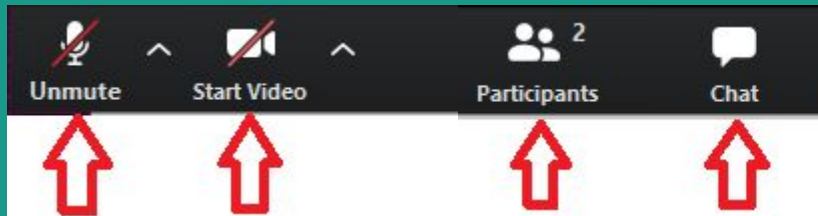# Welcome to the Fall Managers Meeting!

- For tech help, chat to <u>Karla Vien</u>

- Use your first & last name - just like a name tag!

- Bottom of screen: hover your mouse to reveal toolbar

Keep mic and video off
(looks like this - red line)

Open Chat box
& keep it open

Closed captions are
available in toolbar

Recording Today's Session

We will post the recordings on www.mnabe.org under "State ABE Presentations"

**Welcome to the
Fall Adult Education Manager Meeting
2020**

Wednesday, November 18, 2020

Adult Education Team @ MDE

Brad Hasskamp, Interim State ABE Director

Jodi Versaw, Program Quality

Julie Dincau, Transitions

Cherie Eichinger, Administrative Support

Astrid Liden, Professional Development

Alice Smith, GED Records/Administrative Support

Todd Wagner, ABE/HSE Specialist

Congratulations, Cherie!

Cherie is retiring on Tuesday, December 8.

She has been especially visible to you as our main email contact and as our events specialist!

Thank you, Cherie, for your decades of service to ABE and MDE and for being a kind, supportive force, keeping us together!

Agenda

Wednesday, November 18 (9:45-12:00)

- Welcome/Getting Started
- Fall Programming Discussion
- Student Eligibility & Distance Education

Thursday, November 19 (9:45-12:00)

- Questions
- Accountability
- Working with our Partners
- Career Pathway Programming and IET

Evolving Our Approach

We heard you! We're trying to decrease information overload.

- More **frequent webinars** over the last year
- Break virtual meeting into **two partial** day sessions
- Build in **breaks**
- More **conversation** so you can share your questions and ideas
- Use of **Google Docs** and Breakout Discussions throughout the day today and tomorrow

Revisiting: Our Collective Charge

Embrace the transformation and grow with a focus on the most effective services to ABE students.

• Let's explore why some potential learners are **under-served in ABE** and enable ways for programs to serve them.

• Let's build **flexible programming models** (including in-person, hybrid, and distance education) to serve more people effectively.

• Let's **integrate academic, employability and technology skills and standards** in our instruction.

• Let's improve and use our **technology skills and access** to better provide services students need.

• Let's offer students the **diplomas, certificates and credentials** they need to move forward with their goals.

Let's work towards creating these solutions together.

Building on our Collective Charge

Statewide, we are **progressing!**

- **Under-served in ABE**: Equity committee. Local equity efforts.

- **Flexible programming models**: DL Team projects building a teacher-verification model and building capacity for DL approval. Local programs implementing distance learning. Computer-based test distribution.

Where are you seeing progress in these areas? Share in the chat!

Building on our Collective Charge 2

- **Integrate academic, employability and technology skills and standards:** CCRS virtual cohorts. Increased focus on digital literacy and employability skills with distance education models.

- **Technology skills and access:** New Northstar curriculum. ABE programs buying laptops, tablets and hotspots to distribute to students.

- **Diplomas, certificates and credentials:** New HiSEAs competition results announced in 2021. Documenting credentials in SiD. Distance learning approaches to adult career pathways.

Where are you seeing progress in these areas? Share in the chat!

Thank you

This year has required more from you, from your teams, from students, and from our partners. We are so thankful for your drive and your collaborative and innovative spirit.

We also urge you to focus on your wellbeing. Please promote and support the wellbeing of those around you at work and at home.

Fall Programming Discussion

Program Delivery Models: Checking In

How are you serving students currently? (choose one)

- Primarily in-person instruction
- At a distance only
- Combination of distance & in-person instruction

In-person Services

Students are coming to our site(s) for: (choose all that apply)

- Intake/orientation
- Navigation or counseling
- Technology distribution or assistance
- Pickup and dropoff of instructional materials
- One on one instruction
- Group instruction
- Other
- No students are coming to our site for any reason

Breakout Discussions: Challenges, Solutions & Resources

In your breakout group, discuss:

- What questions or issues are you grappling with in terms of staffing, scheduling, and/or work assignments/hours? What solutions or agreements have you reached?
- What are other big challenges is your program facing right now? What resources are you aware of that might address those challenges?

Take notes on the Google doc.

You will have 20 minutes. Please assign a timekeeper.

Continue the sharing!

You are each other's best resource!

Please take a few minutes this afternoon to add questions, resources, strategies, etc. to the shared document.

MDE will clean up the doc and share out in the upcoming weeks

Resources from Fall Teaching & Learning at a Distance Conference

The event [flyer](#) has links to session recordings and materials.

Check out these sessions (and more!):

- Using Volunteers in the Virtual Classroom
- Teaching Digital Literacy Skills at a Distance
- Help, I'm Burned Out! Methods to Reduce & Prevent Burnout for Staff & Students
- How to Support Learners in Accessing Technology: a Panel Discussion
- Choosing a Distance Learning Platform
- Can't Touch This: Teaching and Learning in Person in 2020
- Online Testing 101

atlas ABE Teaching & Learning Advancement System
HAMLINE UNIVERSITY

Statewide Fall 2020 Teaching and Learning at a Distance Conference

Thursday, November 5 and Friday, November 6
ONLINE ZOOM CONFERENCE - FREE EVENT
PLEASE NOTE: Portions of this event will be recorded, and recording links will be added to this document after the event.

Conference Materials - presentation slides, handouts, etc.
VIEW PARTICIPANT MATERIALS FOLDER

Find information about all approved DL platforms at:
http://mnabe-distancelearning.org/

In early 2021, MN ABE DL resources will be moved to the Literacy MN website.

Note: New applications for DL platform and teacher-created course approvals will be accepted starting on March 1, 2021.

Tell us what you need!!

December 1: Statewide PD Survey launches in your MN ABE Connect Newsletter!

Results will be used to inform supplemental service grant RFPs and Support Network services.

Using Volunteers to Support Remote Instruction

Rob Podlasek, Literacy MN

Kellie McGowan, Metro South

BREAK
(Please do not log out during the break)

Student Eligibility and Distance Learning

DRAFT Statement on Student Eligibility and Distance Learning

Statement is available at: https://tinyurl.com/ABEeligibilitydistancelearning

This is a DRAFT; we would like your input today

DRAFT Statement Regarding Adult Education Student Eligibility and Distance Learning

Date: November 2020

Issue/Background

In Minnesota, nearly all adult education consortia are awarded grants to serve specific geographic areas defined by school district boundaries. Grant amounts are based, in part, on demographic counts associated with those school districts. In the past, many consortia have served at least some students who reside outside their

Student eligibility and distance learning

Now that a significant amount of adult education programming is online and available at a distance, it is easier to serve students no matter where they are.

This brings up many questions about distance education, such as:

- Can we serve students who live outside the area served by our consortium?
- Can we serve students who live in another state?
- Can we serve students who are travelling temporarily out of state?
- Can we serve students who live in another country?

Background information on this issue

- As a system, we are funded to serve the state of Minnesota. Most ABE consortia are funded to serve a specific geographic area of the state, except those that serve a special population (e.g. ThinkSelf Deaf ABE or DOC).

- There is no residency requirement in current student eligibility policy

Background info: who do we serve?
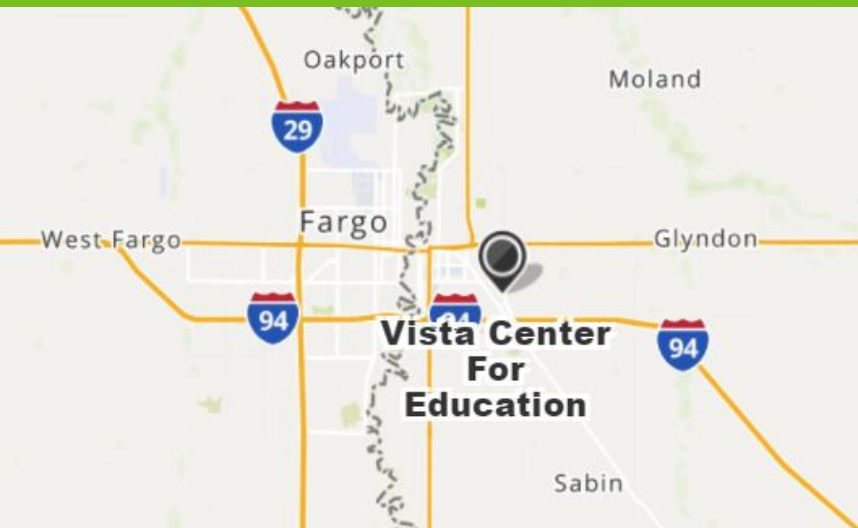
- ABE consortia near a state border often serve individuals who live outside the state (e.g. Moorhead ABE serves residents of Fargo, ND)

- ABE consortia, especially in the metro area, often serve students who reside within a different ABE consortium area (e.g. Hubbs Center in St. Paul serves a student who resides in Roseville)

Background info: Distance learning

Before the COVID-19 pandemic, the guideline for serving a student via distance learning was: DL students should be able to physically come to your building at the minimum for intake and every 40-60 hours for post-testing.

- Now, programs can do remote testing and also use the COVID-19 test exemption in SiD if necessary

Distance learning: things to keep in mind

Questions to ask if you are serving a student who lives too far away to realistically come your building for pre/post testing:

- Where does this student reside?
- What ABE services are available to them there?
- Is it a better choice for them to attend your program, their "home" program, or be connected to both?

- If a current student moves outside the state of Minnesota, the ABE program should do their best to connect that student to adult education programming in their new state.

- However, it may be appropriate to continue serving the student via distance learning up to 90 days, especially in order to allow the student to:
  - Continue their education while getting connected to services in their new community
  - Finish a particular course
  - Reach 40 hours of instruction and take a post-test
  - Complete a goal such as passing the GED

Distance learning: students who move to another country

- If a current student moves out of the country, the ABE program may continue to serve them for up to 90 days, in order to allow the student to:
  - Finish a particular course
  - Reach 40 hours of instruction and take a post-test
  - Complete a goal such as passing the GED

- Otherwise programs have the option of serving this student and labelling them as non-NRS, as long as that student is not taking the place of a Minnesota student. (Note that contact hours for non-NRS students do not count for purposes of calculating funding.)

Career-focused or other specialized programming

In the case of specialized programming (e.g. career-focused programming, such as integrated education and training (IET)), where recruiting from multiple service areas may be necessary in order to offer sustainable programming, consortia should collaborate with other consortia staff to refer and recruit students who might benefit from the specialized programming.

Ideally, consortia would collaborate beginning in the planning phases of developing and providing career pathway programming.

Breakout Discussions: Eligibility and Distance Learning

In your breakout group, discuss:

- Has the issue of student eligibility for distance learning come up in your program recently?
    - If yes, what have been some of the specific situations and how have you dealt with them?
    - If no, consider these scenarios: How would you approach these?
        - ABE student moves to Texas.
        - ABE teacher is originally an immigrant herself. She recruits new students for online ESL class through her own personal connections. These new students live in various communities across the state.
        - ABE program offers online ESL/GED/Math classes, students from around the state join.
        - ABE student invites their mother in Mexico to join online ESL class.
- What questions or concerns do you have with the eligibility statement as it is written? What would you add?

Take notes on the Google doc.

You will have 20 minutes. Please assign a timekeeper.

Share out

What key issues or questions came up in your groups?

What input would you like to share?

What other factors should be taken into account?

Your input is invaluable - thank you!

ABE team will release a final version of Student Eligibility and Distance Learning statement soon - be watching for email from Cherie.

We will revisit this topic on WebChat with MNABE in January.

Questions?

Ask your questions by:

- **Typing them into the chat, or**
- **Clicking to raise your hand and unmute yourself when we call on you.**

Closing Thoughts - Day One

• **Change is uncomfortable and stressful**.

• **Ultimately the innovations and systems we are being forced to adopt now will create better, stronger, more flexible adult education programming in the future!**

Food for thought: What innovations and systems that you are currently building will become a permanent part of your program?

See you tomorrow at 9:45 a.m.!

Use the **same meeting link** as today.

Have the following **documents** handy:

- Minnesota Adult Education Performance Targets (2020-22)
- MN Supplemental IFA Compliance Guidance
- November 2020 State ABE Updates
- Statewide Performance Report (SPR)-MN-2019-20

Tomorrow's Topics:

- Accountability & Data
- Working with our Partners
- Career Pathway Programming and IET