New Horizons
Virtual Learning & Service Delivery in Adult Education

SESSION 1: JULY 12–14, 2021
SESSION 2: JULY 19–21, 2021
Welcome, Introductions, and Workshop Overview
Workshop Objectives

Drawing from their state information and data, state teams will:

• Explore data use to understand and support distance learning and virtual service delivery

• Identify the pre-COVID and current virtual learning and service delivery landscape

• Use data to understand challenges and develop strategies to support future vision

• Learn from subject matter experts from other sectors about virtual learning, service delivery approaches, and ideas that may be replicable in the adult education environment

• Walk through and refine an action-oriented checklist to guide virtual learning and service delivery vision and implementation in your state
Agenda
New Horizons Workbook
Training Workbook

Link: https://courses.nrsweb.org/pluginfile.php/36588/mod_resource/content/7/Virtual-Learning-Workbook-fillable-RE.pdf
New Horizons Framework for Virtual Learning and Virtual Service Delivery in Adult Education
Poll

Consider your review and responses in your pre-session work for this workshop. Which description best fits your state’s 3-year new horizon/vision for virtual learning and virtual service delivery? Check only one.

- **Cloudy** – Unclear and opaque; needs more definition or refinement; too many or too few elements to incorporate; and challenging to prioritize these elements.

- **Crystal Clear** – Unambiguous and lucid; clearly defined; specific elements that integrate into the vision are defined and prioritized.
Virtual Learning and Service Delivery Definition

Virtual learning and service delivery refers to teaching, learning, and the delivery of services remotely (i.e., not in the same physical space as the person who is receiving the services) through the use of technology with Web-based tools and resources.

Virtual Learning and Service Delivery (VLSD) represents the gradual shift adult education programs are making from traditional distance learning models to a broader range of instructional and programmatic approaches that are mediated through web technologies.
Steps Towards Your New Horizons

• Identify your virtual learning and service delivery landscape
  – Complete pre-session work
  – Review and answer the three critical questions about the past, present, and future
  – Consider the three “Ps” and related guiding questions and data sources or needs

• Draft a new horizon vision statement for virtual learning and service delivery
  – Use a SWOT to help refine your vision statement; or
  – Use a PDCA approach to help refine implementation activities that support your vision statement
  – Identify potential strategies or innovations that you could incorporate in your new horizon

• Review and revise your vision statement
• Identify and prioritize the key features in your virtual learning and service delivery new horizon
  – Use the New Horizons Features Checklist
Critical Questions and Related Data Framework
Steps Towards Your New Horizons: Critical Questions Framework

• Three critical questions to help understand your landscape:
  – Where were we?
  – Where are we now?
  – What is our new horizon?

• Three key domains (categories) to consider when reviewing and responding to these questions:
  – People
  – Programs
  – Policy

• Environment as a consideration weaved throughout
Critical Questions and Related Data Framework

Three critical questions to help understand your landscape:

• Where were we?
  – Use a timeframe

• Where are we now?
  – Helps explicitly identify internal and external impacts
  – Explicitly looks at resources that are missing or in use
Critical Questions and Related Data Framework (continued)

• What is our new horizon?
  – Determine how far ahead you want to look
  – Consider levels of integration (e.g., full or supplemental part of your service delivery)
  – Anticipate changes from current situation

• Environmental considerations
  – Overarching, non-malleable factors that may influence the three “Ps”
Example 1: Local Provider

New Beginnings Adult School

- All courses offered face-to-face or through a self-study model
- State abruptly closed and suspended all face-to-face classes in March 2020
- Program director quickly convened staff meeting via phone conference call with poor results compared to normal in-person staff meetings

Applying critical questions revealed:

- Three teachers with prior experience teaching ABE in a blended learning model
- Staff instructional needs and challenges (resources, professional development)
- New approach to learning instruction and service delivery (orientation and assessment)
  - Experienced peers leading transition and mentoring colleagues
  - Virtual orientation and assessment
  - Virtual professional development
Example 2: State

- Three urban centers and large rural areas with average of 10,000 participants total across all the centers over the last few years.
- Distance learning was implemented in 2005 to address low enrollment in rural areas of the state.
- Virtual instruction was adult secondary level, focused on a high school credential; 100 students participated annually.
- Within the next decade, more rural program providers moved to virtual and blended learning for ESL students.
- State enrollment for virtual classes was low with <1000 students.
- All in-person classes were halted abruptly because of the pandemic.

Applying critical questions revealed:

- Quick adaptability across the state in transitioning to virtual learning and virtual service delivery.
  - Drew from knowledge, experiences, and lessons learned from providers who had done it within the last decade.
  - Offered intake, assessment, and professional development statewide.
- Retention and MSG improved for ESL distance learners.
  - Opportunity to practice English on their own.
  - Could follow classwork online and review class recordings.
- Need for options to determine best way to continue virtual learning once in-person classes were allowed to resume in the fall.
  - Established a task force.
Peer-to-Peer Exchange

Using your pre-session responses, each person will share:

- Brief description of what you currently do for virtual learning and virtual service delivery
- One lesson learned or success from the past year regarding virtual learning and service delivery
- What the 3-year data review revealed/looks like
  - What data did you review (e.g., NRS, local, partner data, other)?
  - What data did you wish you had to review?
- One of the three “Ps” you’d like to address in your new horizon

Peers should ask for clarification, share thoughts, and repeat.
Share Out
Break
Cloudy to Clear Horizon: Targeted Steps for a Clear Virtual Learning and Service Delivery Vision
### Session 1: Sharing Poll Results

**Attendees are now viewing the poll results**

1. Consider your review and responses in your pre-session work for this workshop. Which description best fits your state’s 3-year new horizon/vision for virtual learning and virtual service delivery? Check only one.

   - Cloudy – Unclear and opaque; needs more definition or refinement; too many or too few elements to incorporate; and challenging to prioritize these elements. (40) 70%
   - Crystal Clear – Unambiguous and lucid; clearly defined; specific elements that integrate into the vision are defined and prioritized. (17) 30%

### Session 2: Sharing Poll Results

1. Consider your review and responses in your pre-session work for this workshop. Which description best fits your state’s 3-year new horizon/vision for virtual learning and virtual service delivery? Check only one.

   - Cloudy – Unclear and opaque; needs more definition or refinement; too many or too few elements to incorporate; and challenging to prioritize these elements. (36) 80%
   - Crystal Clear – Unambiguous and lucid; clearly defined; specific elements that integrate into the vision are defined and prioritized. (5) 20%
Targeted Approaches

• “Cloudy or crystal clear” is important because cloudiness makes it more challenging to reach the new horizon.
  – May not review correct data, may miss potential barriers, implement steps not aligned to reaching vision

• Let’s explore two approaches based on where you fall on the “cloudy to crystal clear” scale.

• Each approach supports clarity regarding vision and reflection on your responses to the three critical questions.

• These approaches may also be used with your providers across the state, who may be at different places regarding implementation towards your vision.
Targeted Approaches and Vision Elements

Cloudy vision

- S.W.O.T. analysis
  (Strengths, Weaknesses, Opportunities, Threats)

Clear vision

- P.D.C.A. process
  (Plan, Do, Check, Act)

How do we know if our vision is clear? Is it:

- Future-oriented
- Supporting direction and a positive outcome for adult education in your state
- Inspiring or energizing
### Targeted Approach: S.W.O.T.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal, positive aspects of the virtual service learning and delivery program within your control</td>
<td>Internal shortcomings of virtual service learning and delivery program within your control</td>
</tr>
</tbody>
</table>

What data tells us this?

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>External, within your control, could help virtual service learning and delivery program</td>
<td>External, beyond your control, could hurt virtual service learning and delivery program</td>
</tr>
</tbody>
</table>

(e.g., resources, communication, market, tech, competition, political, competition, economic)
<table>
<thead>
<tr>
<th>Strengths (magnify)</th>
<th>Weaknesses (minimize)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Low instructor/educator turnover</td>
<td>• Instructor/educator digital literacy varies</td>
</tr>
<tr>
<td>• Increased student/learner retention</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities (leverage)</th>
<th>Threats (avert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employers reopening with increased demand for credentialed workers</td>
<td>• Digital divide with learners and some providers (outdated technology, lack of broadband access, etc.)</td>
</tr>
<tr>
<td>• Virtual service delivery approved for contact hours during COVID</td>
<td>• Influx of proprietary schools providing the same services traditionally delivered by adult education providers</td>
</tr>
<tr>
<td>• Supports states’ digital literacy goals</td>
<td></td>
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</tbody>
</table>
Targeted Approach: P.D.C.A.

Plan
Identify issue or area to focus on and plan implementation

Do
Implement and observe; identify what happened

Check
Review and analyze data collected, what happened, and what you’ve learned

Act
Take action based on what was learned
Targeted Approach: P.D.C.A.

Activity: Student/Learner Orientation

PLAN
Identify the issue, area or activity and plan steps to implement:

- We are going to test a process of offering a virtual option for learner orientation.
- We hope to get at least a 10% increase in completed pre-tests and a 10% increase in enrollees during the 6 months it is offered.

DO
Implement:
1. We will offer a daytime virtual orientation option (lunch) and an evening option
2. We will review participation data every two months to see if there is a notable change in participant orientation
3. We will try this for six months.

What did you observe or learn? What actually happened?

- More students attended
- Fewer questions were asked in the virtual orientation than in the in-person
- We received more pre-tests but X% were incomplete
Targeted Approach: P.D.C.A. (continued)

CHECK
What were the results? Did you meet your measurement goal?

• More students were retained from orientation to actual enrollment and course participation

• While there was an increase in pre-test participation, only X% of pre-tests were fully completed

ACT
What modifications will you make based on what you learned?
What did you conclude from this cycle?
Instructions: State Teams and State-to-State Thought Partnership

Part I

Each state will work with its own team

• Select one of the approaches and brainstorm chart/worksheet
• Brainstorm first, then highlight data that inform this or data that you would need or want to inform the worksheet
• Break

Part II

State teams will be paired off

• Share your draft vision
• Review your brainstormed worksheet, including data to inform and data needs
• Partner team provides feedback; switch and repeat

Pg. 9; templates p. 7 & 8
Part I: State Teams and State-to-State Thought Partnership

**Part I**

Each state will work with its own team

- State team will select one of the approaches (S.W.O.T., P.D.C.A.) and brainstorm chart/worksheet
- Brainstorm first, then highlight data that inform this or data that you would need or want to inform the worksheet
- Break

**Part II**

State teams will be paired off

- Share your draft vision
- Share your responses to one of the critical questions, domains, and data completed in the pre-session
- Review your brainstormed worksheet
- Partner team provides feedback; switch and repeat
Break
Part I
Each state will work with its own team
• State team will select one of the approaches (S.W.O.T., P.D.C.A.) and brainstorm chart/worksheet
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State teams will be paired off
• Share your draft vision
• Share your responses to one of the critical questions, domains, and data completed in the pre-session
• Review your brainstormed worksheet
• Partner team provides feedback; switch and repeat
Share Out
Day 1 Wrap-Up and Overview of Day 2
Wrap-Up

Reminders:

• Review pre-session panel and questions

• Day 2 post-session offline work and Day 3 round-robin state presentations
NRS Training Evaluation

• Please complete your evaluation for today

• We use this information to inform our training and future resources and support we provide to states

Day 1 Evaluation: https://www.surveymonkey.com/r/NRS2021Day1
Welcome Back: Review Day 1 and Agenda for Day 2
Overview of Today’s Activities

Pre-session work

Day 1:

✓ Review *Critical Questions and Related Data Framework*
✓ Discuss current landscape and practices
✓ Explore approaches to clarify vision statement and set up implementation

Day 2:

__ Q&A with subject matter experts
__ Strategy Hunt activity
__ Guest state presenter to highlight a virtual learning and service delivery success/promising practice
__ Use responses and peer feedback to note strategies, potential innovations, and positive trends as well as address challenges or potential barriers
__ Review New Horizons Features List
__ Complete and post offline assignment in your state teams

Day 3:

__ Themes and trends from research
__ State presentations – round robin
__ NRS feedback and next step considerations
Strategy Hunt Activity
Listen for strategies related to:

**People**
- Learner Engagement
- Enhancing Social Presence
- Ensuring Student Readiness
- Feedback (to and from participants)

**Program**
- MSG and Assessment
- Instructional strategies and Standards
- Instructor Preparation
- Use of Multimedia Devices

**Policy**
- Quality in Data Collection
- Data Reporting Requirements

**Other**
How Virtual Service Delivery Can Promote Innovation and Policy Change

Danielle Cox, M.A., Director of Correctional Education, Division of Workforce Development and Adult Learning, Maryland Department of Labor
Amanda Latimore, PhD., Director, Center for Addiction Research and Effective Solutions, AIR
Jordan Rickles, PhD., Principal Researcher, Educators and Instructors, AIR
Moderator: GeMar Neloms, M.P.A, Director of Training- NRS, Principal Technical Assistance Consultant, AIR
Meet the Panelists

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Key Consideration and Themes for Adult Education

Select themes from pre-recorded panel and brief

Professional development plays a major role in effectiveness
- For instructors and staff on using technology including various online platforms using
- For instructors and staff engaging with participants based on course content, desired course outcomes and physical environment
- Leverage professional development opportunities that might not normally be available as a face-to-face option

Learner engagement
- Provide flexibility on how this engagement occurs in a virtual environment which may be different than the traditional setting
- Identify and be ready to provide supports to learners and program users that may differ from traditional settings to support effective learner engagement
Key Consideration and Themes for Adult Education cont.

Select themes from pre-recorded panel and brief

Temporary or new policies or mandates

- Identify and explore how new policies may support creative or innovative instructional and service delivery approaches that may not have been supported prior to the change

Infrastructure

- People and programs need to have reliable, consistent access
- Policy can impact this access
Key Consideration and Themes for Adult Education

*Key considerations: Jordan Rickles*

- Identify what students learn/would have learned in a standard setting versus a virtual setting
  - What is the context in which students are learning. For example, similarities, differences, outcomes

- Scaffolding and additional supports for student engagement is important
  - Learning online is difficult and challenging for some students
  - Explore different formats for instructional approaches and learner engagement

- In-person presence of instructor/teacher is important as supports for positive student engagement and outcomes
Key Consideration and Themes for Adult Education

*Key considerations:* Danielle Cox

- Combine virtual with in-person learning
  - Supports individualization and addressing specific learner needs
- Invest in professional development
  - Conduct teacher/instructor surveys to identify what they cite as needs to support learners and their professional development interests and anecdotal experiences
  - Support them in choosing professional development outside of internal offerings
- States can provide meaningful support by:
  - Consulting with adult education administrators and teachers to help inform changes and new policies related to virtual learning and service delivery
  - Providing funding to support virtual learning and service delivery
  - Ensure content of virtual curriculum is high quality
Key Consideration and Themes for Adult Education

Key considerations: Amanda Latimore

• Identify potential barriers for participation of learners in a virtual setting
  • Resources e.g. access to technology
  • Self or societal stigma
  • Environmental setting

• Recognize that temporary laws or policies may allow for creativity or innovation in service delivery
  – Programs may want to adapt these new approaches and innovations as part of permanent service delivery

• Collect data
  – Review for connection to new strategies and to inform ongoing service delivery
  – Use to inform state on the impact of policy changes
Break
State Presentation
Lessons Learned & Silver Linings - Session 1

2021 NRS Virtual State Workshop

Virtual Learning & Service Delivery
July 13, 2021

Presented by
Arizona Adult Education Services Staff

Kathy Hoffman
Superintendent of Public Instruction
Distance Learning in Minnesota Adult Education

Brad Hasskamp, Minnesota State Adult Education Director
Astrid Liden, Minnesota Adult Education PD Specialist
July 20, 2021
Strategy Hunt Takeaways

What resonated with you from the presentations (pre-session, SME live Q&A, and state presentation)?

How do you think it will inform your new horizon vision and related elements for virtual learning and service delivery?
Strategy and Innovation

Brainstorm Activity
Strategy and Innovation Brainstorm Activity

In your breakout rooms:

• Identify and describe at least two strategies or innovative features you or others could incorporate into your new horizon for virtual learning and service delivery

• How might these strategies or features impact your program and data?

• How do these strategies or features align with your new horizon vision statement?
Share Out
Break
Highlight: New Horizons Virtual Service Delivery Features List

What you’ve done so far:

✓ Identified your virtual learning and service delivery landscape
  – Reviewed and answered the three critical questions about the past, present, and future
  – Considered the three “Ps” and related guiding questions and data sources or needs

✓ Drafted a new horizon vision statement for virtual learning and service delivery
  – Used a S.W.O.T. to help refine your vision statement or
  – Used a P.D.S.A. approach to help refine implementation activities that support your vision statement
  – Identified potential strategies or innovations that you could incorporate in your new horizon

Now what?

• Review and revise your vision statement
• Identify and prioritize the key features in your virtual learning and service delivery new horizon
  – Use the New Horizons Features Checklist
New Horizons Features List

• Identify and prioritize the virtual learning and service delivery program features
  – Should lead to achieving vision
  – Should align with overall adult education program goals and positive student outcomes
• List revised vision statement
• Identify ten key features critical to meeting your vision
  – Which of the three “Ps” are impacted by this feature?
  – How does the feature benefit your vision and/or overall program goals?
• Prioritize the top three to five features
• Reflect and make notes on the anticipated environment and challenges, as well as potential solutions to address those which are within your control
Offline Assignment

• As a state team, complete your New Horizons Features Checklist

• Post the checklist on Moodle by:
  – Session 1: 10:00 a.m. ET tomorrow (July 14)
  – Session 2: 8:00 p.m. ET tonight (July 20)

• Assign a presenter for your team

• Prepare to present the following:
  – Updated vision statement and elevator pitch for your new horizon virtual learning and service delivery
  – One of the three “Ps” and your top features for that domain
  – Environmental and challenge considerations and potential solutions
  – One data point that will indicate the success or realization of your new horizon vision
Day 2 Wrap-Up
NRS Training Evaluation

• Please complete your evaluation for today

• We use this information to inform our training and future resources and support we provide to states

Day 2 Evaluation: https://www.surveymonkey.com/r/NRS2021Day2
Welcome Back:
Review Day 2 and
Agenda for Day 3
Overview of Today’s Activities

Pre-session work

Day 1:

 ✓ Review Critical Questions and Related Data Framework
 ✓ Discuss current landscape and practices
 ✓ Explore approaches to clarify vision statement and set up implementation

Day 2:

 ✓ Q&A with subject matter experts
 ✓ Strategy Hunt activity
 ✓ Guest state presenter to highlight a virtual learning and service delivery success/promising practice
 ✓ Use responses and peer feedback to note strategies, potential innovations, and positive trends as well as address challenges or potential barriers
 ✓ Review New Horizons Features List
 ✓ Complete and post offline assignment in your state teams

Day 3:

 __ Themes and trends from research
 __ State presentations – round robin
 __ NRS feedback and next step considerations
Themes and Trends From Recent Research and Additional Resources
Poll

Which of these challenges did you face in your state toward the beginning of the pandemic?

- Lack of access to a reliable internet connection and functional devices
- Limited digital literacy
- Traditional barriers to education for adults
- Wraparound services that are part of adult education
- Remote recruitment, orientation, and assessment
- Other (please specify in chat)
Ahead of the Curve

Joosten, Lee-McCarthy, Harness, & Paulus wrote in early 2020 that blended learning was considered \textit{“a significant digital innovation trend”}. In PY 2018-19, 53,480 (9\%) of adult learners participated in distance education.
Our Biggest Challenges

- Lack of access to a reliable internet connection and functional devices
- Limited digital literacy
- Traditional barriers to education for adults
- Wraparound services that are part of adult education
- Remote recruitment, orientation, and assessment
Despite That…
Our Successes

- Loaner computers and low-cost options for internet
- Video tutorials and workshops to support digital literacy
- Adult education as a means for success
- Virtual connections to wraparound services
- Virtual options for recruitment, orientation, and assessment
Chat

What successes have you had?

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Looking Ahead

The emergency remote teaching that got many programs through the pandemic and led to these successes is likely not a sustainable approach.

Research suggests that moving forward we should:

1. Take a reflective approach
2. Implement a well-planned instruction model
3. Employ available resources
Take a Reflective Approach

- Identify your learners’ needs
- Assess your organizational capacity
- Determine your technology needs
Implement a Well-Planned Instruction Model

• Consider student-centered, active learning pedagogies
• Focus on integration of the environments
• Scaffold the students’ experience throughout the course

--Joosten et al., 2021, p. 25
Employ Available Resources

- Determine what is already part of your curriculum
- Identify which education and communication technologies you already have available
How Do We Know If We’re Doing It Well?

Morris et al. (2021) provide a roadmap for monitoring and evaluating our work:

Step 1: Determine the Objectives of Monitoring and Evaluating Distance Learning

Step 2: Determine What Will Be Measured (Reach, Engagement, and Outcomes)

Step 3: Determine How Data Will Be Collected (In-Person or Remotely)

Step 4: Determine the Methods and Approaches for Measurement
Themes and Trends From Recent Research and Resources

Additional Resources


• Transforming Distance Education that World Ed developed: https://edtech.worlded.org/transforming-distance-education/

Round Robin State Presentations
Round Robin State Presentations

Round 1

• Each state will have 3–5 minutes to present

• Participants should write down their questions and/or feedback

• After every state has presented, there will be 10–12 minutes for Q&A, feedback, and discussion

• A 2-minute warning will appear to let you know when it is time to end

• Break

Round 2

• Each state will be rotated into a new breakout room with new states

• Repeat the process from Round 1
Break
Round Robin State Presentations

Round 1
- Each state will have 3–5 minutes to present
- Participants should write down their questions and/or feedback
- After every state has presented, there will be 10–12 minutes for Q&A, feedback, and discussion
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- Break

Round 2
- Each state will be rotated into a new breakout room with new states
- Repeat the process from Round 1
NRS Reflections on State Features and Presentations
Common Vision and Policy Features for New Horizons in VLSD –Session 1

Vision Statements

- Increase options for blended and distance learning
- Increase access and ensure it is equitable within the state
- Goal to increase student employment and future education and training opportunities

Key features—Policy

- Rule changes in resource allocation and sharing
- RFP changes to address VLSD and equitable access
- Create a statewide broadband provider
- Establish state virtual learning coordinator and VLSD standards
- Allow greater flexibility in assessment and attendance requirements
Common Program and People Features for New Horizons in VLSD –Session 1

Key Features—Programs

- Revise data system to allow student tracking and data monitoring
- Provide professional development and technical assistance to teachers
- Develop digital literacy framework
- Develop curricular resources

Key Features—People

- Flexibly delivery models tied to student skills and levels
- Ensure equitable student access to technology and supportive services
- Ensure student understanding of program’s technology used in instruction
- Leverage technology-skilled staff to provide quality instruction
Reflections on Features for New Horizons in VLSD: Cross-Cutting Themes – Session 1

Communication
• Engage and obtain buy in from local staff
• Identify what works and identify areas in need of technical assistance

Ensure uniform access to technology and delivery approaches
• Expand service to underserved areas
• Central state coordination

Use Data
• For needs assessment of programs and staff
• To track students and monitor progress

Flexibility
• To adjust policy and professional development needs
• To adapt instruction to meet to student needs, specific to student levels
Common Vision and Policy Features for New Horizons in VLSD –Session 2

Vision Statements

• Offer a wide range of options for blended and distance learning
• Create universal access and ensure it is equitable within the state
• Reflect goals of adult education to increase student skills, employment and future education and training opportunities
• Create a flexible, student-centered, data driven system supportive of teachers and learners

Key features—Policy

• Develop state data policy to create uniform requirements for instructional quality, digital literacy, participation and reporting of VL participants, instructional and software resources
• Establish a state platform for VLSD and state branding for VLSD
• Offer funding incentives and special funding for VLSD
• Allow greater flexibility in assessment and attendance requirements and reporting
Common Program and People Features for New Horizons in VLSD –Session 2

Key Features—Programs

- Develop new data elements and metrics for evaluating VLSD use and effectiveness, including measures for digital literacy
- Include VLSD in program continuous improvement plans
- Provide robust, flexible professional development and technical assistance programs
- Offer hardware and software to students to ensure equitable access
- Expand VLSD to IET programs

Key Features—People

- Provide a wide range of blend and virtual approaches, tailored to student needs
- Include learners’ voices in programing through student surveys and communication
- Improve student digital literacy and understanding of program’s technology used in instruction
- Expand support services, including career navigators, for VL students
Reflections on Features for New Horizons in VLSD: Cross-Cutting Themes –Session 2

Communication
- Engage and obtain buy in from local staff
- Identify what works and to identify areas in need of technical assistance

Ensure uniform access to technology and delivery approaches
- Expand service to underserved areas
- Central state coordination

Use Data
- Develop new metrics and measures of digital literacy to identify what works
- Pilot test different approaches to identify effective approaches
- Track student instruction, participation time and monitor enrollment and progress

Flexibility
- To adjust policy and professional development needs
- To adapt instruction to meet to student needs, specific to student levels
Key Takeaways

• What is a key takeaway or reflection on defining and implementing your new horizon for virtual learning and service delivery?

• What data points do you think will be most beneficial in helping you reach your new horizon?
Day 3 Wrap-Up
NRS Training Evaluation

• Please complete your evaluation for today

• We use this information to inform our training and future resources and support we provide to states

Day 3 Evaluation: https://www.surveymonkey.com/r/ZSFVZL3
New NRS Resources Now Available

- **NRS Tips on Measuring MSG for Workplace Literacy and IET Participants**
  A guide for measure MSG Types 3, 4 and 5 for reporting for these participants in Table 4

- **NRS Foundations Toolkit**
  A guided search tool for identifying NRS resources by topic

- **NRS Podcast**
  The history and speculation on the future of the NRS
  Additional podcasts later this year
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THANK YOU