Participants in Distance Education

REQUIREMENTS FOR NRS REPORTING

April 20, 2020
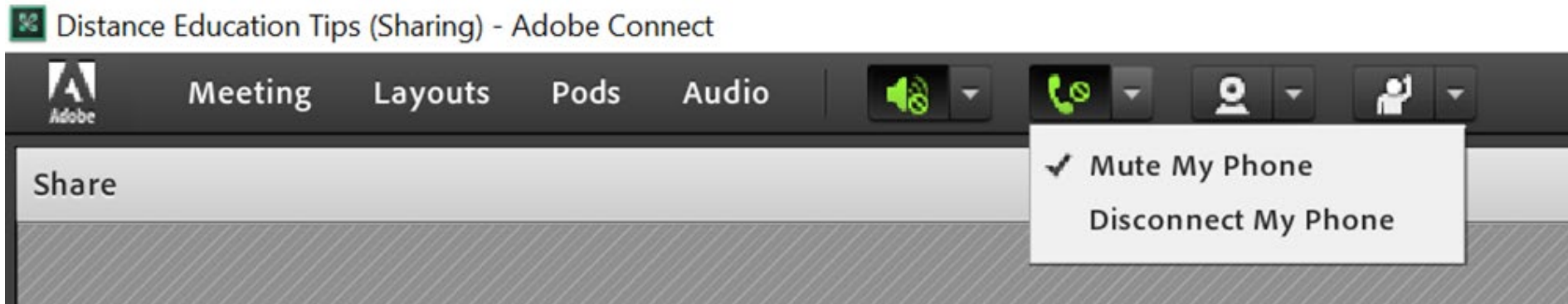
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- Chat Pod
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- Will follow up with any unanswered questions
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Agenda

- Defining distance education participants in the NRS

- Determining participant status: The first 12 hours

- Counting contact hours

- Assessing distance education participants and measurable skill gains (MSG)

- Conducting virtual testing

- Reporting and Policy

- Exceptions for COVID-19

- Q&A

NRS Definitions: Distance Education

- Formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Instruction is provided by:

  - Computer software, web-based programs, online technology

  - Printed materials

  - Audio or video

  - Broadcasts

- Support and student-teacher interaction via:

  - online technology, software applications, email, telephone, snail mail
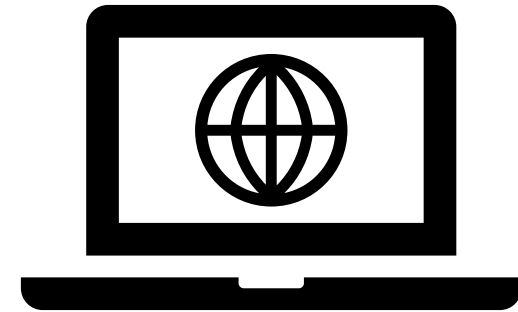
NRS Definitions: Distance Education Participant

- A distance learning participant receives all or part of instruction through distance methods

    - For participants who receive both distance and traditional classroom instruction in the same year (e.g., blended learning), State policy defines rules for reporting as distance or classroom learners

    - For example, more than 50% of contact hours

- Count participants *only once* (as distance learners or not) for reporting in each period of participation (POP)

Participant Status: The First 12 Hours

- Distance learners must have at least 12 contact hours to achieve participant status, like other learners

  - Any combination of contact allowed: in-person, through telephone, video, teleconference, or online communication, where participant and program staff can interact

  - Participant identity must be verifiable

- In-person contact hours are *not required* to be part of the 12 hours

- Report hours on NRS Tables 4 and 4c

Westclox
Big Ben

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Proxy Contact Hours

- Reporting of proxy contact hours is optional

- States that choose to record proxy contact hours may use any NRS-defined model for establishing hours

- Model should be appropriate to the curriculum

- OCTAE recommends developing a state distance learning policy that describes the curricula that local programs can use to provide distance education and the model or models used to assign proxy contact hours for each type of curriculum.

- Reporting of proxy hours is optional on Tables 4 and 4c

Proxy Contact Hour Models

Clock Time Model: Assigns contact hours based on the elapsed time that a participant is connected to, or engaged online

Teacher Verification Model: Assigns fixed hours of credit for assignments based on teacher determination of the extent to which a participant engaged in, or completed, the assignment.

Learner Mastery Model: Assigns hours of credit based on the participant passing a test on the content of each lesson.

MSG and Testing

- Reporting MSG attainment for distance education participants is the same as for all other participants

  - Educational functioning level (EFL) gain measured by:

| Pre- and posttesting | Credit completion | Entry into postsecondary education after program exit |

  - Attainment of a recognized secondary credential

MSG and Testing

- Posttesting for EFL

  - Same requirements apply as for all other participants

  - Posttest according to proxy hours (if used), or calendar time (e.g., weeks since pretest)

  - Describe methods used in state policy

  - Testing may be in-person or virtual

Requirements for Virtual Testing

- Test is approved for NRS reporting

- Publisher has established procedures for virtual testing

- Test publisher procedures will address topics such as:

  - ✓ Identification of participant

  - ✓ Maintenance of test security

  - ✓ Training of test proctors

  - ✓ Technology requirements for testing

  - ✓ Procedures for retesting, if administration is interrupted

Reporting and Policy Summary

Reporting	State Policy for Distance Learners
• Count participants only once in each POP, as either distance learners or traditional classroom learners • Report initial 12 contact hours on NRS Tables 4 and 4c • If using proxy hours, include them in contact hours reported	• Defining of distance learners • Methods for proxy hours, if used • Determination of posttest time • Testing procedures—virtual and in person

Flexibility for COVID-19 Pandemic From OCTAE Program Memorandum 20-4

- States may revise program year (PY) 2019 assessment policies for distance education learners to exempt them from testing, if testing is not possible due to pandemic. Policy revisions must include:

  - Specific time frame of exemption

  - Guidelines for identifying who is exempt

- Revisions to policies for PY 2019 that expire on June 30, 2020 do not need prior OCTAE approval

Additional Consideration Due to the Pandemic

- Report number of participants unable to be tested in narrative report under question #2 for PY 2019

- Changes to assessment policies for PY 2019 do not need prior OCTAE approval

- OCTAE will not make any determinations of performance success or failure based on PY 2019 performance data, submitted by October 1, 2020

  - See OCTAE Program Memorandum 20-3

- Additional guidance from OCTAE on testing is forthcoming

Q&A

Further Information

- OCTAE Program Memorandum

  - Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions, Part 1

    – https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf.

  - Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions, Part 2

    – https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-pm-20-4-covid-faqs-final.pdf

- NRS Technical Assistance Guide

  - https://nrsweb.org/policy-data/nrs-ta-guide

    – See pages 23, 46 and 48

- NRSTips on Distance Education

  - https://nrsweb.org/resources/adult-education-distance-education

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