


Data Collection and Entry: Distance Learning

September 15, 2020




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Agenda

- Policies and guidelines related to distance learning
- Data collection and entry for distance learning




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Moving beyond "COVID crisis"

- "COVID period" March-June 2020
- PY 2020-21: beginning of new normal
 - Incorporates activities put in place because of the pandemic and related shut down
 - Additions to policies, guidelines, and eData to reflect the new normal



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Policy D.130 Distance learning

- What programs are required and allowed to do
- Defines the types of distance learning
- Lists the approved distance learning curricula
- Purpose and role of Statewide DLP
- Defines “participant in distance education” for federal reporting



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Distance learning definition

- NRS: a formal learning activity in which the students and instructors are separated by geography, time, or both
- NOT
 - Computer-based learning during in-person classroom instruction
 - Homework



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Types of distance learning

- Computer-based or technology enhanced
 - Real-time remote instruction
 - Supplemental distance learning
 - Teacher-assigned non-supplemental (should be very limited)
- Paper-based
 - NRS reportable
 - Can be either supplemental DL (preferred) or teacher-assigned non-supplemental (limited)




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Required

- Blended learning
 - Real-time instruction + supplemental distance learning
 - Supplemental DL activities are tied to and enhance the content of real-time instruction
 - Computer-based or paper-based
 - From resources listed in Policy D.100
 - Required for 064
 - Strongly encouraged for 054 and 061




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Real time instruction

- Teacher and students are together at the same time; live, not recorded
 - In-person: teacher and students in the same physical location at the same time
 - Remote: teacher and students are physically separated by geography but together in time using technology
 - Includes phone, webinar, etc.
 - Must allow for real time live communication




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Remote ≠ distance learning

- “Remote” and “distance learning” are not synonymous
 - Remote is used only for “real-time remote instruction” to differentiate it from “real-time in-person instruction”




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In summary

- All students must participate in real-time instruction
- 064 grantees must provide supplemental distance learning to students
- Programs may provide teacher-assigned non-supplemental also
- Supplemental DL must not replace real time instruction
- Teacher-assigned non-supplemental DL must not replace supplemental DL




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Request for clarification

- What is “hybrid”? Is it a class that is taught in person and remotely at the same time?
Or a class that is taught remotely some days and in-person other days?
 - Not defined in D.130
 - Way to enter a class in the grant application




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Data collection: Why?

- Federal reporting: we report on the subset of participants that do distance learning
 - Tables 4c: Measurable Skill Gains and Attendance by Entry Level for Participants in Distance Education
 - Table 5a: Outcome Achievement for Participants in Distance Education
 - PA reports participants receiving a minimum of 12 hours of distance learning




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Tables 4c: Measurable Skill Gains/Attendance Participants in Distance Education


Entering Education Functioning Level	1st Period of Participation							All Periods of Participation		
	Total Number of Participants	Total Attendance hours for all participants	Number who achieved at least one educational functional level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 2	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 3	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 4	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 5	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Level 6	0	0	0	0	0	0	0.00%	0	0	0.00%
ABE Total	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 1	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 2	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 3	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 4	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 5	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Level 6	0	0	0	0	0	0	0.00%	0	0	0.00%
ESL Total	0	0	0	0	0	0	0.00%	0	0	0.00%
Total	0	0	0	0	0	0	0.00%	0	0	0.00%

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Monitoring and evaluation


- Which programs are providing what types of distance learning?
- How does supplemental DL increase intensity of instruction?
- Does use of supplemental DL correlate with better EFL gains? With EFL gains in a short period of time?
- Etcetera

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Changes to eData


- Distance Learning Option to Service field for Groups
- Distance Learning options in Special Program Type Field for Pairs
- Attendance for Class, Group, and Pair record
 - Enter Real-time Remote and In-Person instructional Hours for Adult and Staff in same entry
- Include Distance Learning types from D.130 in the Special Program Type Field for Classes, Groups, and Pairs
- Assessments: Version field to include in person and remote options for assessments that may be administered remotely

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Planning for data collection and entry


- Last year's "COVID" instructions are gone
- Share D.130 with all staff
- Review with all staff how your agency is doing distance learning
- Develop processes and procedures required for ensuring standardized data collection
- Determine how your agency is going to enter DL data in compliance with Division policy and guidance



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Questions




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Contact/Mission

For more information on adult education and family literacy, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.



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