



Considerations When Implementing Distance Learning

CASAS
July 2020

Agenda – Distance Learning Overview

- COVID – 19's effect on Adult Education
- OCTAE Guidelines for Distance Learning
(Memorandums 20-3, 20-4, 20-5)
- Strategies for Creating Distance Learning Classes
- Assigning Instructional Hours to Distance Learners
- Implementing Pre-/Post-testing and other Assessments

COVID-19's Effect on CA WIOA II Agencies

- With most agencies closed for **COVID-19**, many agencies are quickly adapting to implementing distance learning options.
- Below is a resource page that provides help to agencies responding to COVID-19

<https://otan.us/resources/covid-19-field-support/>

Here is a link to a set of FAQ's

<https://otan.us/media/h2saiwpj/faqs-031820.pdf>

Distance Learning - OCTAE

On March 27, OCTAE disseminated Memorandum 20-3

- Posted on CASAS Website: <https://www.casas.org/social-media-newsroom/2020/03/27/casas-testing-during-the-covid-19-pandemic>
- **Updated memos on April 17, 2020 and May 29, 2020**
- OCTAE will continue to collect data and establish performance measures with states.
- “States... should identify students who were not tested... due to the impact of COVID-19.”
- Memo 20-5 allows for self reported placement in one of the 12 federal EFL’s
- To get a MSG the participant still needs to complete a pretest and a post-test, like usual.

Distance Learning - NRS

Are there any special requirements for individuals in Distance Learning programs?

- Individuals in Distance Learning programs have the same data collection requirements as other WIOA, Title II learners.
- For these learners, agencies should mark Special Programs = Distance Learning

Distance Learning - NRS

What if the learner is enrolled in a class that features distance learning as well as traditional classroom instruction – that is, a learner is in “blended learning”?

- NRS policy prescribes the “50 percent rule.”
- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.

Distance Learning – NRS

What if the total time outside the classroom is MORE than 50 percent?

- Mark Distance Learning in Special Programs.
- You are NOT required to mark exactly which hours/what percentage of hours is DL... but may specify in TE, at the class or student level, exactly which hours are traditional hours versus which hours are distance learning.
- You may mark “Classroom plus Distance Learning” under Instructional Setting.

Distance Learning – NRS

What if our agency has learners who do learning outside the classroom – but the total time outside the classroom is LESS than 50 percent?

- Do NOT mark Distance Learning in Special Programs.
- You may designate how hours are accrued in these classes in the TE Class Instance Record, and specify at the class or student level exactly which hours are traditional hours versus which hours are distance learning.
- You may mark “Classroom plus Distance Learning” in the TE Class Instance record under Instructional Setting.

Distance Learning – NRS

Two key considerations for recording distance learning activity in TE:

1. Ensure your data conforms to the NRS 50% rule (*this is required!* 😊)
2. Account for all Distance Learning activity in TE (*this level of detail is optional.*)

Distance Learning

For Distance Learning, NRS policy prescribes the “50 percent rule.”

- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.
- ***Calculating this at the class level for each agency depends on how your agency has structured classes in response to COVID-19.***

Distance Learning – Class Strategies

Calculating this at the class level for each agency depends on how your agency has resumed its classes and structured activity in response to COVID-19.

1. “Pick up where you left off.”
2. Start new classes specific to DL.

Distance Learning – Class Strategies

“Pick up where you left off.”

- If your agency is continuing classes as scheduled, but just changing the delivery method to a distance learning context because of COVID-19 – then calculate whether or not 50%+ of the instruction overall is in a distance learning format.

Distance Learning – Class Example #1

“Pick up where you left off.”

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a “regular classroom” through 3/13/20 and switched to distance learning on 3/23/20.*
- In this example, do NOT mark distance learning as less than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Class Example #2

“Pick up where you left off.”

- *Example 2: An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a “regular classroom” through 3/13/20 and switched to distance learning on 3/23/20.*
- In this example, mark distance learning as more than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Recording in TE

“Pick up where you left off.”

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.

Class Instance Information
Class Description: 4001199 - FY2019_20 - Google Suite in Spanish
Agency/Site: 9999 / 50 - 50
Program Year: 7/1/2019 - 6/30/2020
Class Start Date: 8/6/2019
Class End Date: 12/19/2019

Attendance
Attendance Source: Daily Attendance

Week: 12/02/2019 - 12/08/2019

	Monday 12/02/2019	Tuesday 12/03/2019	Wednesday 12/04/2019	Thursday 12/05/2019
Instructional Attendance	180 <input type="checkbox"/> <input type="button" value="Fill"/>	180 <input checked="" type="checkbox"/> <input type="button" value="Fill"/>	180 <input type="checkbox"/> <input type="button" value="Fill"/>	180 <input checked="" type="checkbox"/> <input type="button" value="Fill"/>
Distance Learning Attendance	MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>	MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>
Sorted by Name	<input type="checkbox"/> <input type="button" value="Fill"/>	<input checked="" type="checkbox"/> <input type="button" value="Fill"/>	<input type="checkbox"/> <input type="button" value="Fill"/>	<input checked="" type="checkbox"/> <input type="button" value="Fill"/>
7178412 / ██████████	MM <input type="checkbox"/> <input type="button" value="Fill"/> MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/> MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>	MM <input type="checkbox"/> <input type="button" value="Fill"/> MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/> MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>
7178421 / ██████████	MM <input type="checkbox"/> <input type="button" value="Fill"/> MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/> MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>	MM <input type="checkbox"/> <input type="button" value="Fill"/> MM <input type="checkbox"/> <input type="button" value="Fill"/>	MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/> MM <input checked="" type="checkbox"/> <input type="button" value="Fill"/>

Distance Learning – Class Strategies

“Start new classes specific to DL.”

- If you are now offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes.
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as “regular” (***not*** Distance Learning) classes.

Distance Learning – Class Example #1

Start new classes specific to DL.

- *Example 1: An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the “regular” class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 8/1/19 to 3/13/20, and a second class marked for DL starting 3/23/20.

Distance Learning – Class Example #2

Start new classes specific to DL.

- *Example 2: An ABE class beginning 3/1/20 was scheduled to run through 5/31/20, but ended on 3/13/20 due to COVID-19. The class was held in a “regular classroom” through 3/13/20 and resumed as a completely new class via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 3/1/20 to 3/13/20, and a second class marked for DL starting 3/23/20.

Distance Learning – Recording in TE

“Start new Classes Specific to DL”

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.

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Class Start Date: 8/6/2019 Class End Date: 12/19/2019

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Distance Learning Attendance	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/> Fill	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/> Fill
Sorted by Name	<input type="checkbox"/> Fill	<input checked="" type="checkbox"/> Fill	<input type="checkbox"/> Fill	<input checked="" type="checkbox"/> Fill
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Distance Learning – NRS

Three models of measuring distance learning instruction (NRS):

- 1. Clock Time.** Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
- 2. Teacher Verification.** Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
- 3. Learner Mastery.** Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

Distance Learning – NRS

- California has historically used the “Proxy – Learner Mastery” model to document hours in distance learning programs.
- The student is credited hours of instruction for completing an assignment (such as an instructional video or educational software lesson) rather than a set block of clock time.
- Agencies can vary their approach to hours based on specific delivery model.

Distance Learning – Hours of Instruction

- Facilitated online instruction can be recorded the same as “regular” instruction. (*Clock time*)
- For educational software applications, the recommendation is to pre-assign a number of hours to each lesson or module. (*Learner mastery*)
- There are three general approaches useful for determining “proxy” hours from educational software.

Distance Learning – Hours of Instruction

How do we record hours for facilitated instruction received online?

- This approach simply uses the *Clock Time* model.
- An hour of online facilitated instruction = an hour of “regular” instruction.
- If more than 50%, mark “Distance Learning” at the student or class level in TE.

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Distance Learning Attendance	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>
Sorted by Name				
7178412 / [REDACTED]	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>
7178421 / [REDACTED]	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>	MM <input type="checkbox"/>	MM <input checked="" type="checkbox"/>

Distance Learning – Hours of Instruction

What if the facilitated instruction received online is recorded – and a student watches the recording instead of the “live” presentation?

- Agencies can decide this as a team whether or not to allow this as hours of instruction.
- If allowed – then assign the time that equates with the time assigned to the “live” presentation. Mark “Distance Learning” in TE for those over 50% DL.
- Whatever the agency decision - record this policy in detail in the Local Assessment Policy.

Distance Learning – Hours of Instruction

How do we record hours of instruction accurately when students complete lessons using educational software (a few examples are Odysseyware, Aztec, and Burlington English).

- The most common technique to document instructional hours is to tabulate “proxy” hours assigned for learner completion of each module. (Using *Learner Mastery*)
- Contact your software publisher for recommendations and best practices.

Distance Learning – Three Approaches to “Proxy” Hours

1. With software applications that include a time pre-programmed for each lesson or module, use the hours recorded from the software.
2. For applications not linked to a specific time frame, but provide a recommended time for student completion – follow the educational software publisher’s recommendation.
3. If the software publisher does not provide recommended times for completion – meet as an instructional management team, determine the amount of time students spend on each module, and document that in your agency’s Local Assessment Policy.

Distance Learning – Example #1

If the educational software records the correct number of hours in its system, use the total provided by the software.

- *Example: if a student completes Module 1 of a 12-module software course, and the publisher has programmed Module 1 for one hour of instruction – then the application will record that amount of time for that student, and you can then record that total as hours in TE.*

Distance Learning – Example #2

If the software does not program specific hours into the application, but does provide recommended hours for each lesson or module – then agencies should use the time allotments (or limits) provided and record those totals in TE.

- *Example: if a student completes Module 2 of a 12-module software course, and the publisher recommends that Module 2 takes two hours to complete, document two hours for that student in TE once s/he completes that module.*

Distance Learning – Example #3

If the software does not provide recommended times for completion, you should meet as an instructional management team locally, determine the amount of time on average students spend on each module, and document that in your agency's Local Assessment Policy.

(Learner Mastery)

Distance Learning – Example #3

Example – Module 1 of a self-paced software course:

- Observe students who complete the module, and identify an “average” amount of time for a student to finish the module.
- If the “average” student takes two hours to complete Module 1, then assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency’s specific policy and approach in your agency’s Local Assessment Policy.**

Distance Learning – Example #3

Example: 12-module educational software program. (12 modules – 20 hours total)

Module 1 – Intro to Work (1 hour)

Module 2 – Career Exploration (2.5 hours)

Module 3 – Making Career Choices (1.5 hours)

Module 4 - ...

- Follow the same process for all 12 modules as with module 1 in the previous example.
- List the number of hours assigned to each module.
- Record hours in TE at the class or the student level.

General Guidelines for DL Hours

- Contact your instructional software publisher for guidance on hours. If the application does not embed hours-related information into the software, the vendor may have information that may guide you in determining these totals.
- The recommended hours you record for each student should reflect an “average” number of hours that the instructional team agrees on – and should NOT be determined by only one person.

General Guidelines for DL Hours

- If your agency prefers to assign hours on an individual student basis, and not use the “proxy” hours method, that is permissible. Explicitly state that your agency is using this method in your Local Assessment Policy.
- To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student, and reflects the level of effort each student gives during each instructional session.
- More detailed description of this process is needed in the agency’s Local Assessment Policy.

Distance Learning – Recording in TE

- TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a “regular classroom.”
- This enables agencies to track and specify distance learning hours vs. hours from the “regular classroom.”
- **Instructions for recording distance learning hours in TE** are posted on the same Webpage as the recent FAQ document.

Distance Learning – Recording in TE

The TE Class Instance Record now includes the ability to differentiate distance learning instruction from other instruction.

For detailed step by step directions:

<https://otan.us/media/vpshvsmq/distance-learning-overview-04-14-20.pdf>

The screenshot displays the 'Class Instance Information' and 'Attendance' sections of the TE system. The class description is '4001199 - EY2019_20 - Google Suite in Spanish', and the program year is '7/1/2019 - 6/30/2020'. The class start date is '8/6/2019' and the class end date is '12/19/2019'. The attendance source is set to 'Daily Attendance'. The current week is '12/02/2019 - 12/08/2019'. The attendance table shows data for Monday (12/02/2019), Tuesday (12/03/2019), Wednesday (12/04/2019), and Thursday (12/05/2019). The table has columns for 'Instructional Attendance' and 'Distance Learning Attendance'. The 'Distance Learning Attendance' row is highlighted in yellow. The table is sorted by name, and the first two rows are for students with IDs 7178412 and 7178421.

Class Instance Information				
Class Description: 4001199 - EY2019_20 - Google Suite in Spanish	Agency/Site: 9999 / 50 - 50			
Program Year: 7/1/2019 - 6/30/2020	Class Notes:			
Class Start Date: 8/6/2019	Class End Date: 12/19/2019			
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Sorted by Name		<input checked="" type="checkbox"/> Fill	<input type="checkbox"/> Fill	<input type="checkbox"/> Fill
7178412 / ██████████	MM <input type="checkbox"/> Fill	MM <input checked="" type="checkbox"/> Fill	MM <input type="checkbox"/> Fill	MM <input checked="" type="checkbox"/> Fill
7178421 / ██████████	MM <input type="checkbox"/> Fill	MM <input checked="" type="checkbox"/> Fill	MM <input type="checkbox"/> Fill	MM <input checked="" type="checkbox"/> Fill

Learner Mastery Process Example

Example – A 12 Module self-paced software course

- Observe students who complete the modules, and identify an “average” amount of time for a student to finish each module.
- If the “average” student takes two hours to complete Module 1, for example -- assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency’s specific policy and approach in your agency’s Local Assessment Policy.**

Clock Time Model– Example #1

20 students are enrolled in an online ESL class and all attend for one hour, Tuesday/Thursday via Zoom.

- ***Local Assessment Policy Example:***

The classes listed below meet two hours a week online via Zoom. Agency uses Clock Time model record hours- all instructional hours are accrued via Zoom. Students are required to enter name in chat upon arrival to document participation. All Zoom sessions are recorded for teacher to verify hours and participation for each student.

Clock Time Model– Example #2

20 students are using educational software that automatically records the correct number of hours for each student.

- ***Local Assessment Policy Example:***

Students in classes listed below complete lessons in [Software App X] for up to six hours a week. Agency uses Clock Time model - hours are automatically recorded in the software. Recorded time for each module is listed below. Students are required to login using unique username and password to document participation. Student completes all exercises as required by the software to demonstrate mastery.

Teacher Verification– Example #1

20 students are using educational software that does not record hours and does not include additional exercises at the end of each lesson.

- ***Local Assessment Policy Example:***

The classes listed below complete lessons in [Software App X] for up to six hours a week. Students are required to login using unique username and password to document participation. Agency uses Teacher Verification model. Student completes all activities as required by the software for each lesson. Teacher notes the progress for each student and assigns 0, 1, or 2 hours of instruction for each lesson.

Learner Mastery – Example #1

20 students are using educational software that does not record hours but does include required exercises at the end of each lesson.

- ***Local Assessment Policy Example:***

The classes listed below complete lessons in [Software App X] for up to six hours a week. Students are required to login using unique username and password to document participation. Agency uses Learner Mastery model. Agency has determined hours for each module in [App X]. Once the student completes all exercises as required by the software for each lesson, the student is credited with contact hours according the list below.

Learner Mastery – Example #2

20 students are enrolled in an online ESL class for one hour, Tuesday/Thursday via Zoom. Most attend as scheduled, but some students who cannot attend access the recorded session.

Local Assessment Policy Example:

The classes listed below meet two hours a week online via Zoom... sessions are recorded for teacher to verify hours and participation for each student. Students that miss the “live” session can access the recording anytime before the next scheduled class. Learners login to the recording just as they do the live session, and must complete a short quiz at the end of the session to get credited with instructional hours.

Learner Mastery – Example #3

10 students are enrolled in independent study classes and watching assigned YouTube videos as part of the required instruction.

- ***Local Assessment Policy Example:***

The classes listed below meet two hours a week online via Zoom... and also complete three lessons in [Video Series Y], one hour per video. Agency uses Learner Mastery model for the online videos. Once the student completes all three videos, the student must achieve a score of at least 80% on a quiz that incorporates all video content to achieve mastery and receive the three hours of instruction.

Example #1 Using Mixed Delivery Methods

20 students are using educational software that does not record hours or include additional exercises at the end of each lesson. Most participate in a “live” session with the teacher, but some who miss the live session complete activities on their own.

Students meet two hours a week online via Zoom... sessions are recorded for teacher to verify hours and participation for each student. Students that miss the “live” session can access the recording anytime before the next scheduled class. Learners login to the recording just as they do the live session, and must complete a short quiz at the end of the session to get credited with instructional hours.

Example #2 Using Mixed Delivery Methods

- ***Local Assessment Policy Example:***

Students complete lessons in [Software App X] for up to six hours a week. Students to login using unique username and password to document participation.

- *For students who participate during schedule sessions, use Teacher Verification model by facilitating online activities and prompting participants with questions.*
- *For students who complete activities on their own use Learner Mastery, and must pass a quiz with at least 80% to be credited with the instructional hours.*

Example Describing Learner Mastery Process

Example: 12-module educational software program X.

(12 modules – 24 hours total)

Module 1 – Intro to Work (1 hour)

Module 2 – Career Exploration (2.5 hours)

Module 3 – Making Career Choices (1.5 hours)

Module 4 - ...

- Follow the same process listing all 12 modules
- List the number of hours assigned to each module.
- Record hours in TE according to these specifications.

Thanks for your participation!

