

# Dev Ed/ABE Levels of Integration

## The Five Levels At-A-Glance

In asking many of the existing partnership practitioners how they might categorize levels of integration, this is the set that most clearly lays things out, from low to high integration.

1. No Integration with College, ABE Stand-Alone Courses
2. ABE-Led Developmental Courses
3. Light Integration- ABE Embedded Classroom Support
4. Moderate Integration- ABE Embedded Classroom Support and Study Skills Instruction
5. High Integration - Collaborative Concurrent Instruction/Co-Teaching Model

## The Five Levels Explained

### **1. No Integration with College, ABE Stand-Alone Courses**

Classes in this category are ideal for Bridge/Bootcamp Prep Classes, Test Prep Courses. They are intended to prepare students for an identified common need of the local college and ABE community. They are ABE designed, facilitated and managed. The college may communicate student needs and trends and they ideally provide referrals for students. The classes can be on campus or at a separate ABE location.

### **2. ABE-Led Developmental Courses**

These courses are intended to be an ABE-led developmental course created with direct collaboration with college faculty on scope and sequence. The ABE instructor is responsible for academic material, instruction, classroom management, assessment, and grading. The ABE instructor is also responsible for meeting college outcomes.

College administrators work with ABE to ensure course offerings are included in college schedules, catalogs, and registration materials. ABE instructors will meet with advising and placement testing staff to establish collaborative relationships and provide course information.

There is a strong focus on ACES TIF and Northstar Digital Literacy skills with the intention of producing well-prepared independent learners. The ABE instructor provides access to college resources and training of frequently used/needed skills including the learning management system, email, and productivity software that students will be expected to use. The course includes a blend of instructional resources including ABE-approved distance learning platforms and college resources.

Additional ABE instructor responsibilities include creating an experience that exposes students to college culture, expectations, and typical routines. Student and course progress is communicated and discussed with their college partners.

The course is ABE-funded. It can be completed on campus or online depending on the course delivery method. It's ideal to include the ABE instructor in college department meetings and briefings. Both ABE and college faculty collaborate to improve or modify course offerings to ensure the course remains relevant and productive. ABE and college faculty will review historical and current student success and enrollment data to modify the course to meet projected needs and outcomes. College faculty may be provided with paid compensation for collaboration.

### **3. Light Integration- ABE Embedded Classroom Support**

In this course model, the college faculty provides instruction and course assessment, while the ABE role is intended to provide support for ABE-level learners enrolled in the Dev Ed course. The college instructor provides access to instructional materials and supports the ABE instructor to do intake and testing as required. The course can be completed on campus or online depending on the course delivery method.

A primary focus of ABE integration is to provide relationship building with students intended to promote higher levels of student success and persistence. The ABE instructor does little to no outside prep other than knowing the available campus and ABE resources to help students. They do, however, support the classroom with real-time formative assessments, undertaking basic classroom management, and models basic academic practices (note taking, asking questions, managing technology, organization, time management, etc.) They also provide one-to-one and small group support during class time. The ABE instructor can create additional study groups and provide student hours to provide additional student support.

There may or may not be compensation for the additional planning hours needed by the Dev Ed and the ABE instructors.

### **4. Moderate Integration- ABE Embedded Classroom Support and Study Skills Instruction**

In this model, the college instructor provides course content instruction for students and manages course assessment and grading. The college instructor provides access to instructional materials and supports the ABE instructor to do intake and testing as needed. The college instructor may choose to include ABE-approved distance learning opportunities to students as a replacement or as a supplement to instructional offerings. The course can be completed on campus or online depending on the course delivery method. If ABE distance learning platforms are used, the ABE instructor assigns and monitors student progress and completion of tasks. In this case, the college instructor is given access to the platforms.

ABE integration and instruction is front-loaded into the student experience and gradually transitions to more student-led interactions. The ABE instructor plans mini-lessons and invites campus and community resources to the classroom throughout the semester. ABE instruction includes a heavy emphasis on reflective thinking, metacognition, and self-evaluation.

The ABE role is intended to provide direct and intentional integration of ACES/NorthStar digital skills into the developmental course, such as:

- Developing student relationships which foster strong study skills to develop independent learners, less reliant on external support/resources
- Monitoring student progress and assignment completion and providing follow-up and encouragement to increase outcomes and retention
- Creating and maintaining additional study groups and/or student hours to provide additional student support

In this model, ABE and the college instructor should be collaborating on the syllabus, identifying where ABE components are included in the course. There may or may not be compensation for the additional planning hours needed by the Dev Ed and the ABE instructors.

The ABE instructor should have teaching assistant or instructor access to D2L or other online learning platforms to better identify and support student needs. And the ABE instructor should be included in college department meetings and briefings. This helps cement the relationship and understanding of ABE's role as well as providing all with a better context for the partnership.

## **5. High Integration - Collaborative Concurrent Instruction/Co-Teaching Model**

This is a concurrent instruction/co-teaching model with college faculty and the ABE instructor sharing most of the responsibilities including planning, instruction, and some assessment, all of which should be decided upon in the planning phase. This model reflects the highest degree of integration between ABE and the college for courses taught together. A partnership would not likely start with this model. It may take several semesters for the instructors to build this kind of relationship and trust with each other. Therefore, read this section with an eye towards a partnership that through time has significantly matured.

In this model, ABE is well-integrated into the college with several hallmarks of the blending, such as:

- ABE having space to conduct office hours located near the cooperating department offices and/or in a place where students can access the instructor with ease
- The ABE instructor's role is announced to the class as a second or co-instructor, rather than as a lab instructor/support staff. Introducing the ABE instructor in this way helps to ensure that students understand the value of the ABE instructional time and more actively participate. Both instructors' name, contact info, and office hours should be included in the Syllabus
- The ABE instructor is included in college department meetings and briefings

In this model, ABE instructional time is best built meaningfully into class time rather than a separate lab time which can give students the impression that those would be optional. The college instructor includes class time for the ABE instructor to perform ABE intake and pre- and post-TABE testing.

Classroom instructional time can be used creatively to meet student needs, however the number of hours allocated to both parties should be decided in the pre-planning phase (and written in the MOA or JPA), and then maintained as the class progresses, allowing for minor modifications as needed. ABE instruction includes a heavy emphasis on reflective thinking, metacognition, and self-evaluation.

Both instructors work collaboratively to improve or modify course content to ensure the course remains relevant and productive for students. And they review historical and current student success and enrollment data to modify the course to meet projected needs and outcomes.

In this model, the college instructor takes lead on:

- a. Course design, instructional content, and assessment and grading schemes.
- b. Completing student wellness reports, early alerts, non-attendance and last date of attendance reports.
- c. Arranging classroom and technology requests for the class

The ABE instructor takes lead on:

- a. Soft and productivity skills (ACES/TIF, Northstar Digital Literacy)
- b. College resource connection and pre-teaching
- c. Intervention work and extension as appropriate
- d. Planning mini-lessons and inviting campus and community resources to the classroom throughout the semester
- e. Creating experiences for students that expose them to college culture, expectations, and routines
- f. Providing ongoing information regarding student and course progress to college partners
- g. Providing access and training for college resources and frequently used or needed skills including D2L or other learning platform, email, and productivity software that students will be expected to use (or this can be done collaboratively with the college instructor).

Finally, regarding compensation, ABE instructors will require compensated time for preparing instruction and collaborating with faculty. And College Administrators should be prepared to provide compensated time to college faculty for collaborating with their ABE partner.