Welcome to the Fall Managers Meeting! (Day 2)

- For tech help, chat to Karla Vien

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

- Bottom of screen: hover your mouse to reveal toolbar

![Image](https://via.placeholder.com/150)

- 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 Back!

Yesterday we:

- Revisited our collective charge;
- Discussed fall programming challenges, solutions and resources;
- Promoted the upcoming PD survey;
- Outlined strategies for using volunteers remotely with programming; and
- Generated feedback on the draft Student Eligibility and Distance Learning statement.
Today’s Agenda

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

- Announcements/Questions
- Accountability
- Working with our Partners
- Career Pathway Programming and IET
- Next Steps
Today we will be referencing and using the tools from the email on Tuesday, November 17.

These documents can also be found at MNABE.org (in “State ABE Presentations”)

Correction: Teacher Prep Time

Yesterday, the Adult Ed Team @ MDE learned about an FAQ published by MDE that states ABE teachers are included in the 30 minute prep/day requirement (see link in chat). We were not consulted on this guidance as it was developed. We apologize for the confusion.

We absolutely support teachers having an appropriate amount of prep time to provide quality instruction.

ABE programs will need to work with their districts and their organizations to interpret and implement the guidance.
Guiding Questions: Teacher Prep Time

As you work to interpret the guidance, we encourage you to consider:

- What do our teachers need?
- How much prep time do teachers currently have?
- What do our teacher contracts say about this issue?
- How do we address this with full-time teachers? How do we address this with part-time/hourly teachers?
- How is our district’s ECFE program handling this?

*Note that this guidance document appears to address full-time teachers employed with a school district.*
Questions?

Do you have any questions from:
- Content from Day 1? or
- the Support Services Conference Session slides we sent?

To ask your question:
- Type it into the chat, or
- Click to raise your hand and unmute yourself when we call on you.
Accountability

What information helps us show our effectiveness?
State Adult Education Performance Data

29,964 participants in 2019-20 (59% of enrollees)

30,650 POPs in 2019-2020

- **POPs (Periods of Participation):** Each time an enrollee had 12+ contact/proxy hours without an exit
- **Exit:** When a participant does not have any contact or proxy hours for 90+ days in any ABE program in the state.

67% of participants had a SSN in SiD

7 (of 41) ABE consortia paid $201,456 in training costs using ABE funding.
WIOA Indicator: MSG

37% of 2019-20 POPs made measurable skill gains.

- Options: Educational Functioning Level Gain (pre- and post-test or exit ABE and then enter postsecondary before July 1) or diploma
- Measured by: ABE programs and by Minnesota State

- Target: 44%
- 2018-19 outcome: 43%
38% of 2018-19 POPs were employed 6 months after exiting ABE.

- Measured by: DEED via exited participants with Social Security Number in SiD
- Last year’s outcome: 38%
The median quarterly earnings for 2018-19 POPs was $6,070.

- Measured by: DEED via participants with Social Security Number in SiD that are employed
- Last year’s outcome: $5,660
36% of 2018 POPs were employed 12 months after exiting ABE.

- Measured by: DEED via exited participants with Social Security Number in SiD
- Last year’s outcome: 34%
WIOA Indicator: Credential Attainment

13% of 2018 POPs met credential attainment.

- Options: Earn a diploma and then enter postsecondary or employment; or co-enroll in ABE and postsecondary and complete postsecondary within 1 year of ABE exit
- Measured by: ABE programs, Minnesota State, and DEED (via participant Social Security Number in SiD)
- Last year’s outcome: 23%
2020-21 Statewide Adult Education Targets

- 43% of 2020-21 POPs will make measurable skill gains.
- 38% of 2019-20 POPs will have been employed 6 months after exiting ABE.
- 34% of 2019 POPs will have been employed 1 year after exiting ABE.
- The median quarterly earnings for 2019-20 POPs will be $5,660.
- 23% of 2019 POPs will have met credential attainment.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>2019 Outcomes</th>
<th>2020 Outcomes</th>
<th>Targets for 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Skill Gain</td>
<td>42.56%</td>
<td>36.89%</td>
<td>43%</td>
</tr>
<tr>
<td>Employment (Q2)</td>
<td>37.59%</td>
<td>37.74%</td>
<td>38%</td>
</tr>
<tr>
<td>Employment (Q4)</td>
<td>33.54%</td>
<td>36.46%</td>
<td>34%</td>
</tr>
<tr>
<td>Median Earnings</td>
<td>$5,660</td>
<td>$6,070</td>
<td>$5,660</td>
</tr>
<tr>
<td>Credential Attainment</td>
<td>22.88%</td>
<td>13.41%</td>
<td>23%</td>
</tr>
</tbody>
</table>
In your breakout group, discuss:

A. What questions do you have about the outcomes and targets?
B. How can you use the data?
C. What additional data or information would help tell your program’s story?

Take notes on the Google doc.

You will have 10 minutes. Please assign a timekeeper.
How much are statewide contact and proxy hours are down this year compared to the same time last year?
The COVID Effect

Contact & proxy hours are down 61% from the same time last year.
PLEASE NOTE: Even though contact hours from this current contact hour counting period (May 1, 2020 - April 30, 2021) will not be used to distribute funding, it is still IMPORTANT to enter those hours in SiD completely and accurately.

Hours data from SiD can be used for:

- Advocacy at the state legislature for increased funding
- Reporting to the federal Department of Education
- Awareness raising with community and partners
What percentage of our participants are low income?
Underreported Barriers

34% of participants are identified as low income in SiD.

We believe the barriers to employment are underreported yet they are challenging to collect.
Data Recommendations

- Clean up your staff lists
- Try getting more accurate SSNs from students, even with distance education students
- Clearly explain and ask students about barriers to employment
- Document when students earn career-focused credentials in SiD
- Collect information to appropriately tell the full story of your program, your work and your students
More than 25,000 tests are being distributed:
- CASAS GOALS and Life and Work Enhanced eTests
- TABE Online 11/12

If you requested tests, please make sure:
- Staff have participated in training for administering computer-based tests (and remote testing)
- To set up your CASAS eTesting and/or DRC/TABE Online accounts
Distributing Computer-Based TABE/CASAS

- **September Survey/Sign Up**: 33 of 39 consortia chose to receive computer-based tests.
- **Round One – November 2020** (50% of tests): The number of tests given to a consortium is based on past testing numbers.
- **Round Two – Winter/Spring 2021** (remaining tests): MDE/SW ABE will announce via email when ABE programs can request more tests.
Remote Testing Challenges

Remote testing is not yet working for many students:

- Students don’t have devices and software for remote testing;
- Students don’t have strong enough internet for remote testing; and
- Students and staff run into technical issues or problems when trying remote testing.

How can we address remote testing challenges?

Reminder: Yesterday, Astrid shared the link to the Fall Conference flyer, which includes a recording & materials for the Online Testing 101 session.
In your breakout group, discuss:

A. What have you tried with computer-based and remote testing?
B. What could you do differently to get more accurate barriers to employment and SSNs reported by students?
C. What is the story you want to share about your program and what information can help you tell that story?

Take notes on the Google doc.

You will have 10 minutes. Please assign a timekeeper.
BREAK

(Please do not log out of Zoom during the break)
WIOA and our Partners

How can we move from compliance to implementation?
WIOA State Plan Goals

1. Reduce educational, skills training, and employment disparities based on race, disability, gender, or disconnected youth.

2. Build employer-led industry sector partnerships that expand the talent pipeline to be inclusive of race, disability, gender, and age to meet industry demands for a skilled workforce.
Due April 30, 2021

The Adult Basic Education Representatives on the local board should be involved in the development of the plans.
Memorandum of Understanding
Due July 1, 2020

Infrastructure Funding Agreement
Due December 30, 2020

MOU

IFA
## Infrastructure Funding Agreement

### CAREER SERVICES MATRIX

| BASIC CAREER SERVICES | WOIA Title II Adult Job Service | WOIA Title II Youth Work Experience | WOIA Title II Dislocated Worker Job Service | Title V | Wagner Peirce | Workforce Investment Act Title I | WOIA Title I Youth | Title IV | Wagner Peirce Program | OABE | Workforce Investment Act Title I - Secondary | Ready to Learn Recovery Act | CTE/Post-Secondary | Trade Adjustment Assistance | Section 811 State Grants | SBCEDC E&I | COBG E&I | Job Corps | Native American Programs |
|-----------------------|---------------------------------|-------------------------------------|--------------------------------------------|---------|---------------|---------------------------------|-------------------|---------|-------------------------|------|------------------------|------------------------|-----------------|-------------------|--------------------------|-------------------|------------------|--------------------------|
| 1 Outreach, Intake and Orientation to Information/Services | AV | AV | AV | NA | AV | AV | AV | AV | AC | AV | AC | AC | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 2 Determination of Program Eligibility | AV | AC | AV | NA | AC | NA | AC | NA | AV | AC | AV | AC | AC | AV | AV | NA | NA | NA | AC | NA | NA | NA |
| 3 Referrals & Coordination with Other Programs/Services | AV | AV | AV | NA | AV | AV | AC | AV | AC | AC | AC | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 4 Information of Supportive Services or Assistance of All Programs | AV | AV | AV | NA | AV | AV | AC | AV | AC | AC | AC | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 5 Initial Assessment of Skills - Literacy, Numeracy, English Language | AV | AC | AV | NA | AC | AV | AC | AV | AC | AC | AC | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 6 Proficiency, Aptitudes, Abilities, Supportive Service Needs | AV | AC | AV | NA | AC | AV | AC | AV | AC | AC | AC | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 7 Labor Exchange Services - Job Search, Placement Assistance | AV | AV | AV | NA | AV | AV | AV | AV | AV | AV | AV | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 8 Occupations/Industries in Demand, Nontraditional Employment | AV | AV | AV | NA | AV | AV | AV | AV | AV | AV | AV | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 10 Performance Information & Eligible Training Provider Cost Info | AV | AV | AV | NA | AV | AV | AV | AV | AV | AV | AV | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 11 Information on Local Area Performance Accountability Measures | AV | AV | AV | NA | AV | AV | AV | AV | AV | AV | AV | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
| 12 Assistance with Filing Unemployment Insurance Claims | AV | AV | AV | NA | AV | AV | AV | AV | AV | AV | AV | AV | AV | AV | NA | NA | NA | AV | NA | NA | NA | NA |
Do you have any questions about:

- IFAs? Infrastructure Funding Agreements
- MOUs? Memorandums of Understanding

To ask your question:

- Type it into the chat, or
- Click to raise your hand and unmute yourself when we call on you.
ACPs and IET

How can we accelerate learning for students?
….career-focused and other specialized ABE programming

“consortia should collaborate with other consortia staff to refer and recruit students who might benefit from the specialized programming.”
A new report in SiD that lists career focused online classes that can be virtually attended by any MnABE student.

The report was designed to help ABE programs provide more career focused options for their learners.
# Career Focused Online Statewide Classes

**Active in Date Range: 11/15/2020 - 6/30/2021**

<table>
<thead>
<tr>
<th>Class</th>
<th>Start Date</th>
<th>End Date</th>
<th>Site</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Postal Code</th>
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<tr>
<td>Bridge Healthcare-S2 20/21</td>
<td>10/02/20</td>
<td>12/22/20</td>
<td>Faribault Education Center</td>
<td>340 9th Ave SW</td>
<td>Faribault</td>
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<tr>
<td>IET Building Maint Online Google Meet</td>
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<td>04/22/21</td>
<td>Ronald M Hubbs Center</td>
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<td>651-290-4822</td>
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<tr>
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<td>11/16/20</td>
<td>12/11/20</td>
<td>International Institute of Minnesota</td>
<td>1694 Como Ave</td>
<td>Saint Paul</td>
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<td>Stacy Dietrich Varney</td>
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<td>03/18/21</td>
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<td>05/13/21</td>
<td>Ronald M Hubbs Center</td>
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<td>651-290-4822</td>
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<td>04/09/21</td>
<td>05/21/21</td>
<td>Mankato Main Site</td>
<td>110 Fulton Street</td>
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<td>Cynthia Moreno</td>
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<td>06/10/21</td>
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<td>651-290-4822</td>
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<td>651-290-4822</td>
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<td>01/15/21</td>
<td>05/28/21</td>
<td>St. Cloud</td>
<td>800 7th St S</td>
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<td>05/28/21</td>
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<td>800 7th St S</td>
<td>Waite Park</td>
<td>MN</td>
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<td>Jean Borgmann</td>
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<td>Nursing Assistant Prep (NA Prep) STARTS 3/5/2021</td>
<td>11/06/20</td>
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<td>Metro South ABE</td>
<td>2575 W 88th St</td>
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<td>Kellie McGowan</td>
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<td>Kellie McGowan</td>
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<td>Online IET ParaPro Prep</td>
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<td>MN</td>
<td>55431</td>
<td>Kellie McGowan</td>
</tr>
</tbody>
</table>
Breakout Discussion: Collaborative ACP Programming

In your breakout group please discuss:

● How is your consortium collaborating regionally to provide Adult Career Pathways (ACPs)?
● What barriers make it difficult to provide regional or interregional ACP offerings for students? What support is needed to address barriers, and offer students more ACP options?
● How can you continue to explore these ideas in your region?

Please take notes in this [google doc](#).

You will have 25 minutes. Please assign an facilitator, notetaker, and timekeeper.
Next Steps
Next Steps

- Recordings and resources of large group sessions on mnabe.org
- Final statement on Student Eligibility and Distance Learning
- PD Survey: December 1 in the MN ABE Connect Newsletter
Upcoming Events

- Today (1-3pm): Narrative Writers Workshop (Zoom)
- Universal Design for Learning (UDL) Registration Deadline: November 30
- Volunteer Management Conference: December 4
- One-Room Schoolhouse Webinar: December 15 (2:30-4pm)
- More at ATLASABE.org Events Calendar
Questions?

Ask your questions by:

- Typing them into the chat, or
- Clicking to raise your hand and unmute yourself when we call on you.
Adult Education is doing outstanding work, and our performance measures only tell part of the story. We should share our students’ and programs’ successes to tell more of the story. We should be able to describe our collaboration and contributions.

Food for thought: How can we better tell the story of Minnesota Adult Education with our partners?
Please complete the **evaluation**!

**CEUs**

- Teacher CEUs will be emailed to attendees
- To request Administrator CEUs, please email Cherie Eichinger ([cherie.eichinger@state.mn.us](mailto:cherie.eichinger@state.mn.us))