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.
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?
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.
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.
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?
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/
Three Delivery Scenarios for Fall

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).
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.
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.
MDE Guidance Other Key Sections

- 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
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
• 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

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

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

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](http://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?
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

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.
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

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
High School Equivalency

Brad Hasskamp
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)?
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
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 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
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.
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_GttcAxDQQRf42PFbiw

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

https://www.caringcareersstarthere.com/
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.
• 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

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.
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.
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!
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.
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.
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)
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
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
• 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!
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