (MOU) is to define the roles and responsibilities as mutually agreed by the parties for the operation of the One-Stop Service Delivery System in Local Workforce Development Area ____ as required under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

Parties to this Agreement include:

Partners			
Partner Name	Program	Program Authority	On-Site

The background features a teal gradient with various icons representing distance learning: a yellow cloud with a Wi-Fi symbol, a red alarm clock, a red calendar, a yellow smartphone, a laptop, and a desk with a chair and a notebook. Dashed yellow lines connect several of these icons, forming a network. The title 'Distance Learning' is centered in a dark blue band, and the name 'Astrid Liden' is centered in a green band below it.

Distance Learning

Astrid Liden



New Statewide DL Platforms

Two new state-supported distance learning platforms will be available July 1 through your annual SID/distance education contract with Literacy Minnesota:

[Moby Max](#): K-8 online program designed to provide differentiated learning and fill gaps in student knowledge, provides instruction beginning at the literacy level for Pre-Beginning and Beginning ESL learners and up to 8th grade content in reading, science, social studies, and math.

[EdReady](#): a math and English readiness system, especially effective for GED preparation and college readiness

More information regarding access, training and support coming soon!

New Process: Teacher-Created Courses for Distance Learning

- The DL Team has worked with the MDE ABE Team to develop a process for approving teacher-created courses for distance learning proxy hours
- This includes procedures to approve both time-on-task and unit-completion courses
- Courses (for this purpose) are defined as a series of at least twelve online lessons, totaling at least 20 hours, a set of course objectives and a plan for how course materials move students towards mastery of those objectives
- For more information about Creating and Submitting a Teacher-Created Course for Distance Learning Proxy Hours, view this [Guidance Document](#).
- Questions? support@mnabedistancelearning.zendesk.com

Under Consideration: Teacher-Verification Process for DL

- The MDE-ABE office and the MN ABE distance learning team are exploring a process for awarding proxy hours for teacher-verified distance learning materials that do not fit the “course” definition
- Training would be required to count proxy hours for distance instruction outside of an approved DL platform or approved teacher-created courses
- Training would include information about the elements that help determine instructional quality and guidance on how to determine the number of proxy hours appropriate to different types of content



Professional Development

Astrid Liden



COVID-19 and Distance Education Resource Hub

New Schoology group designed to:

- centralize resources being shared around COVID-19 and its impact on MN adult education programs
- facilitate the sharing of questions, resources, and ideas for continuing to serve learners at a distance

To join:

1. If you don't already have a Schoology account, go to www.schoology.com and sign up as an **Instructor**.
2. Once you are in your account, go to the top blue bar, choose **Groups**, and then click **My Groups** on the right.
3. Click **Join a Group** and then enter the group access code **4PQM-9XNK-FRF7X**.
4. Click the **Join** button.

ABE Teacher Virtual Coffee Breaks

Join Support Network staff and adult education colleagues from around the state to discuss teaching at a distance, share ideas, and ask questions!

- **Anti-Racism Work in ABE: Stepping in, Stepping up!** – June 26, 10:00-11:30
- **Mid-summer ABE Check In!** – July 14, 2:00-3:30

Register on the ATLAS calendar!

Notes from previous Coffee Breaks are in the COVID-19 Schoology group (in the Resources section)



Census Ambassador Training

Train Students to be Census Ambassadors

Cynthia Peters, World Education & National Coalition for Literacy

Webinar on Thursday, August 27, 2:00-3:30

Come learn how to teach your students to become Census Ambassadors! They'll learn basic skills, increase their knowledge of U.S. government, and have a chance to practice speaking, listening, and leadership around something that is highly relevant in all our communities. In addition, they'll win a \$20 gift card for becoming a Census Ambassador + \$1 per person who they get to take the Pledge to Be Counted.

Join us to receive step-by-step instructions and all the materials you need to support your students to speak knowledgeably about the census and share why it matters.

Archived webinars on MN ABE PD YouTube Channel

View past webinars, including webinars on distance learning, on our YouTube channel:

www.tinyurl.com/mnabepd

The screenshot displays the YouTube channel page for "MN ABE Professional Development", which has 880 subscribers. The "PLAYLISTS" tab is selected, showing a grid of 18 video playlists. Each playlist includes a thumbnail image, a title, a video count, and a "VIEW FULL PLAYLIST" link.

Thumbnail	Playlist Title	Video Count	Action
ACP: Adult Career Pathways	ACP: Adult Career Pathways	7	VIEW FULL PLAYLIST
Webchats with MDE Staff	Webchats with MDE Staff	12	VIEW FULL PLAYLIST
ACES/TIF: Academic, Career, and Employability Skills & Transition...	ACES/TIF: Academic, Career, and Employability Skills & Transition...	24	VIEW FULL PLAYLIST
Pronunciation Instruction	Pronunciation Instruction	9	VIEW FULL PLAYLIST
CCRS in the ABE Classroom	CCRS in the ABE Classroom	10	VIEW FULL PLAYLIST
ESL for Adult Learners	ESL for Adult Learners	25	VIEW FULL PLAYLIST
One Room Schoolhouse/Multilevel ABE...	One Room Schoolhouse/Multilevel ABE...	5	VIEW FULL PLAYLIST
Distance & Blended Learning	Distance & Blended Learning	3	VIEW FULL PLAYLIST
MN ABE Administrator Webinars	MN ABE Administrator Webinars	2	VIEW FULL PLAYLIST
LAN Legislative Webinars	LAN Legislative Webinars	2	VIEW FULL PLAYLIST
ESL Teacher Training Toolkit: Classroom Videos	ESL Teacher Training Toolkit: Classroom Videos	4	VIEW FULL PLAYLIST
Classroom Activities for Adult ESL Learners	Classroom Activities for Adult ESL Learners	33	VIEW FULL PLAYLIST
GED & Standard Adult Diploma	GED & Standard Adult Diploma	1	VIEW FULL PLAYLIST
Volunteers in ABE	Volunteers in ABE	4	VIEW FULL PLAYLIST
Math/Numeracy PD	Math/Numeracy PD	20	VIEW FULL PLAYLIST
EBRI: Evidence Based Reading Instruction	EBRI: Evidence Based Reading Instruction	9	VIEW FULL PLAYLIST
Writing Instruction for Adults	Writing Instruction for Adults	1	VIEW FULL PLAYLIST

ABE Summer Institute

Virtual online conference – August 19-20, 2020

Registration is now open! Only \$49 for LAN members!

More information available on LAN website: www.literacyactionnetwork.org



MN ABE PD is going virtual this fall!

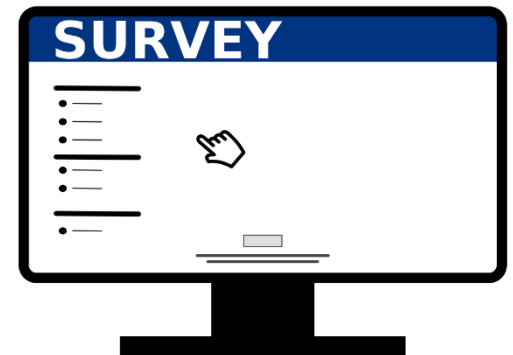
Mark your calendars for these **online** events this fall:

- Adult Career Pathways Institute: September 22
- Math Institute: September 25
- Fall “Regionals”:
 - October 22-23
 - November 5-6
- Support Services Conference: November 12-13
- Fall Manager Meeting: November 18
- Volunteer Management Conference: December 4



ABE Foundations Survey

- No in-person ABE Foundations training planned for this year
- Online [ABE Foundations course](#) is available, and additional supports are being considered
- ATLAS needs your input to ensure that new staff have the training they need
- If you anticipate bringing on any new staff in the coming year, please complete this short [survey](#) by July 15



Serve on the Statewide PD Committee!

Now seeking ABE program representatives to serve on the ABE Statewide PD Committee!

Applications due July 3

- Commitment: 2-year term, 4 meetings per year
- Qualifications:
 - Must be currently employed with a MN ABE program
 - Experience participating in MN ABE PD
 - Experience with distance education and/or virtual professional development a plus
- Stipend and travel reimbursement through LAN




Stay connected with MN ABE Connect!



Read your newsletter and stay connected!


New resources in your inbox every Tuesday!

Recent Newsletter Articles




ABE Voices Across a Distance: Snapshot from a Rural One-Room Schoolhouse

MN ABE Connect is featuring a series of interviews with Minnesota ABE practitioners on how they are delivering instruction and support during this time. This week, we hear from a teacher working in a rural, one-room schoolhouse setting: Pamela Dane. [Read More](#)

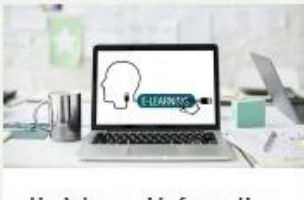


To "Packet" or Not to "Packet"? That Isn't the Question.

Many teachers and programs are putting learning packets together right now to mail to students or to have on hand for pickup. However, packets are not a new learning tool in ABE. In this two-part article, we will take a look at learning packets and share some best practices we've collected from twenty-five teachers around the state. [Read More](#)



ABE Voices Across the Distance: Snapshot of the New Normal from a Beginning Level ESL Teacher



Updates and Information from the Distance Learning Support Team

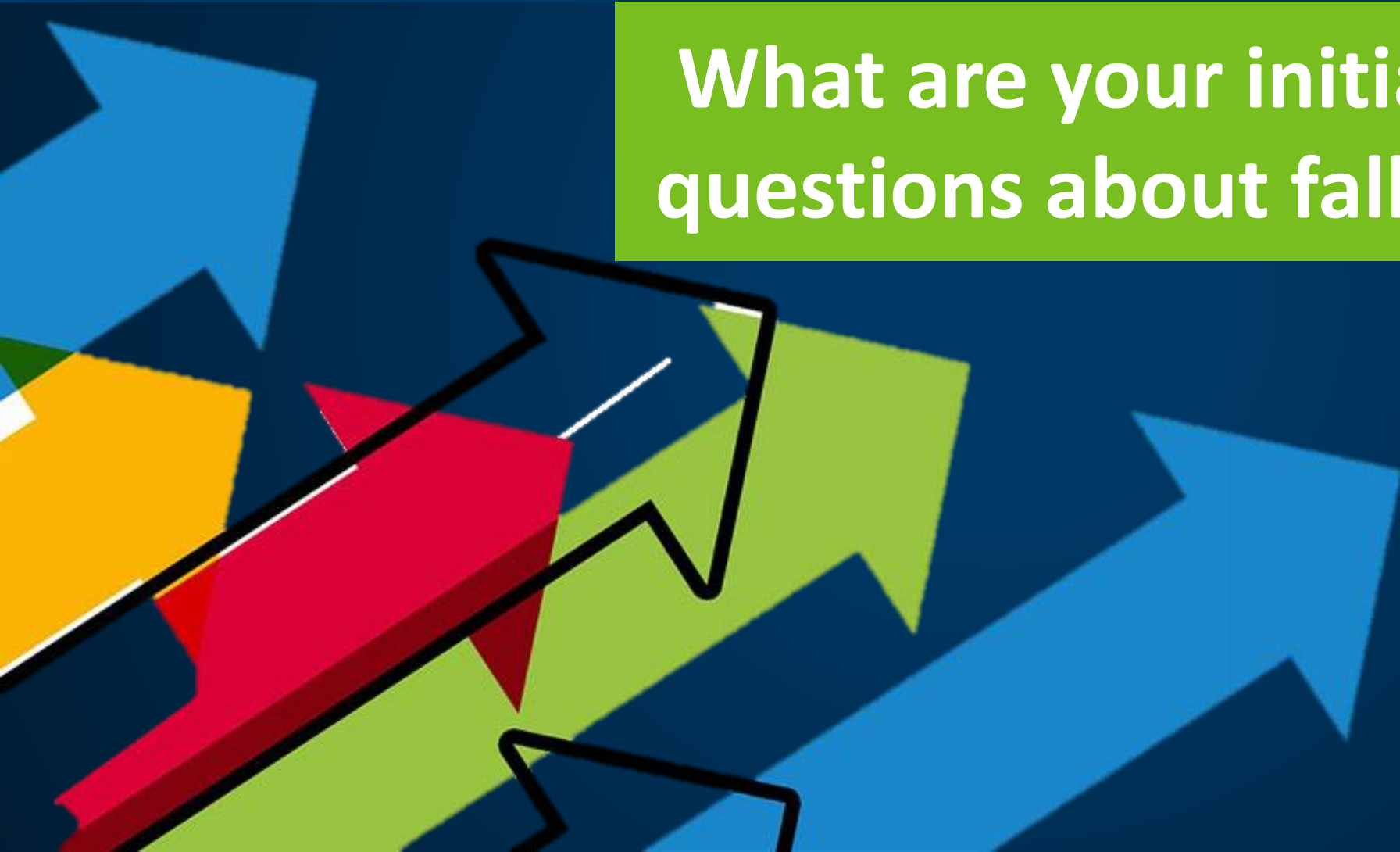
The DL Support Team is working to help ABE staff make a successful transition to serving learners online. Read on for resources and updates which can help you

Article Categories

- ACES/Transitions
- Adult Career Pathways
- Assessment
- CCR Standards
- Citizenship
- COVID-19
- Cultural Competency
- Digital Literacy/Northeast
- Disabilities
- Distance Learning
- ELA
- ESL
- HSE/GED/Adult Diploma
- Listening
- Math/Numeracy
- Mental Health
- Minnesota ABE
- One-Room Schoolhouse/Multilevel
- Professional Development
- Program Management
- Reading
- Science

Next steps?

What are your initial thoughts and questions about fall programming?





What
questions
do you
have?

Thank you for your time and your thoughts!

Resources from this
webinar and earlier
communications can be
found online at:

www.mnabe.org/state-abe-presentations

