

SABES Directors' Institute
*Seasons of Change:
Looking Ahead with Lessons Learned*

Day 2: July 15, 2021
9:30 a.m. - 1:00 p.m.

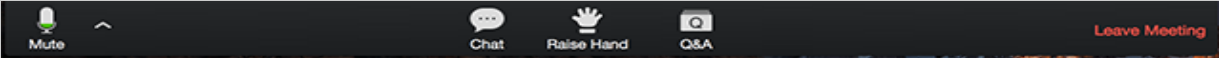


SABES Program Support PD
Center



Welcome to the Summer Directors' Institute!
We will get started shortly.

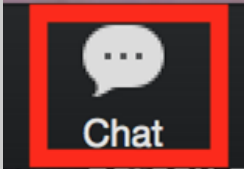
Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



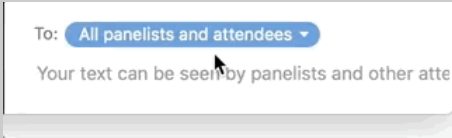
*Meeting Controls for Mac appear as shown below:



You can **access chat** by clicking the icon on the control bar



To change who you are chatting with, click the drop down beside "To:"



Click **Raise Hand** to notify host if you have a question or comment.



Click **Lower Hand** to lower it.



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.



Click the **Mute** button to mute yourself.



For technical assistance, send chat to Ben Bruno.

Contact us!

Luanne Teller

Director

SABES Program Support PD Center

Luanne_Teller@worlded.org



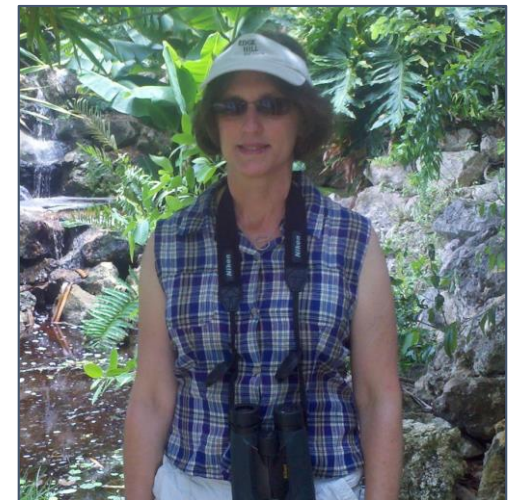
Diana Satin

Distance Education and Digital Literacy PD

Coordinator

SABES Program Support PD Center

dianarsatin@gmail.com



Contact us!

Dani Scherer

Curriculum and Professional Development Specialist
SABES Program Support PD Center
dani_scherer@worlded.org



Ruby Reyes

Massachusetts Adult Literacy Hotline Coordinator
SABES Program Support PD Center
Ruby_reyes@worlded.org



Maegan Morris

Project Associate
SABES Program Support PD Center
Maegan_morris@worlded.org



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Learning Objectives

- ✓ Network and exchange ideas and questions with other adult education director colleagues
- ✓ Explore and imagine some aspect of your program in a new and innovative way
- ✓ Identify at least one priority area to focus on that could lead to meaningful change in your program
- ✓ Come away with an action plan for engaging staff to promote that change

SDI Norms and Acknowledgements

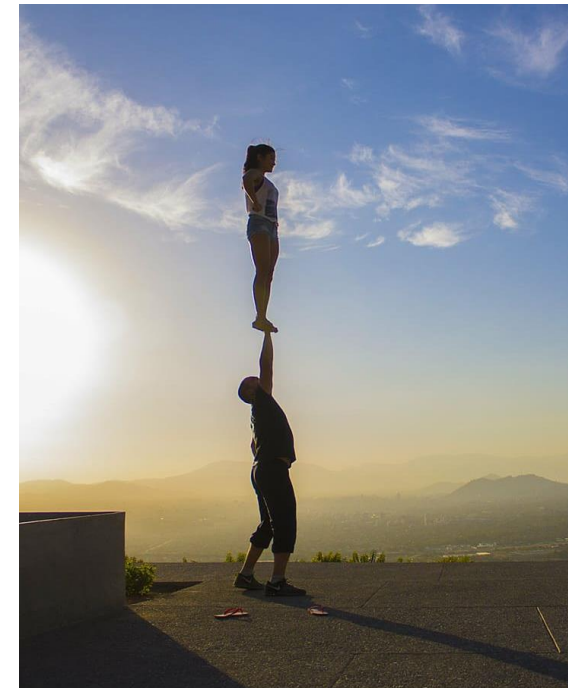
1. We honor your current reality, whatever that is.



2. Pull up a chair.



3. We lift each other up.



Oh, those breakout
rooms...



Participants



Chat



Share Screen



Record



Ask for Help



Reactions



Today's Agenda

9:30 – 11:00

Session 2: Meeting Enrollment Targets:
Strategies that Promote Recruitment, Onboarding, & Persistence

11:00 – 11:30

Break - bon appetit!

11:30-12:40

Session 3: Leadership Challenge and Opportunity:
Creating Safe Spaces for Staff and Students to Return in the Fall

12:40 – 1:00

Summer and FY22 PD Planning, Wrap Up, Next Steps



SABES Program Support PD Center
Summer Directors' Institute: July 14-15, 2021
FY22 Action Planning Guide


FY22
Planning
Form

Session 2 (Day 2): Meeting Enrollment Targets: Strategies that Promote Recruitment, Onboarding, and Persistence


New concepts/ideas I heard during this session:	Priority 1 (low) to 3 (high)
1.	
2.	
3.	
4.	

Session 2:
Meeting Enrollment
Targets:
Strategies that
Promote
Recruitment,
Onboarding, and
Persistence







0-24




25-49



≥ 50



slow but
steady



Optimistic



concerned



1. Program Design Strategies

Strategy	Ranking (1-3)
Revisit Program Design and Class Models	
1. Be flexible and think outside the box. Don't assume the current/old model is going to work in our new reality.	
2. Reconfigure classes (days, times, length of instruction, hybrid or fully remote) according to student availability. One program offered classes at 9 p.m.; another on Saturday. What might not have worked in the past might work now.	
3. Offer different options (pure distance, hybrid, in-person) to reach a broader audience of students, including those who cannot attend traditional in-person classes.	
4. Leverage lessons learned about how distance education removes barriers (transportation, child care, odd/changing work schedules) for many students.	
5. If you can't get students to come to your current classes, reconsider your program design and who needs serving in your community.	
6. Options like independent/asynchronous distance education help a lot with enrollment	
7. Persistence is important to reduce the need to continually recruit new students. Make sure you use multiple instructional resources that make content relevant to students' lives. Textbooks alone cannot do that.	
8. Hold a Saturday "tech basics of online learning" class.	
9. Students at the beginner level need more support, even more so online. Consider keeping beginner level classes smaller to allow for more individualized instruction and personalized attention.	
10. Use volunteers, especially bilingual, to help one-on-one as teacher assistants:	

Jennifer Brunelle

Director

brunellejb@worcesterschools.net

Worcester Adult Learning Center

www.worc-alc.org

508-799-3090



**The Guide to Recruiting,
Onboarding, and Enrollment
Strategies:**

- **Key Themes**
- **Staff Support**

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Thinking Outside the Box

Recruiting/Enrollment

- Held outdoor placement testing; mini technology bootcamp right then and there
- Gradually added online registration/placement testing
- Went where our students go - recruited in nail salon, churches, restaurants
- Worked the waitlist
- Created QR code for easy access to information about Adult Learning Center/Parent Information Center
- Stayed on top of attendance and enrollment using staff in different roles

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We're In This Together

- Have low expectations at the start.
 - Supportive environment
 - Gradual approach to online learning
 - “It is what it is”
 - Trial and error
- Be flexible.
 - Moved some teachers around/created different positions
 - Lead teachers
 - All hands on deck
 - Technology/PD bootcamps for teachers



What Do We Know Now?...What Did We Learn?

- Online classes remove all sorts of barriers.
 - Transportation
 - Childcare
 - Health
 - Job schedules
- Students need access to technology/wifi.
 - Lent Chromebooks/IPads
 - Upgraded technology when needed
 - Lent WPS hotspots
 - Held digital bootcamps, Remind App, many digital choices for leaning

Cheri Shaw

Director

English Transcultural Center

Catholic Charities South

cheri_shaw@ccab.org

www.ccab.org/etc

617-464-8177



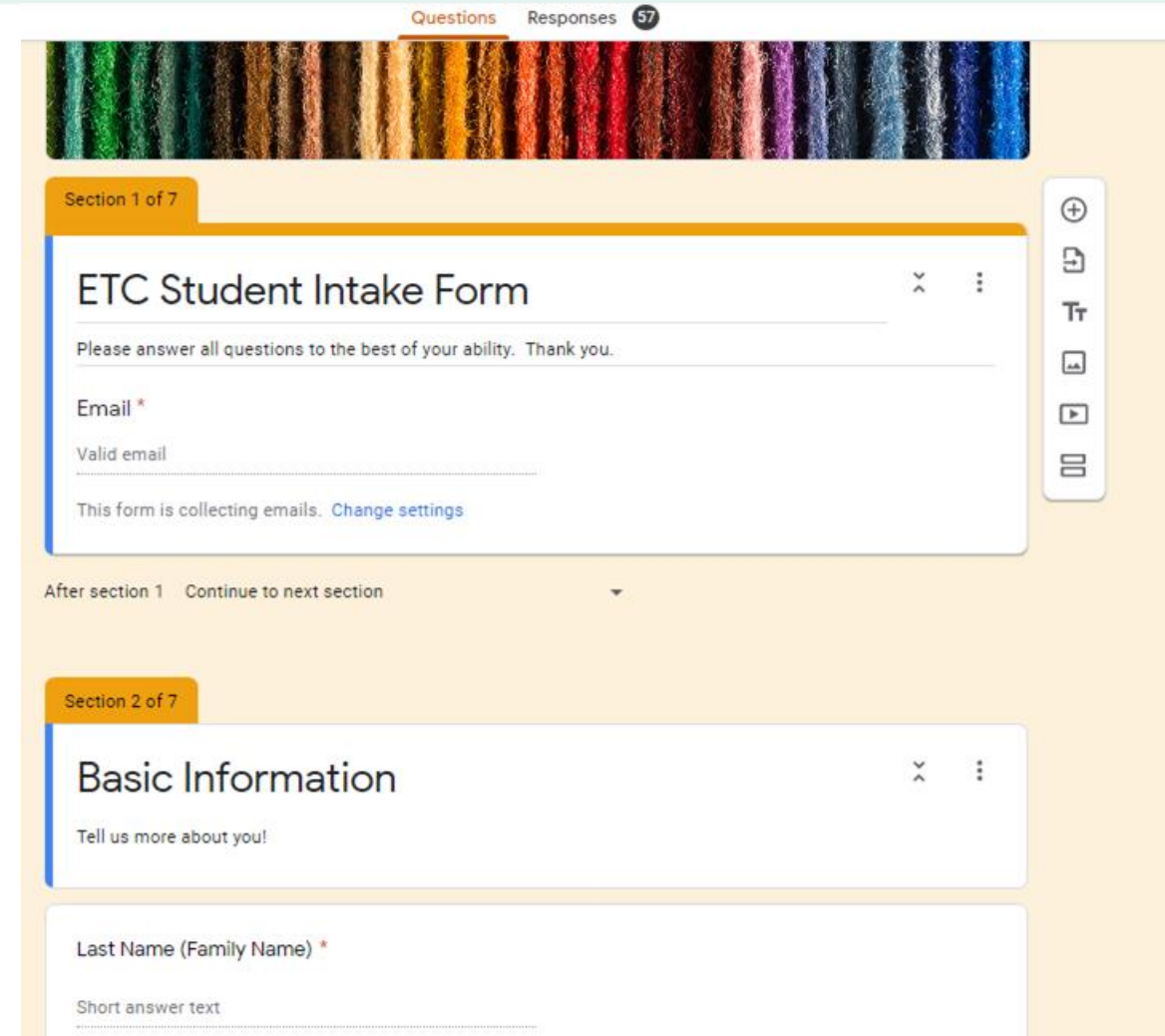
➤ Intake

➤ Orientation

➤ Tech Boot Camp

Intake

- Created Google Forms for current and waitlist students
- Managing responses from the Google Forms
- Online Application



Questions Responses 57

Section 1 of 7

ETC Student Intake Form

Please answer all questions to the best of your ability. Thank you.

Email *

Valid email

This form is collecting emails. [Change settings](#)

After section 1 Continue to next section

Section 2 of 7

Basic Information

Tell us more about you!

Last Name (Family Name) *

Short answer text



Orientation

Created two Google Slide presentations orienting all students to English class online

- Teachers presented these presentations on Zoom within the first two weeks of classes, allowing students to acclimate to the new learning platforms.
- Presentation #1: General information, schedules, textbooks and attendance policy
- Presentation #2: Zoom tools: how to mute and unmute, swipe from speaker view to gallery view and start/stop video.

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Tech Boot Camp

- Students were required to bring their own devices (most were using cell phones).
- Students had a one-on-one tech session with a staff member to install apps, register accounts, and learn how to use the various tools on their devices.
- Staff used checklist to keep track of the students' online apps/platforms- Google Classroom, My English Lab (Pearson textbook) Zoom, and WhatsApp (based on teacher).
- Challenges and Successes

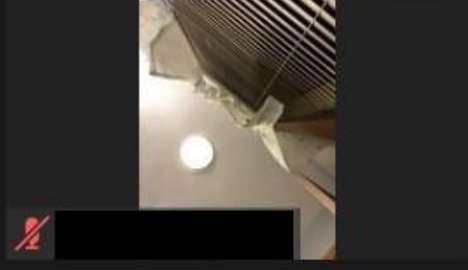
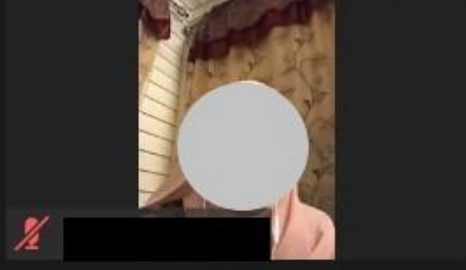
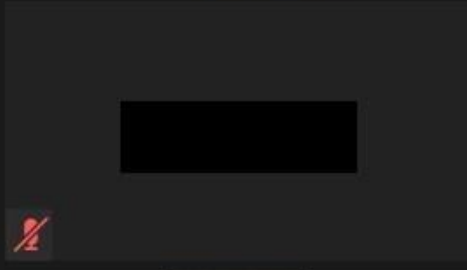
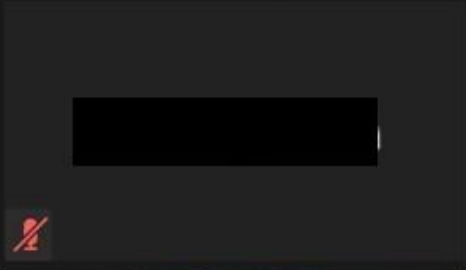
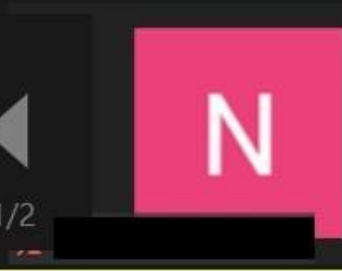
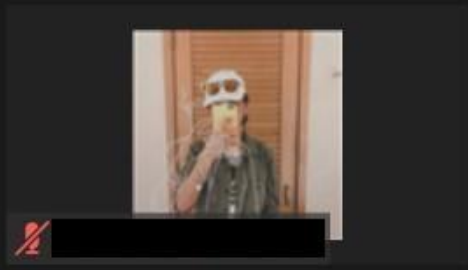


Pesha Black

**Holyoke Community
College: Ludlow Area &
Springfield Adult
Learning Centers**

pblack@hcc.edu

- From Recruitment to Successful Student!
- Creating a Welcoming Environment with Online Tools



1/2

1/2

Welcoming Environment

Program design:
large, small,
asynchronous

Video!
Teachers, Advisors,
Students / Alums

Student Magazine
Level Completion
projects -- increased
awareness of
progress

Classroom
“yogurt culture”

Student-generated text;
Student success

Interest-based Groups:
Job Seekers’ Club
Reading Club
Conversation Groups

Ownership

Focused on strengths

Joy and fun

Shared

Facilitating tools: Hyperdocs, Remind, WhatsApp, Facebook (showcasing student success), student websites, Google Classroom

Ask Our Panelists!





“We’re Open” Campaign

Massachusetts Adult Literacy Hotline
Coordinator

Ruby_Reyes@worlded.org

Welcome to the Massachusetts Adult Literacy Hotline

The Massachusetts Adult Literacy Hotline provides referrals to over 300 adult education programs that offer one-on-one tutoring, small-group or classroom instruction to adult learners. We provide information about basic reading, math, adult basic education, English language training, family literacy, High School Equivalency Test preparation or testing sites.

How Do I Find A Program?

Phone : You can call the Hotline at 1-800-447-8844.

Online : Use the Find A Program tool, in the blue area below, to search for a program in 3 steps: "WHAT KIND", "WHERE" and "WHEN". Follow the instructions on each page to complete the process.



Find A Program

Step 1 of 3

If you want to take classes, choose Learner.
If you want to volunteer at a program, choose Volunteer.

You must choose at least one kind of class. (Choose High School Equivalency for programs with High School Equivalency, GED/HiSET preparation, H.S. diploma, GED/HiSET test centers.)

1 WHO are you? Learner Volunteer

WHAT KIND of classes?

- Basic reading and writing, math
- English language
- High School Equivalency
- Transitions to College
- Vocational / Job Training

Website:

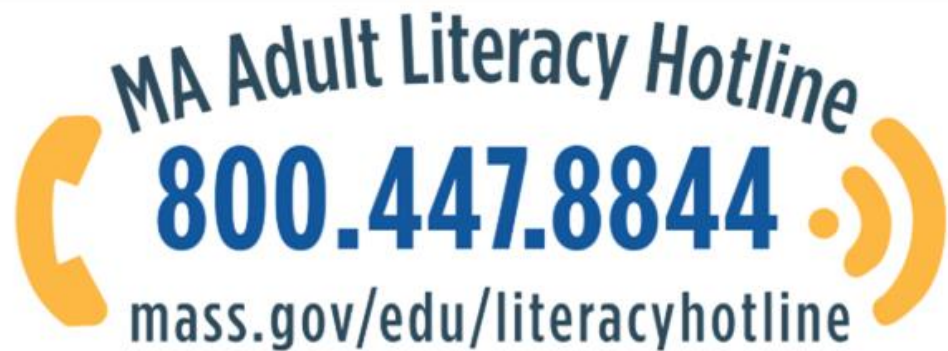
mass.gov/edu/literacyhotline

- Live operators, Spanish bilingual
- 7 days/week; 6:00 a.m. to midnight
- 3rd party translation available in over 200 different languages

Toll Free Call Center: 800-447-8844

- Hotline flyers available in 16 languages

What is the Hotline?



Find a Program:

- Within a zip code radius
- By class type (ABE, ESOL, HSE, VocEd)
- By time of day

You can also find:

- Volunteer Opportunities
- Transition to College
- Vocational/Job Training

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Other Hotline Listings

Child Care Support

- Links to [EEC Licensed Child Care](#) Providers
- “Find a Program” with child care options

Employment

- Links to [MassHire Career Centers](#)

“We’re Open” Campaign Mailing: August 9

To Participate: Send info to Ruby *by July 30:*

1. Your fall class options (in-person, distance, hybrid)
2. Type of classes (ABE, HSE, ESOL, MassSTEP, etc.)
3. Contact information (who students should contact)
4. Program website
5. Suggestions for places in your area to distribute the flyer
6. Any photos, student quotes we could use to personalized the flyers (if available)





Questions for Ruby?

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Small Group Discussion

1. Review the specific strategies for that section of the [Guide](#).

2. Discuss

- What other strategies does your program use that you can share?
- What strategies present challenges that others might be able to help with?
- Identify at least one strategy you can adapt for your program

Sharing: One Key Takeaway/Question





Sharing: Annotate this Slide

Take a Break!

Come back at:



In the chat, share one thing you did during the break!



Welcome Back!

The text "Welcome Back!" is written in a red, serif font with a blue outline. It is surrounded by various colorful decorative elements including yellow, blue, and purple swirls, and small stars in blue, purple, and yellow.

Session 3:
Leadership
Challenge &
Opportunity:
Creating Safe
Spaces for Staff and
Students
to Return in the Fall





**SABES Program Support PD Center
Summer Directors' Institute: July 14-15, 2021
FY22 Action Planning Guide**

Session 3 (Day 2): Leadership Challenge and Opportunity: Creating Safe Spaces for Staff and Students to Return in the Fall

New concepts/ideas I heard during this session:	Priority 1 (low) to 3 (high)
1.	
2.	
3.	
4.	



Stacy Seward
Executive Director
The Dream Network
Lawrence, MA

**Fostering
Resilience Post-
Pandemic: *Utilizing
Classrooms as
Healing Spaces***





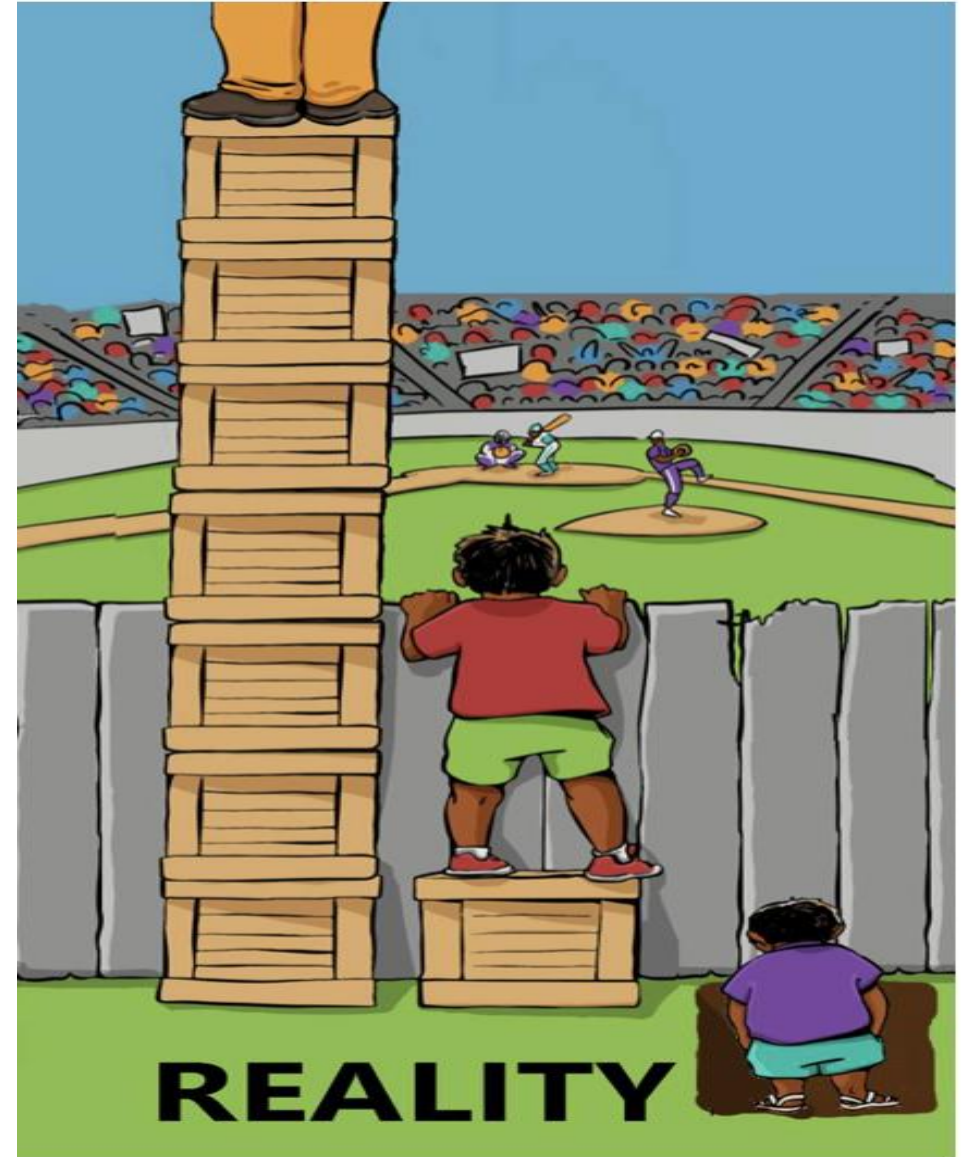
Strategies for Educators

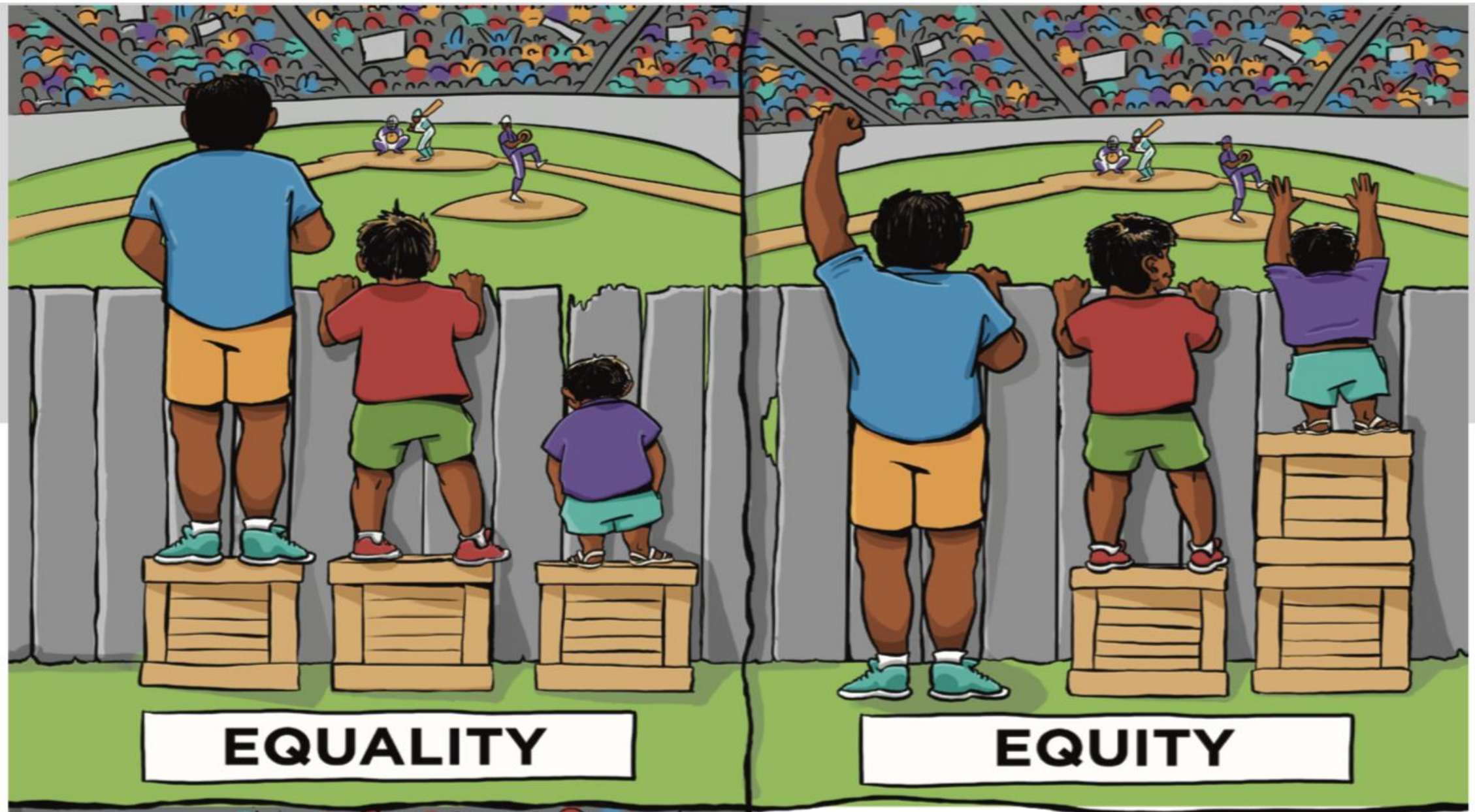
Core Principles for Relationship Building

- Realization
- Recognition
- Response
- Resisting Re-traumatization

Understanding the Nature of our Current Functioning

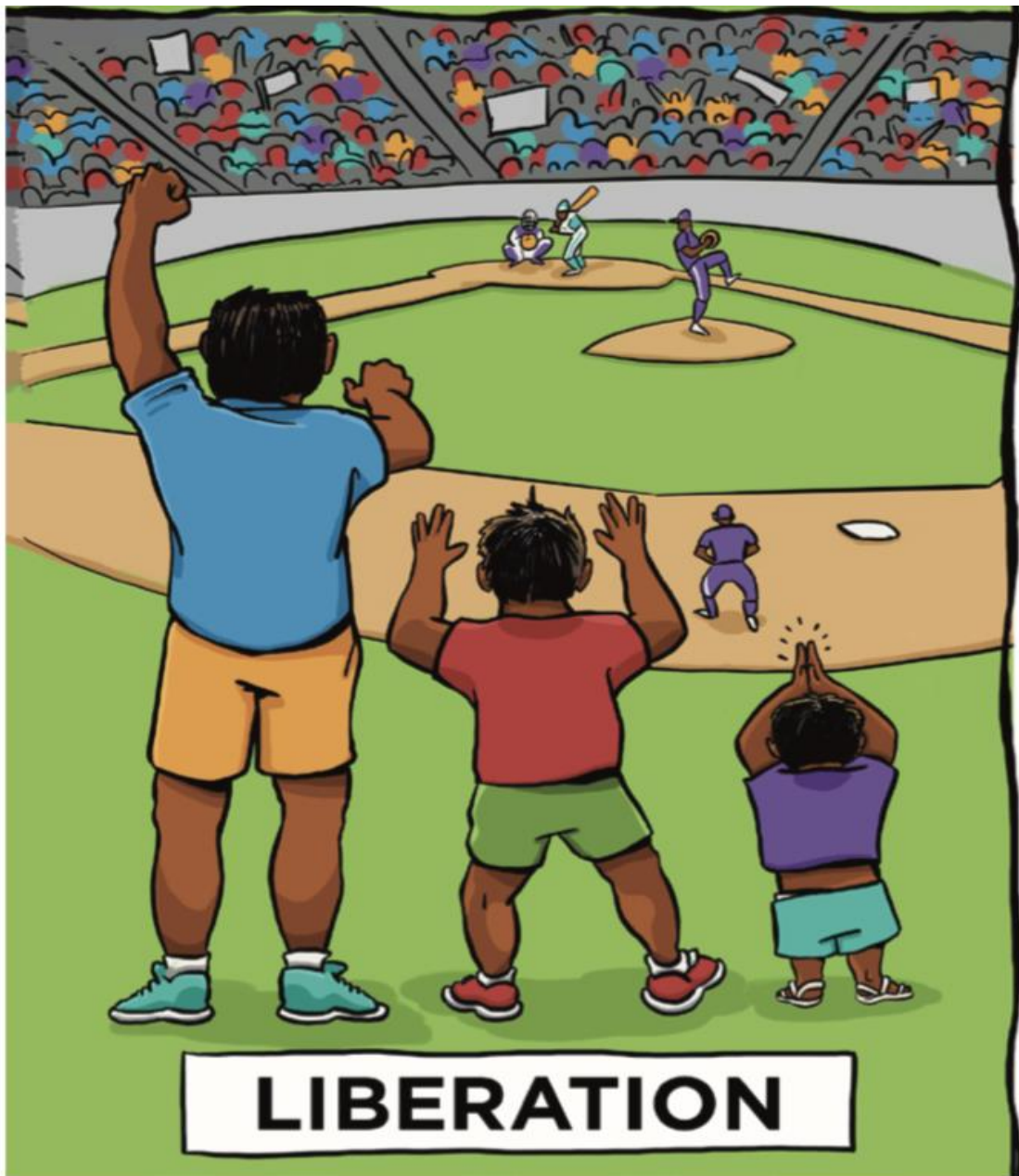
*The center for Story-based Strategy-The 4th Box project





EQUALITY

EQUITY



LIBERATION

YOUR IDEA HERE

The Social Determinants of Trauma

- Social Inequities
- Institutional Inequities
- Living Conditions
- Educational inequities
- Mental Health Risks
- Behavioral Health Risks



* Adapted from <https://www.relias.com/blog/what-are-social-determinants-of-trauma> by Nellie Galindo



Post Traumatic Stress v. Continuous/Persistent Traumatic Stress

Post Traumatic Stress manifests when we are exposed to:

- Violent and life-threatening event(s) where symptoms tend to include flashbacks, panic attacks, nightmares, and depression.
Combat Veterans and Survivors of Catastrophic Events



Post Traumatic Stress v. Continuous/Persistent Traumatic Stress

Continuous/Persistent Traumatic Stress manifests when we are exposed to:

- Long-term bullying, ongoing family trauma, constant exposure to violence, poverty, police brutality, school or workplace inequity, housing or food insecurity, fear of deportation, exploitation, or constant exposure to isms, othering, or anti-LGBTQ environments.

Keys to Creating Safe Spaces

- Acknowledge the need for safe spaces.
- Understand that safe spaces cannot be commanded.
- Impacted persons determine the level of safety that exists in any given space.
- Impacted persons must be architects or co-architects of creating safe spaces.



Keys to Creating Healing Spaces

- Acknowledge how trauma is experienced individually and collectively.
- Share knowledge about how trauma exists in the environment and not only the individual.
- Focus on transformation and healing.
- Be aware of your own healing needs (and the need for healing of others).
- Focus on strength of individuals.
- Know when you are beyond your limits.





Breakout Group Exercise:

1. Each group will choose the scenario you want to discuss.
2. Designate a note taker and presenter for the large group share out.
3. Please read each scenario and answer the accompanying questions.
4. Discuss within your group any mitigating factors, root cause issues, and strategies for problem solving.
5. Prepare to share your groups' collective thoughts and insights with the larger group through the reflection questions.



Case Study 1

On the second day of class, one of your students' named Maya is overheard speaking to another student about her frustration with being back to school in-person. Why might being back to school in-person be so challenging?

1. How might you use this student's statement to build relationships with the other students in the room?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?



Case Study 2

It is the day after the trials of Alexander Kueng, Thomas Lane, and Tou Thao (the other officers involved in the death of George Floyd). Protests in Minneapolis have ensued. Some of your students seems distracted and are discussing these events.

1. How might you create a space that is focused on healing for your students?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?

Case Study 3

You notice that two of your students are engaged in a lively debate about politics that seems to be escalating.

1. How might this debate be a foundation for a healing-centered classroom discussion?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?

Case Study 4

You have been sensing that staff morale is low. There have been rumblings about staff leaving, tension about promotions and job responsibilities, accusations of favoritism, concerns about opportunities for advancement, and increased pressure to address the needs of the whole student.

1. Using a healing-centered lens, how might you begin to address these issues?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?

Case Study 5

During a designated casual Friday, one of your staff members decides to wear a blue lives matter t-shirt to work. This has caused several people in the building to complain.

1. How might you use a healing-centered approach to address this issue? What factors might you need to consider?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?

Case Study 6

Now more than ever, your team recognizes the need to have diverse staff members to address the unique needs of many of your students. You have historically struggled to recruit diverse candidates.

1. What strategies might you use to create a more diverse team? How does diversity connect with healing? Why is diversity important in creating a healing-centered learning environment?
2. What could you put into place with staff and students at the beginning of the year to make this a healing opportunity?

Large Group Share Out

- **Your Task:**
 - Talk about one takeaway from the breakout group that would be meaningful as you put in place plans for returning students.
 - Discuss what ideas came up around the concept of co-creating environments with students and teachers that foster healing.
 - Share your thoughts around communicating strategies for healing-centered practices with your respective teams.

Sharing



- Chat
- Talk
- Annotate
this slide

Thank You



Stacy Seward, MS



+1 978 494-0706



sseward00@gmail.com



<https://www.sewardsolutions.com>



Wrap Up and Next Steps



Program Support PD Center: Summer PD

- “On Demand”, Asynchronous Summer PD Series
- August Directors’ Sharing Group Meetings

4

Directors’ Sharing and Learning Group - Boston (Online Facilitated)
9:30 AM - 11:00 PM

4

Directors’ Sharing and Learning Group - West (Online Facilitated)
1:00 PM - 2:30 PM

10

Directors’ Sharing and Learning Group - Central and Southeast (Online Facilitated)
1:00 PM - 2:30 PM

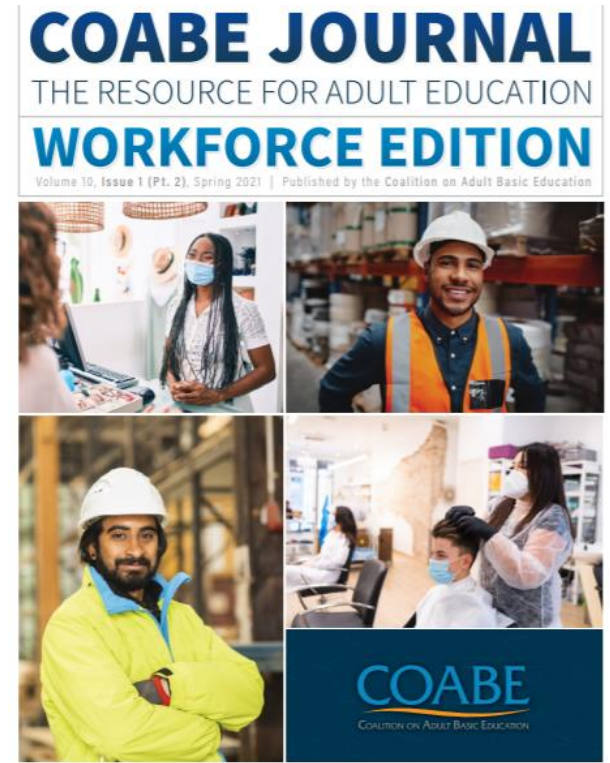
11

Directors’ Sharing and Learning Group - Northeast (Online Facilitated)
1:00 PM - 2:30 PM

Program Support PD Center



Access
to
publications
for free!



Complete this [form](#)

Complete this [form](#)

Program Support PD Center

Program-Based PD

Customized
Program-Based
PD and Coaching:
Program Support
PD Center-May
(Online
Facilitated)
9:00 AM

September - May

Intended to support meaningful change:

- Educational Leadership
- Creating an Advising Program
- Digital Literacy
- Distance Education/Blended Learning
- Career Pathways
- Recruiting and Onboarding Students



8 people
(more or less)



SABES Program Support PD Center

Coming
Soon!

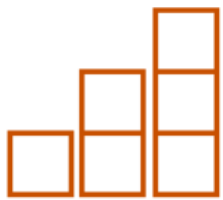


FY22

Professional Development Catalog



SABES Curriculum and Instruction PD Centers



Math and Numeracy

Director: Heidi Schuler-Jones

heidi_schuler-jones@terc.edu



English Language Arts

Director: Evonne Peters

epeters@qcc.mass.edu



ESOL

Director: Dori McCormack

dmccormack@qcc.mass.edu

U

Session 3 Action Planning

1. Identify at least one of the new ideas from above you'd like to address in your program.
2. Who should be involved? How can you engage staff/students/other stakeholders in this process so they all have a voice and are accountable to each other for change?
3. What support do you need, specifically from SABES but also from other sources?

Idea/Strategy	Who/how to engage	What support might we need?
1.		
2.		
3.		
How can you think about measuring your progress?		



Sustaining Change

*“Ask yourself and
yourself alone:*

Does this path have a heart?”

Castaneda, C. (1968). As cited in Bierema, L., and Merriam, S. (2014). *Adult learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass, p. 132.




Leading Change

*Courage does not always roar.
Sometimes courage is the quiet voice
at the end of the day saying, 'I will try
again tomorrow'."*

(Mary Anne Radmacher)



Reflection

- 
1. What new strategies do you want to pursue?
 2. How will you prioritize your next steps?
 3. How will you engage stakeholders?
 4. How can we help?



obrigado

Dank U

Merci

mahalo

Köszí

спасибо

Grazie

Thank
you

mawuuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos