

13:59:56 As you come in will be starting in just two minutes.

14:00:22 Come here and we'd love to know who's here so if you take a moment in the chat area and say hello and where you're from and what your role is at your institution, whether you're on the ABE side or their dev ed side or both, we'd love to, to know

14:00:51 here today thanks so much for joining us, couple of housekeeping items before we launch in the session is closed caption so hopefully you can access those if you have any technical difficulties at all my colleagues just colleague, Jill Somrock is here,

14:00:52 and you can reach out to Jill For additional help, we will of course as we always do be sharing the archive of the session both the recording and the slides and some links with you all at the NROC.org site, everyone who has registered will receive

14:01:08 an email with a link to that recording when it's available. Thank you all for playing along with the, with letting us know who you are in chat. If you are on social media you can contribute to the Twitter conversation using #NROCPD, and if

14:01:23 you have any other difficulties our offline address for help memberservices@nroc.org is there for you.

14:01:31 But we've got a lot of things going on today so we're going to dive right in. Next slide. Real quick Lesley. I just wanted to briefly mention that this is an NROC sponsored event we do these monthly, and I'm really excited to share what I've learned

14:01:48 from the folks in Minnesota we have been partnering with Literacy Minnesota to serve some distance learning resources for adult educators in the state, and it is through that project and that partnership that I became aware of this interesting work that's

14:02:01 going on in Minnesota, and so we're looking forward to sharing that with you today. So we'll start with just telling you who else is here.

14:02:11 Lesley.

14:02:20 Hello everyone, I'm Lesley Blicher for this work I am working on behalf of the Northwest Service Cooperative Adult Basic Education Group, and will explain a little later how ABE works in Minnesota, and I'm joined by my colleague actually Russ Fraenkel

14:02:36 and he'll introduce himself and then our two campus folk or what I call campus in a big field folks will introduce themselves as well so Russ.

14:02:52 Good afternoon everyone. It's exciting to be in the same space with you talking about this really exciting partnership topic.

14:02:54 My particular role is. I work as a regional transitions coordinator in the Northwest region.

14:03:03 This is where this work originated. And now it has grown into a statewide effort, so go Northwest and go, Minnesota, across the state, as it as it pertains to this partnership.

14:03:18 Thanks so much.

14:03:21 Ralph.

14:03:24 Ralph gosh I'm the math faculty member representing Northland Community and Technical College up here in Thief River Falls,

Minnesota, and we were part of the pilot program with Kirsten and Northwest Service Cooperative.

14:03:37 So, and Kirsten Hello everybody, I'm Kirsten Fuglseth I work with Northwest Service Collaborative Adult Basic Education in Thief River Falls, Minnesota, and I oversee adult literacy work for 30 school districts in the northwest corner of the state.

14:03:56 Well I think at this point I'm the one facilitating and leading at least some conversation. I'm sorry it's, it's less conversation the second half will be conversation this half.

14:04:09 I am delighted to provide some context to you all, regarding what this project what the work is that Russ and I have been working on in conjunction with the Northwest Service Cooperative, as well as some of our state partners, which I'll describe in a

14:04:26 minute. So we did introductions. And for those of you who have joined late please feel free to type in who you are, what, which area you work in whether it's ABE, higher ed, something else and what your role might be.

14:04:43 So we're delighted to have everyone here.

14:04:45 So here's what I wanted to outline by way of kind of a very organic agenda today.

14:04:55 I'm going to be speaking for maybe 15 minutes and then we're going to turn it over to our campus and ABE partners Ralph and Kirsten, and each segment will address four questions.

14:05:08 The first question is what problem are we trying to solve.

14:05:13 The second one is what did we do about it.

14:05:15 The third is what has come from it and what have we learned.

14:05:21 And what's on deck for next steps, or the next evolution.

14:05:25 So I'm going to address those four questions by way of context and let me just define my role a little bit more before I get going.

14:05:35 One of the partners is the Minnesota State System, and I'll explain who they are in a minute and I actually worked for that system for a little under 20 years and retired two years ago, but I have been teaching as a faculty member at one of the campuses

14:05:50 there. So I know that system really well and I was brought on about two and a half years ago to work with Russ and now doing some consulting work. So we've been involved in a project but the very first question was, oh by the way I've already mentioned

14:06:06 we're doing this in two parts. Okay, my part first and then the, the field part second.

14:06:13 So the first part is a systems view, it's a context. What's going on, how is it that Terri found us, what is it that in the state of Minnesota, at least in the public education sector for the most part, what is it that we are trying to answer.

14:06:29 Okay. And the answer is this. It's how do we maximize the Dev Ed developmental education, ABE are in Minnesota we refer to adult ed.

14:06:40 As ABE so I'll be using that term quite a bit. How do we maximize those two sets of staff or resources instructors coming together to potentially improve student outcomes in developmental education courses for the most part, and it is a partnership

14:07:01 model that exists in Minnesota, and we're going to define and describe a little bit of here.

14:07:07 So we know that the vast majority of students are placed in dev ed courses from which relatively few emerge, right, and they don't all often persist so I'm probably not telling this audience, all that much.

14:07:22 By way of new information, but gateway courses really ideally should welcome students into a pathway, where they learn the foundational skills, right, and the knowledge needed to succeed throughout the remainder of their college careers.

14:07:37 But instead, we know nationwide, that there's been a movement to really reanalyze or maybe reinvigorate, reimagine dev ed, because they often serve as choke points slowing down student progress and the problem we're trying to solve clearly relates to students,

14:07:53 it's costing them more money, more fees, taking that many more courses before they even get into their credit bearing courses.

14:08:04 And it even discourages them from continuing their college endeavors. So we're really looking to see. Can this model that we know tells a really good story.

14:08:12 Can it be leveraged expanded scaled throughout the state of Minnesota.

14:08:20 So here are the two systems we're talking about I just want to anchor everybody in and what are we talking about in Minnesota, we have two systems of public education we do have the University of Minnesota, which is not part of this partnership model,

14:08:34 partnering model, their land grant institution and kind of are their own system, but we do have the Minnesota State system in a minute I'll show you it's the third largest consortium of higher education institutions in the US, and that's the system by

14:08:50 the way that I work for, and then we have Minnesota Adult Education or Minnesota ABE as we call it.

14:08:57 So, Minnesota State is, as I said, it's a very large Consortium, we have in the system there are 30 2-year colleges comprised of community and technical colleges, some are both and some are one or the other.

14:09:14 We have seven state universities and all together, we're spread out over 54 campuses.

14:09:20 The system serves 340,000 students every year to give you an idea of scale, and about 15,000 faculty, I'm going to let you read the rest of the bullets I hate to just read through slides, and you'll see I'm pushing along pretty quickly so

14:09:35 we make sure that we have time for the second half. Okay.

14:09:41 And for those of you who arrived late, feel free to type questions in the chat Russ or some of our other partners will be moderating them as I'm talking and or we can get to them at the very end, Who is Minnesota or what is Minnesota ABE? Well it's a statewide system that serves approximately 40,000 adults annually

14:10:07 Now, ABE services are delivered through a network of providers.

14:10:12 So there are 300 public school districts in Minnesota, and

they all belong to one of the 39 ABE Consortium.

14:10:22 And, Russ and I are working again on behalf of one of those Consortia, which is the Northwest Service Cooperative or the Northwest Region ABE Consortium.

14:10:33 So, the partnership we're talking about again that we think has.

14:10:39 We keep saying a good story to tell some successful outcomes today, is when ABE instructors partner with Minnesota State campus instructors, but of course we need administrators on both ends too so when the two systems are partnering together, to determine

14:11:00 the best means for teaching Dev Ed courses or maybe even gateway courses or other courses that would support all of the ABE skills that they bring to the table.

14:11:10 This is what we're calling the Dev Ed / ABE partnership.

14:11:15 Who are the students that we're talking about because ABE serves students well before they get to college as well.

14:11:21 In this model, we're strictly talking about, students who have already enrolled enrolled in a Minnesota State College a Public college who through testing or you know that that accuplacer testing or other tests have been placed in a developmental

14:11:38 education course, that's who we're talking about.

14:11:43 Now, coincidentally, I don't know if it's coincidentally, but maybe, especially because of the fact that the Minnesota State system in well first of all in 2017.

14:11:56 The Minnesota Legislature passed legislation requiring that the Minnesota State System The Minnesota State Board of Trustees, prepare a plan to reform Dev Ed offerings at all 37 system campuses that were aimed at the same goals I talked about earlier.

14:12:15 Now, each campus in the system was uniquely responsible for implementing the changes needed in this, what we're calling the Developmental Education Strategic Roadmap.

14:12:26 That's what Minnesota State put together in response to the legislation. But because each individual institution needed to sort of fend for itself.

14:12:38 They were all, I hate to use the word scrambling but they were all putting together, what we call DESR committees task forces to say, how are we going to do this.

14:12:50 And what we've learned through our work is that many of them are in fact using this ABE Dev Ed partnership. But when we started out, we didn't know we only knew about four or five of the 30 institutions that had a partnership.

14:13:03 So we immediately went to them to learn about it.

14:13:06 So the DESR really was an incentive for this project to gain momentum. So what have we done about it.

14:13:16 Okay. Well, we have an excuse me I'm going to be looking at the clock every moment.

14:13:23 I'm in full screen mode so I have to look this way. Okay. Yikes.

14:13:28 Very good.

14:13:29 The Dev Ed partners the scaling and expansion project that's

what I'm calling it. So we took meetings with so many different people we discovered how the partnerships were working.

14:13:40 We discovered best practices we discovered the barriers, but mostly what has happened is today, we've now documented at least 19 Minnesota State partnerships in various forms of what we call integration with ABE Okay, and we'll talk about that integration

14:13:58 in a minute.

14:14:04 We definitely discovered a statewide hunger for the sharing of practices by those successful partnerships, and you'll see Kirsten and Ralph are one of the very early partnerships we discovered that we are labeling completely successful, and they'll talk

14:14:14 about their experience.

14:14:18 But what that led to was a starting of the project in the Northwest Consortium, and through their grace, said you know what, we think, if you do more work on this it'll have value for the whole state of Minnesota.

14:14:33 So that led to forming an affinity group and we have about 85 or 90 people from all over the state on both sides of ABE and campus folks looking to learn about these forms of partnerships and maybe how to improve what they're doing.

14:14:49 And that led to the development of what we're calling a Dev Ed ABE toolkit for improving student success. And we've documented four successful partnership stories.

14:15:01 Now, I'll give you a link to this draft, it's just in draft form, we are finessing it and hopefully we'll have a final version of it by December we're thinking, but I will at least unveil it in a couple slides here.

14:15:15 So, okay, what has come from it and what have we learned.

14:15:21 Well, I mentioned that we have 19 in some partnership configuration, and we call that I call it a flavor of partnership, but we are using the term integration how integrated is Dev Ed in the classroom with the Dev Ed instructor, what would that look like

14:15:42 because we did hear.

14:15:45 As you might imagine, the barriers that existed, and we're in a unionized a bargaining state, you know system of the two year colleges faculty have, you know, academic freedom to teach how they want to. how does this all work.

14:15:59 Okay.

14:16:02 So, this is the scale that we developed through this toolkit. We asked folks to identify how would they define their level of integration.

14:16:11 And the first one would be no integration with the college but there might be some ABE standalone courses like a bridge or boot camp prep courses or test prep courses.

14:16:22 Light integration where ABE is vetted in the classroom with some amount of support for the students.

14:16:29 Moderate integration, ABE's even, even further embedded in the classroom and now they're providing study skills instruction, and maybe more navigator support to all the way to high integration, and that looks more like a traditional co teaching model.

14:16:49 So, what we learned is that when ABE is more deeply integrated in the Dev Ed program we're seeing greater Student Success greater outcomes. A lot of people will ask us what have we done to measure and I'm going to short circuit the.

14:17:05 Slide later, which is, we have way more anecdotal evidence and data than we do.

14:17:22 Numerical or rigorous data, but we do have some and particularly from the Northwest Region, and we are seeing success at least in the class we're talking pass rates in the single class.

14:17:25 What we don't have yet is following the students, long, you know longitudinal data doesn't mean that they're moving into their credit based courses that much sooner.

14:17:34 We have anecdotal that says absolutely yes. Okay. So, we know that we can easily rattle off the best practices that we've discovered.

14:17:46 And these are in the toolkit, and I'm going to point out just two based on time.

14:17:52 We absolutely know that there needs to be strong administrative leadership on both sides but what we've heard from ABE instructors is, we might be able to find a one faculty member who we can partner with, but we need planning time.

14:18:10 You know, it's best if the faculty member gets some form of release time or additional planning time. So there's some funding considerations.

14:18:19 So, we know that formerly defining roles of both partners helps as well because they bring unique skill sets to the table.

14:18:28 Okay, we have completed this toolkit. And there's a link here.

14:18:35 When I'm done talking I can probably put that in or if somebody wants to grab it, feel free to put it in chat. But these slides will be available after the session for you.

14:18:48 The chapters, it's right now it's a 70 page PDF file but we are going to kind of uncouple it and put it in a more readable webpage format. We have four chapters and you can take a look.

14:18:59 It's very thorough. So for anybody who wants to understand how we too might be able to form a partnership with ABE or as ABE How might we approach a campus.

14:19:13 This tool kit is primarily created for Minnesota State, and Minnesota ABE folks that's the intention, but we will make it shareable, and ultimately get a Creative Commons license so others can use it, but you are feel, feel free to access it.

14:19:30 A note on relationship to equity, because it's so important, we're all doing equity work, right, we have an equity lens on just about everything we do.

14:19:39 Well, Minnesota State in 2019, put together what they're calling the Equity 2030 plan, it's very very ambitious by 2030, the system will eliminate educational equity gaps at every Minnesota State College and University will require enormous change, and

14:20:04 culture change and systems change and leadership.

14:20:04 But with that, we really want to say that we know that ABE

instructors are working so closely with all of the students for home
14:20:15 Dev Ed sort of choke points what we're calling almost negatively impact, right.

14:20:22 So, ABE brings these additional supports to the table and things like the navigator role which I mentioned which is connecting students to resources checking in with them, especially when they're on campus, right on the campus embedded in.

14:20:37 They can go find the students in the middle of the day say hey you missed your lab or you missed this test, you know, bring them in. So in the end, this is what we say about equity is that the Dev Ed partnership specifically targets issues affecting higher

14:20:53 costs to students delayed time to taking credit bearing courses lowers levels of persistent lower levels.

14:21:01 I'm sorry it targets, increasing levels of persistence and retention. But all of these things are the ones that disproportionately impact low income students and immigrants and students of color.

14:21:12 So we think the story that This tells is that the additional services that ABE instructors can provide are addressing equity issues directly.

14:21:24 Mostly we learned that there's a vast hunger for both ABE and college instructors to learn how to replicate the model and we think that there's a distinct buzz right now, maybe as witnessed by the fact that we were asked to do this NROC webinar, and that there

14:21:40 are over 300 of you here today at least that that's right now it says 129 but over 300 had registered.

14:21:47 So what's on deck for next steps. I'm going to go through this really quickly because I know I'm, I met my 15 mark here.

14:21:54 We have Phase 2 in the toolkit. We're going to complete it for broad dissemination.

14:22:00 We also need to develop more rigor in data collection and our challenge is how do we encourage the 19 partnerships at this point, we're doing something to maybe look at using a common data set.

14:22:15 We've already developed a common data set and draft form, but now we see need to learn how much of that is reasonable and how might we push it out.

14:22:24 And we want to develop other supports as partnerships start pairing with with each other. We want to be able to kind of connect them together maybe develop some short instructional testimonials.

14:22:35 So with that, okay, I think I'm one minute past. So we want to make sure there's time at the end for questions as well. I'm going to turn this over to Russ Fraenkel who will moderate the conversation with the same four questions.

14:22:54 These are the same four questions with Ralph and Kristen. And then I'm going to get out of sharing mode so it really will feel more like a conversation so Russ, take it away.

14:23:06 Well, thanks so much Lesley, and it's appropriate to say you rocked it, and you should be doing that in an NROC event right so. Way to go, we just thank you so much.

14:23:20 Well, I thank everyone for being here who wants to learn but

thanks for that's, that's great. Alright, so it's my distinct pleasure to be able to moderate this next portion of our presentation today.

14:23:35 And speaking of rock stars, we have two of them in our midst, Ralph Cox who's a math faculty at Northland College, he, he introduced himself during the beginning parts of this presentation.

14:23:50 Kirsten Fuglseth, who is a, you know, she would she wears many hats, but her primary role is that, as an administrator of Adult Basic Education programs in the Northwest region of the state through a service cooperative.

14:24:06 We're going to just turn it right over to them.

14:24:09 And, I think, Kirsten is going to respond to this first question.

14:24:15 Ralph will contribute some ideas, if he has something more to contribute. I think what'll, what will happen is this question to Ralph is going to get as going to start that off, as well as question three, and then Kirsten is going to kinda

14:24:32 bookend it, and she's going to kind of complete it. So, Kirsten.

14:24:38 Are you ready, I'm ready. Yeah. Let's go, what problem are, were you trying to solve in the Northwest Region in your Consortium.

14:24:50 Thank you. Yeah, we collectively.

14:24:56 The college and ABE are serving a group of students that we know are at risk.

14:25:02 And we felt like if we had want the more points of contact and the more resources that we could kind of throw at people the more helpful we could be in making and helping them to be successful.

14:25:14 So going back a little bit, even before the developmental strategic roadmap came out in 2017 we actually had been partnered and co located long before ABE had been on the campus of Northland Community and Technical College, which is actually two separate

14:25:30 campuses. And we're co located on both have been since in the mid 80s so probably one of the longer term longer standing co locations in Minnesota.

14:25:41 ABE had been there, offering basic skills development and instruction with ESL and prep for the GED, citizenship, things like that.

14:25:52 And we had developed a relationship over the years with the college's Academic Success Center, who is tasked really with working with college enrolled learners, but we would see that our students are moving back and forth between programs, then academic success center did the GED testing for our students

14:26:14 The Accuplacer testing for college students and would refer them to ABE if they needed to up their scores and retake the Accuplacer test so they would bring them down to ABE to do some prep work before they would retake that assessment

14:26:27 so forth. And in fact, we actually shared a staff member for a while so we had a staff member who worked half time for ABE and a half time for the college.

14:26:38 In the fall of 2013, Ralph and I were invited to a partners showcase and sponsored by ABE where the discussion sort of centered

around the benefits of partnering, and how we could better serve learners adult learners.

14:26:57 And this first sort of showcase this meeting was really heavily attended by administrators and decision makers.

14:27:06 And I'm going to kind of hand it off to Ralph at this point and he can probably share his observations from that first meeting and how things went from there.

14:27:15 Well, I went to the meeting, because I heard about it through the grapevine I guess you could say, which is typically the way things happen in a collegiate environment, right, we did doesn't always filter down to the faculty level so I had heard and I'm

14:27:28 asking who's attending from our college and to be honest, no one was so I volunteered to attend and when I got there, Russ had invited a group of people from Northwestern Minnesota, and I asked Russ point blank where all the faculty, if the decisions

14:27:42 are being made about how we deal with students. I'm at that base level faculty are at that base level.

14:27:50 If we see the need, and I saw the need you know for additional help with students, like, Kirsten had mentioned, or who are at risk. Many of whom had had an earlier experience in math or two right where they'd had a negative experience of some sort or just
14:28:09 did not feel confident in what they were doing, whatever the case may be, how do you get that student up to speed, I mean there's a question forwarded earlier.

14:28:18 Prior to the session somebody had registered they're saying well how do we get students up to the level that they're supposed to be in order to be successful without lowering the standard.

14:28:26 That's the problem. We cannot just throw a student into a collegiate environment, college algebra in particular, if they don't know that, for instance, how to factor.

14:28:36 I don't know how that's done. And so I've been facing that for 30 plus years at Northland teaching developmental courses. So, When you have a group of administrators making decisions for you I was getting my, my hair on the back of my neck stand up a

14:28:50 little bit let's, let's put it that way. Not that it was negative I don't want to say it was negative it's just a case I think you need to get faculty engaged and get them engaged early.

14:29:00 In order to make this be a successful process.

14:29:03 So, we covered the nuts and bolts as far as that goes, I think, Kirsten we've covered the majority of that right yeah we just, we do need to move on but let's pinpoint the problem.

14:29:18 Right.

14:29:18 Part of the problem was, you know, there wasn't maybe a partnership, or that notion of how do we lean on each other how do we maximize these resources we have.

14:29:29 So that's part of the problem. But what was the problem for the students, as you as you observed it.

14:29:38 I think, in my own opinion now this is my classroom, many of them, like you said, and people have mentioned before came underprepared. But in addition, they had other issues, and I'm going

to be up front, reading is an area that affects your math skills

14:29:53 if you cannot read. How do you handle a word problem.

14:29:58 And the other thing is, a lot of them would come to us, maybe they're first generation, they're that group of individuals that we talked about what first generation students, they're.

14:30:08 Oftentimes, English as a second language, how do you address those things and the college itself tries but we don't have all the resources so we're relatively small college in northwestern Minnesota, with a small enrollment.

14:30:20 How do you address all those issues, and next door sitting in the same.

14:30:26 You know, actually same building we had somebody that could help assist in that area just made sense me to me to reach out and that includes things that we don't think about cost of a textbook.

14:30:37 I would, I went in search of the least expensive text that I could find and students were still not purchasing it so this agreement that we came up with in northwestern Minnesota is ABE provided the textbooks.

14:30:52 Another thing about those.

14:30:53 Much of the developmental all I would say the material that's available online is geared towards younger students. When you're dealing with adults that can be an insult.

14:31:03 You don't need to add one more insult to one more barrier if you'd like to the process. So searching something for something that was age appropriate, if you want to call it that, you know, with a focus on the adult education or the adult student was

14:31:19 important. And like I said I was able to tap into some of the textbooks that were available through the Northwest Service Cooperative and they've provided that now it's software based, so they're providing software so it's at no charge to the students

14:31:34 and that's a big plus. When it comes to a lot of what we're doing at the developmental level to0. What you've done

14:31:43 Ralph which is great as you've segue right into this, the solution like what did you do about it. Right. So part of it was the, you know, was getting less expensive textbooks, or access to software, which is more current today.

14:32:01 What else did you do about it, in partnership with Adult Basic Education, what did you and Kirsten conspire to do.

14:32:13 Well, I will be honest, you know, I don't know if we've been quote unquote completely successful nobody is if you can lead some students to the water, but if they don't want to drink you're kind of stuck anybody who's dealt, even with their own children

14:32:25 understand that right.

14:32:28 But we started small, I'd like to say, you know, we focused we got together we had a discussion. And we started with one course, one course. And it was our math 0080 which is our math foundations course.

14:32:43 And that teaches the pre algebra side it's also on the Northland campus, not academically, or not financially aid eligible. Okay.

14:32:54 It doesn't meet the level of requirement at the Minnesota State, you know, institution level to qualify for financial aid. So we started with that group with the understanding that hopefully, you know, early success in there, multiple contact points,
14:33:12 getting the students to somehow connect with somebody, it doesn't have to be me for whatever reason, the faculty member standing in front. If the connection isn't made there if you can have an, you know, an alternative connection that's not just through
14:33:25 our adult basic education side of the house, but also through their student support side of the house what we call our Academic Success Center. So between those two.
14:33:35 You know entities, we were able to kind of and myself, kind of work that way but we started with math, 0080 and did that for I think three years, three and a half years, Kirsten before we really decided to move on.
14:33:47 That gave us an opportunity to get used to each other, you know, the faculty member that was embedded in my classroom.
14:33:54 You know, working back and forth, offering adjusting time support also offering outside of the classroom, tutoring above and beyond, you know, whether that be my classroom hours or.
14:34:06 What's the other word I'm looking for office hour arrangements.
14:34:11 You know, they would be able to reach out and get some additional assistance that way. Plus quiet place to study, you know, that kind of thing access to computers.
14:34:20 All of that was available there but we started with that and since then we've kind of slowly evolved let's put it that way in the last since the year, what is it, I'm guessing fall of 2019, we've now moved into the algebraic sequence and we have two different
14:34:37 sequences there we have an accelerated version something we call pre college algebra. And then we also have an intro and intermediate, which are covering the same material but in a slower sense a slower, fashion, allowing students to work through with
14:35:04 stop out points as not everybody needs the intermediate algebra, they can stop out and go into another, but now we have Kirsten's crew invested in or embedded in our classroom there too.
14:35:06 Ralph you've been just superb because you've sort of chronology, you're a math person I can tell because you've taken a chronology a sort of thought process and said well, where have we gone, and what what happened.
14:35:20 What I'd like to do is kind of open it up to both of you to say, you know, what did you learn from this experience. I mean you've done it.
14:35:30 You've done it.
14:35:32 You grew it.
14:35:34 It took a few steps to do it.
14:35:37 And time and evolution. But what did you learn from the experience. Kirsten if you could maybe jump in first, that'd be great. Then, well, you know, a couple of things I was thinking about as Ralph was speaking or some of the pieces maybe that he was

14:35:54 able to bring to the table that weren't necessarily there before, of course the college have the Accuplacer test which was a placement test not necessarily a test that really informs you of where somebody may be struggling and doesn't really prescribe

14:36:09 or give any prescription as to where they need help. And, and, you know, the flip side of that is people can sometimes accidentally end up in Dev Ed.

14:36:19 If they don't take that test as seriously as they should, if they have to hurry up and get to work so they're just answering questions and so forth, which were the things that hurt.

14:36:26 And so, so we were able to immediately bring to the table the TABE test. The Test of Adult Basic Education, which was as a student came into the classroom, one of the first components of the class was that they had to not only have an Accuplacer

14:36:42 score but they had to have a TABE score. And that really helped give a little bit of prescription about what kind of things that the students needed.

14:36:50 I would say when we started with our partnership the teachers were really in that sort of light partnership model where they are lightly integrated they were they're kind of taking attendance and then monitoring students you know during those live classes

14:37:05 where Ralph was the lead instructor to just sort of identify issues. Over the course of time, I think, trust developed between partners, between students and teachers and partners.

14:37:20 And so that was one of the things that I think now I would say we are probably more at the moderate level of integration, where students can come to either teacher and know that they're going to get the correct answer and the correct kind of help that

14:37:34 they need. In fact, if there have been times where Ralph has had to be gone for something, even the ABE teacher can step in as the content instructor for that particular class or less losing, less class time lost and things like that.

14:37:49 The other piece that we added to the table as, as well said was being able to provide some access to materials that we had access to which really reduced the cost for the learners and that continues to this day, probably more than ever.

14:38:09 So,

14:38:21 and in ABE in Minnesota, I think I saw a question in the chat about how is it funded Of course we're forward funded We also work through WIOA and we're forward funded in Minnesota so the work we do, face to face with learners this year, funds the work that

14:38:22 we can do next year.

14:38:23 And so, we have sort of a built-in funding model to continue to do this work and to build on it from one year to the next. Which is why we've been able to go from being integrated in one class to now I think five different classes.

14:38:38 And I want to back up and, and say something too we were pretty aggressive about assessing because we wanted to have some data to prove we started from the very beginning.

14:38:47 So one of the, one of premises that we started with is let's

assess them at the beginning. Let's see if it's made any difference at the end and so we automatically at the time anyway in 2015 had students walking in the door, assessing with the Accuplacer

14:39:01 and they didn't just assess arithmetic they also assessed English and, but they also if they pass the arithmetic they would move on into the introductory algebra side and in college algebra so there was one more than one touch but one instrument

14:39:17 to place them into the appropriate level.

14:39:20 But at the end of the semester, because we wanted something nationally normed. We also post assess them. Did we make a difference and I think, for those I mean if you look at the data, it was pretty glaringly apparent apparent that yes we did I mean there

14:39:33 was some major changes, not only on the Accuplacer, but it also showed some major moves as far as up the ladder in the TABE. In fact to the maximum level they could. now let me say something to kind of maybe soften that edge a little bit, the Accuplacer

14:39:51 is changed.

14:39:53 We're under next gen now the next generation of Accuplacer, and it doesn't seem to fit as well. But I can also say this. We've also gone through a pandemic, which has changed the whole world.

14:40:06 As far as what we're living in right now. And the point of contact of having Lynn be available that she's my co teacher right now and one of my classes or in several of my classes actually be available for when I'm not I'm maybe I'm embedded in a class,

14:40:19 I'm in another classroom teaching and she's available to the student because it's just in time and we're actually teaching two online classes at the same time.

14:40:27 So it's really been, I think, a positive experience to come out for the students.

14:40:32 And if you listen to them. If you get some feedback and it's anecdotal like I said we don't have the way to collecting that they will tell you as much as, as well they appreciate the fact, maybe, and I've said this in my classroom all the time, maybe

14:40:43 you don't understand the way I'm saying it, I, you don't have to do it my way. You just have to know what you're doing when you're done. And that's critical and if Lynn makes a connection that I cannot or and for that matter, Sarah when she was working

14:40:56 with us and for that matter, you know we have any number of people as they work with. It doesn't have to be me, it can be the person in the, in the Academic Success Center that says it the right way, that's the critical side, we've got to get this out

14:41:08 yeah they need to be.

14:41:10 Yeah.

14:41:13 And I think I don't know if that's me feeding back or.

14:41:18 In any event, thank you so much for this conversation up to this point, I just want to comment to our audience that the data some of that data that Ralph, and Kirsten have referenced.

14:41:31 I believe is in some of the slides on a few of the slides, if I'm correct about that Lesley, and you're going to have access to those slides.

14:41:45 If you wish. Russ I'm sorry, they're not in the slides but they are in the Toolkit.

14:41:50 They are in the back of the toolkit, are the four stories from the field and if you look at Northwest Service Cooperative, or somewhere in the toolkit, they're in there.

14:42:01 Okay, okay.

14:42:03 All right, so you're going to have access to, and you can get access to that at some point in time we'll share that with you but I think it's now important for us to sort of turn it back to,

14:42:17 to Terri, and she can kind of direct us about how we're going to use the remainder of this time. Thank you so much.

14:42:25 Thank you all for sharing both the policy perspective, and what's happening on a local basis I think there have been a number of questions that would be great for any of you so all of you on camera, anyone that wants to chime in and Lesley if you want to come back. There were some questions about the funding and where that comes from to do these co-teaching classes and Lesley put a pretty detailed answer from the Toolkit in the chat

14:42:49 So I don't know, one of the questions that came in advance to Russ was just about how did you get this cooperative spirit between the two. It sounds like you had a long standing relationship but but were there other challenges that you ran into in terms

14:43:09 of really forging ahead with this kind of partnership in terms of policy and student privacy and funding the faculty. What would you say the biggest challenges were.

14:43:17 I'll go ahead and start that answer, maybe, and maybe Russ will want to jump in. Yes, I mean you know there's a potential

14:43:25 turf issues that can sometimes arise or at least that we've heard of I don't think that we saw that so much, because we really kept the best interest of the students at the forefront of everything we did.

14:43:38 Certainly, sometimes Dev Ed students and ABE students are the same people right and who's best to serve them, it's you know it's a toss up right we each have our roles and in our case we're a small campus people rely on coming to the college and enrolling

14:43:56 in the college to live in that community I mean they're there for that purpose and so they don't, they wouldn't probably come just for ABE services so anytime we can work together it's it's a win win for our students.

14:44:08 And as far as those movement of the partnerships, you know, it's part of our part of what benefits us as we're a fairly small system, it will we don't have to move mountains.

14:44:21 Oftentimes it's a conversation between Ralph and me or Ralph and the instructors and it can be as simple as that.

14:44:28 It's really not that hard. If you're in it for the right reason, where we are probably seeing where we where we maybe have some pitfalls is it's so much about relationship right it's so connected to our connection to Ralph. And if Ralph, you know Ralph is gray and he's balding so I'm thinking he's thinking about retiring at some point right. Probably sooner than you think.

14:44:54 hopefully maybe Sorry about that.

14:44:58 You know, at some point, Ralph may decide to move on and then what we have to be thinking ahead a little bit because we can't make it depends so dependent on just the people in the partnership.

14:45:10 And that's probably really our next step in our you know the evolution of what we're trying to do is make this make the importance of this known by things like the toolkit and these kinds of sessions, but also expand it to other teachers and campuses.

14:45:29 This is a sustainability issue iss what you're talking about how do we sustain this thing how do we grow it as Russ would say right how do you grow that and and get it.

14:45:37 Yeah, there's some history here, of course, you know my father was an ABE instructor for 30 plus years in northeastern Minnesota, and this bit I tell about the textbook, I found your textbooks, ABE's textbooks right in my father's garage, and they had a 14:45:51 price on \$5 or something like that and I said, Wow, this is what I've been looking for. So I asked if I could have the leftover copies I think they rotated versions but I use those specifically, and then use the ISBN off of them, to get my own ordering

14:46:07 in place this is before the merger or before our collaborative effort.

14:46:12 But let's not let's not mince words here we did have discussions Kirsten and I did have discussions about, you know, these, these, what do you want to call them silos and we are talking about a shared interest, sure, but also maybe as somebody stated in

14:46:27 one of the questions, a competitive environment right you're taking my students I am taking yours.

14:46:33 It works out nicely my, I, I call them my students they're my students almost like my kids right i mean i have a relationship with them and I don't know if that's nurtured or just something you know or that nature, I'm not sure but reality is that that

14:46:51 group of individuals that I have in my classroom are now co-enrolled.

14:47:04 Every one of my classes that is in this collaboration they're co-enrolled. We have them fill out paperwork so they can enroll in ABE.

14:47:05 I also have my fellow teachers in the classroom the ABE faculty have access to my D2L shell, they can see the grades they enter grades for their portion.

14:47:15 So we've come a long ways in a short period of time, more so since we've gotten into the pre college algebra sequence the algebra side of the house and we kind of lived and died with that embedded environment, the assistive, you know, more supportive

14:47:31 type arrangement prior to that. Now, it's grown, it's grown, call it trust as she said call it faith call it comfort Call it whatever you want it takes some time to get to that particular point.

14:47:44 But we've also looked at, I'm going to jump in if I can.

Terri I just want to do a time check with you. Can you verify how much remaining time we have for questions because we have a few, I would say we just have about five more minutes, couple of questions

14:48:01 in the QA I don't know if I saw that doesn't Russ do you want me to grab them here or do you want to there. Well, I do, I do have them up.

14:48:12 And the first one I see is in discussing levels and age appropriateness what levels are you addressing in Adult Basic Education Kirsten, for example what math skills are being taught.

14:48:26 What about English language arts and reading. So, kind of briefly.

14:48:32 If you could kind of respond to that that'd be great. Sure. In ABE in Minnesota, Minnesota is a compulsory attendance ages 17 so we serve adult learners age 17 and older, who are no longer enrolled in high school but have needs that are below that high

14:48:48 school level. So we have six levels of Adult Basic Education that we work with specific to math skills, you know, anything up to, up to and through 12th grade level math so.

14:49:04 And the same thing with the English language arts reading curriculum. we're all I want to add we're also supporting our math for nurses program too so we're actually taken an application level.

14:49:15 We've taken into, in fact that's. If you look at the pure numbers, we're getting more numbers in the math for nurses program, or.

14:49:24 Thank you, Ralph for that. What about English language arts and reading.

14:49:30 Kirsten.

14:49:31 Can you comment about that.

14:49:34 In general, the same, it would be the same. So we're, we're adjusting the skills that would take you through that 12th grade level. Got it.

14:49:41 Got it. And based on college and career readiness standards, super great. Alright so the next question we have from Nicole is, is this initiative, a part of the One College concept in the community college.

14:49:58 Are you finding that the curriculum side collaborates well with the dev ed career readiness side.

14:50:06 Now Terri, I don't know. Are you familiar with the One College concept. I am not.

14:50:13 I am not either but I think the most important part of what you're just you're discussing here are you finding that the curriculum side collaborates well with the Dev Ed career readiness side.

14:50:25 Do you have any thoughts on that

14:50:36 was that geared towards you Kirsten, or Terri, who are we asking me or. Well, you know I think Kirsten one thing you could talk about is probably ACES.

14:50:45 You know, and how that in Minnesota is brought into the equation to sort of help with career readiness.

14:50:56 And, you know, that kind of thing. So in Minnesota we have three sets of content standards and adult education we have the academic content standards that I told you before based on some CRS.

14:51:06 We have soft skills related standards based on what's called the transitions integration framework nationally here in Minnesota, we

call it ACES which is Academic Career and Employability Skills, got that right.

14:51:21 And we also have another content standard is technology tech skills based on North Star Digital Literacy. And so, um, yeah, so, you know, part of our job is it's not good enough just to get somebody that the content they have if they can't.

14:51:38 They can't use, you know, use it to, to elevate themselves right I mean, if somebody would ask me what my job description is as I'm elevating people and that's really what we do so we use everything in our toolkit to do that to help them become self

14:51:52 sustainable and employable and ready to function in the college environment to whatever degree we can Super so that's the CCRS standards, that's the ACES standards, that's the kind of.

14:52:05 I'm going to say value added value that adult basic education brings into that classroom is to apply those kinds of learning standards and help students to acquire those kinds of skills.

14:52:21 All right.

14:52:23 I think we've got maybe one more question here that we can get to.

14:52:30 Let me see if we've got to those two see what we can see in chat here.

14:52:41 Anyone else, feel free to jump in because I think we just have a minute There were just one or two questions that I saw about funding, you know, how do we fund this and do ABE teachers get paid the same as Ralph nobody gets paid the same as Ralph so no that's

14:53:05 not

14:53:05 me.

14:53:02 I'm not getting paid anything extra folks, those of you are looking for this I mean I came to this to the table. I came to this to the day with the mindset that this made sense to me.

14:53:10 I mean, I think the value offered by what's coming through ABE and my students in particular in the classroom, was worth the effort. I get some benefits out of it.

14:53:20 Don't fool yourself having that extra set of eyes is a big difference. You know we're trying to be successful. My goal is to get the students to be successful we're dealing with self esteem issues in so many different ways.

14:53:30 And like Russ, and Kirsten were talking about that ACES piece that pathway piece that providing some guidance building some confidence is such a critical important piece to success in developmental education and beyond.

14:53:46 So if you don't, you know they say failure breeds failure but success can breed success too. And we've seen that Kirsten and I have shared fact or we can tell you all kinds of little stories about students that have come through the ABE program that

14:53:59 end up being my student, and it's fun to share their success. They've got on and I think one in particular was now drawing blood at the local, you know, blood bank for, and it's not something that's English as a second language.

14:54:12 She's thrilled to death she's come a long ways.

14:54:16 Yeah, I would just comment Ralph we've got some reinforcing statements about kudos to you on that. That is what it's all about.

14:54:26 Breeding success.

14:54:29 And we have some people that are starting to thank us for our presentation.

14:54:33 I suspect this is a great segue for us to kind of draw to a close. So Terri. Thanks for, you know, providing this opportunity for our team, to be able to be with you, NROC, and be with NROC audience today. Thanks so much. Well thanks to all of you and again we will be posting all of these archives and links as part of our follow-up correspondence. We hope that you'll share if you're doing some of this work in your states. We hope to see more of this kind of cooperation happening in the country and we really appreciate you sharing this toolkit. We hope everyone has a wonderful weekend and thanks again for joining us.