



NEW HORIZONS

Virtual Learning & Service Delivery in Adult Education

LIVE VIRTUAL SESSIONS

Session 1

July 12 – 14, 2021

12 – 4pm

Eastern Time

Session 2

July 19 – 21, 2021

10am – 2pm

Eastern Time



NATIONAL
REPORTING SYSTEM
for Adult Education

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Workbook Description

This workbook is designed to help states evaluate their approach to virtual learning and service delivery (VLSD). Using the workbook as a guide during the live workshop session, in combination with your pre-session preparation, Moodle activities, and the New Horizons for VLSD Critical Questions and Related Data Framework, your state team will develop a vision and features that will help guide the planning, implementation, programming, and capacity building of VLSD in adult education in the coming years—your new horizon.

The Workshop

The live virtual workshop will provide the foundation for your vision and implementation of VLSD in your state. After drawing from your state data, the workshop will help you and your state team accomplish the following:

- Support distance learning and virtual service delivery through the exploration of data.
- Identify the pre–coronavirus disease 2019 (COVID-19) and current VLSD landscape.
- Use data to understand challenges and develop strategies to support your future vision.
- Learn about other VLSD approaches from subject matter experts.
- Refine an action-oriented checklist to help guide your VLSD vision and implementation in your state.

Part I: Steps Toward Your New Horizons

To develop your new horizon for VLSD, this workshop will lead you through the following four critical steps.

1. Identify your VLSD landscape.

- Complete pre-session work.
- Review and answer the three critical questions about the past, present, and future:
 - » Where were you with VLSD?
 - » Where are you now?
 - » What is your new horizon?
- Consider the three “Ps” (people, programs, and policy) and related guiding questions and data sources or needs:
 - » People: learners/students, partners, and others who are directly impacted
 - » Programs: local providers, program structures and content, and desired program outcomes
 - » Policy: mandates, legislation, partner agreements, and so forth, that impact the governance of adult education

2. Draft a new horizon vision statement for VLSD.

- Use a Strengths, Weakness, Opportunities, and Threats (SWOT) review to help refine your vision statement or a Plan-Do-Check-Act (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.

3. Review and revise your vision statement.

4. Identify and prioritize the key features in your VLSD new horizon.

- a. Use the New Horizons Features List.

Part II: Critical Questions and Related Data Framework

In this section, you will draw from the New Horizons for VLSD: Critical Questions and Related Data Framework (Appendix A, p. 16) and (a) answer three critical questions about the past, present, and future of VLSD in your state; (b) review a local and state example highlighting the importance of applying critical questions; and (c) engage in a peer-to-peer exchange using your presession responses.

Activity: Critical Questions

When answering these questions, consider how the three Ps influence VLSD in your state. In addition, consider any environmental factors.

1. Where were you with VLSD before COVID-19?

Consider using a time frame to help answer this question.

2. Where are you now post–COVID-19?

Identify internal and external impacts, and identify resources that are missing or in use.

3. What is your new horizon?

Determine how far ahead you want to look, consider levels of integration (e.g., full or supplemental part of your service delivery), and anticipate changes from your current situation.

Local Scenario: New Beginnings Adult School

<p>New Beginnings Adult School</p> <ul style="list-style-type: none"> • 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. 	<p>Applying critical questions revealed:</p> <ul style="list-style-type: none"> • Three teachers with prior experience teaching Adult Basic Education (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): <ul style="list-style-type: none"> – Experienced peers leading transition and mentoring colleagues – Virtual orientation and assessment – Virtual professional development
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State Scenario: Arcadia

<p>Arcadia</p> <ul style="list-style-type: none"> • Three urban centers and large rural areas with an 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 will move to virtual and blended learning for English as a second language (ESL) students. • State enrollment for virtual classes was low, with <1,000 students. • All in-person classes were halted abruptly because of the pandemic. 	<p>Applying critical questions revealed:</p> <ul style="list-style-type: none"> • Quick adaptability across the state in transitioning to VLSD <ul style="list-style-type: none"> – 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 measurable skill gain (MSG) improved for ESL distance learners: <ul style="list-style-type: none"> – 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
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Please note: See Appendix B (p.21) for the full local and state scenario.

Activity: Peer-to-Peer Exchange

Using your pre-session responses, each person in your group will share the following:

1. Brief description of what you currently do for VLSD
2. One lesson learned or success from the past year regarding VLSD

3. What the 3-year data review revealed:
 - a. What data did you review (e.g., National Reporting System [NRS], local, partner data)?
 - b. What data did you wish you had to review?
4. One of the three Ps you would like to address in your new horizon:
 - a. People: learners/students, partners, and others who are directly impacted
 - b. Programs: local providers, program structures and content, and desired program outcomes
 - c. Policy: mandates, legislation, partner agreements, and so forth, that impact the governance of adult education

You may record your responses below.

1. Current description of your VLSD

2. One lesson learned or success from the past year

3. What the 3-year data review revealed/looks like

4. One of the three Ps you would like to address in your new horizon

Part III: Cloudy to Clear Horizon: Targeted Steps for a Clear VLSD Vision

Now that you have applied your critical questions, it is time to work on your new horizon vision statement. In this section, you will use a SWOT to help refine your vision statement or a PDCA approach to refine implementation activities that support your vision statement.

Targeted Approach: SWOT in Relation to VLSD

<p>Strengths (magnify) Internal, positive aspects of the VLSD program within your control</p> <ul style="list-style-type: none"> • Low instructor/educator turnover • Increased student/learner retention 	<p>Weaknesses (minimize) Internal shortcomings of the VLSD program within your control</p> <ul style="list-style-type: none"> • Instructor/educator digital literacy varies.
<p>What data tell us this?</p>	
<p>Opportunities (leverage) External, within your control, could help VLSD program</p> <ul style="list-style-type: none"> • Employers reopening with increased demand for credentialed workers • Virtual service delivery approved for contact hours during COVID-19 	<p>Threats (avert) External, beyond your control, could hurt VLSD program</p> <ul style="list-style-type: none"> • Digital divide with learners and some providers (outdated technology, lack of broadband access, etc.)

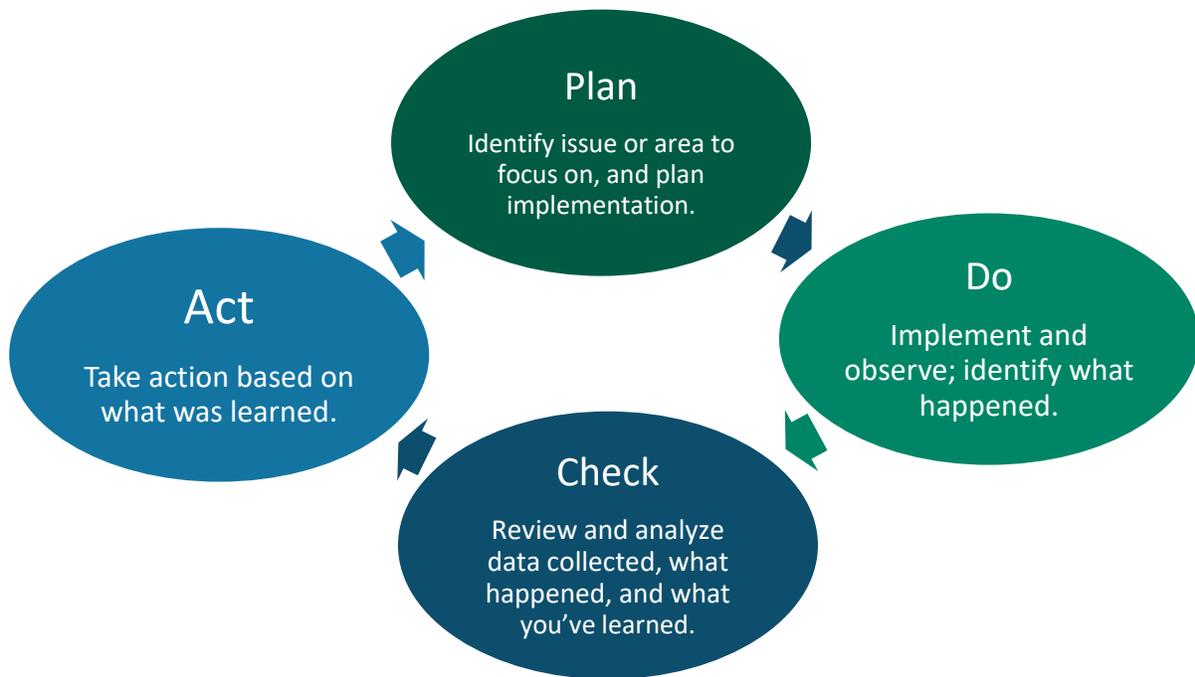
S.W.O.T. in Relation to Virtual Learning and Service Delivery

<p>Strengths (magnify)</p> <ul style="list-style-type: none"> • Low instructor/educator turnover • Increased student/learner retention 	<p>Weaknesses (minimize)</p> <ul style="list-style-type: none"> • Instructor/educator digital literacy varies.
<p>Opportunities (leverage)</p> <ul style="list-style-type: none"> • Employers reopening with increased demand for credentialed workers • Virtual service delivery approved for contact hours during COVID-19 • Supports states' digital literacy goals 	<p>Threats (avert)</p> <ul style="list-style-type: none"> • Digital divide with learners and some providers (outdated technology, lack of broadband access, etc.) • Influx of proprietary schools providing the same services traditionally delivered by adult education providers

S.W.O.T. Practice Template

Strengths (magnify)	Weaknesses (minimize)
What data tell us this?	
Opportunities (leverage)	Threats (avert)

Targeted Approach: Plan, Do, Check, Act (PDCA)



PDCA Example: Student/Learner Orientation

<p>Plan</p> <p>Identify the issue, area, or activity, and plan steps to implement:</p> <ul style="list-style-type: none"> • 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. 	<p>Do</p> <p>Implement:</p> <ol style="list-style-type: none"> 1. We will offer a daytime virtual orientation option (lunch) and an evening option. 2. We will review participation data every 2 months to see if there is a notable change in participant orientation. 3. We will try this for 6 months. <p>What did you observe? What actually happened?</p> <ul style="list-style-type: none"> • More students attended. • Fewer questions were asked in the virtual orientation. • We received more pre-tests, but x% were incomplete.
<p>Check</p> <p>What were the results? Did you meet your measurement goal? What did you learn?</p> <ul style="list-style-type: none"> • More students were retained from orientation to actual enrollment and course participation. • Although there was an increase in pre-test participation, only X% of pre-tests were fully completed. 	<p>Act</p> <p>What modifications will you make based on what you learned?</p> <p>What did you conclude from this cycle?</p>

PDCA Practice Template

<p>Plan</p> <p>Identify the issue, area, or activity, and plan steps to implement:</p>	<p>Do</p> <p>Implement:</p>
<p>Check</p> <p>What were the results? Did you meet your measurement goal? What did you learn?</p>	<p>Act</p> <p>What modifications will you make based on what you learned?</p> <p>What did you conclude from this cycle?</p>

State Team 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.

Part IV: NRS VLSD Strategy Hunt

In this section, you will consider how you might adapt a strategy for your state adult education program or a specific local context.

Activity: Strategy Hunt

What resonated with you from our panel of experts and conversations with other adult education professionals throughout the training? How do you think it will inform your new horizon vision and related elements for virtual learning? Based on what you have heard throughout the training, what are some strategies you might use to do the following?

1. Update your new horizon vision and timeline.
2. Develop and augment new VLSD program features.
3. Implement program features.
4. Monitor and assess your VLSD program.

Instructions

The following are some common challenges, which, depending on your new horizon, may be mitigated by strategies you overhear. Use the space to note strategies for the specific challenges listed. In addition, note any other strategies that may be of interest because of their relevance to your program now or your new horizon vision.

✓	Strategies Identified Related to PEOPLE: <i>Learners/students, partners, and others who are directly impacted</i>
	Learner Engagement (recruitment and retention):
	Enhancing Social Presence:
	Ensuring Student Readiness:
	Feedback (to and from participants):

✓ Strategies Identified Related to PROGRAM: <i>Local providers, staff, program structures and content, and desired program outcomes</i>
MSG and Assessment:
Instructional Strategies and Standards:
Instructor Preparation:
Use of Multimedia and Devices:

✓ Strategies Identified Related to POLICY: <i>Mandates, legislation, partner agreements, and other items that impact the governance of adult education in your state</i>
Quality in Data Collection:
Data Reporting Requirements:
Program Funding:
Grant Requirements:

✓	Strategies Identified (OTHER):

Notes about follow-up:

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Part V: Strategy and Innovation Brainstorm Activity

Now that you have successfully hunted for strategies, it is time to identify what potential strategies and innovations to incorporate into your new horizon.

Questions to Consider

1. What are the biggest roadblocks to implementing your vision?
2. Are there any practices in place that are no longer effective?
3. What practices have been successful or promising enough that you want to retain or expand them?
4. How will you measure progress?

Activity: Breakout Rooms

In your breakout rooms:

1. Identify and describe at least two strategies or innovative features you or others could incorporate into your new horizon for VLSD.
2. Discuss how these strategies or features impact your program and data.
3. Discuss how these strategies or features align with your new horizon vision statement.

What are two strategies or innovative features?

Strategy/Feature 1:

Strategy/Feature 2:

How do these strategies or features impact your program and data?

How do these strategies or features align with your new horizon vision statement?

Part VI: New Horizons Features List

Now that you have potential strategies to accompany your vision statement, it is time to use the New Horizons Features List to identify and prioritize key features of your VLSD.

1. List revised vision statement.
2. Identify 10 key features critical to meeting your vision:
 - a. Which of the three Ps are impacted by this feature?
 - b. How does the feature benefit your vision and/or overall program goals?
3. Prioritize the top three features.
4. Reflect and make notes on the anticipated environment and challenges, as well as potential solutions to address those that are within your control.
5. Reflect on data.

Examples of features and related domain:

1. Instructor-employer-student relationships (people)
2. Remote tutoring and career services support (programs)
3. Virtual students have access to same classes as in-person students (policy).

A. State your vision for your VLSD:

B. List 10 features for your VLSD program that are critical to meeting your vision.

Succinctly name the feature and describe its benefits/value and to whom. Take into account which features are nice to have and which features you need to have. Indicate any of the three Ps that the feature will positively impact. Aim for at least one feature for each of the three Ps.

	VLSD Program Features				
	What is the feature?	What is its value and to whom?	Domain(s) Positively Impacted by Feature		
			People ✓	Program ✓	Policy ✓
1					
2					
3					

	VLSD Program Features				
	What is the feature?	What is its value and to whom?	Domain(s) Positively Impacted by Feature		
			People ✓	Program ✓	Policy ✓
4					
5					
6					
7					
8					
9					
10					

C. In your features list, highlight your top three priorities for feature development over the next year.

Consider the resources available to develop the feature and time needed to deploy.

D. Reflect on the features list.

Make notes on the anticipated environment in which you would develop and deploy these features over the next year and any potential challenges and solutions related to your new horizon.

E. Reflect on data.

Consider, review, or capture data to help identify the value of your features and/or achievement toward your new horizon.

Offline Assignment

- As a state team, complete your New Horizons Features Checklist.
- Post the checklist on Moodle.
- 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

Part VII: Round Robin State Presentations

In this section, you will present your vision for your new horizon VLSD to other states, including reflection on top features for one of the three Ps; environmental and challenge considerations and potential solutions; and one or more data points that will indicate success toward your new horizon. Audience states will elicit feedback for you to consider.

Questions to Consider

1. Does the vision align with where the state wants to go?
2. Does the vision align with other state adult education goals?
3. Can the vision be realistically achieved?

Activity: Round Robin State Presentations

Round 1

1. Each state will have 3–5 minutes to present.
2. Participants should write down their questions and/or feedback.
3. After every state has presented, there will be 10–12 minutes for Q&A, feedback, and discussion.
4. A 2-minute warning will appear to let you know when it is time to switch breakout rooms.

Round 2

1. Each state will be rotated into a new breakout room with new states.
2. Repeat the process from Round 1.

Record feedback from other states below.

Part VIII: Key Takeaways

In this section, you will consider key takeaways on how to define and implement your new horizon for VLSD and what data points will be most beneficial.

Questions to Consider

1. What is a key takeaway or reflection on defining and implementing your new horizon for VLSD?
2. What data points do you think will be most beneficial in helping you reach your new horizon?

Key takeaways and reflections

Data points

Appendix A: New Horizons for VLSD – Critical Questions and Related Data Framework

This resource is provided as a guide to state adult education teams to help assess their virtual learning and service delivery (VLSD) landscape. The responses will help to guide the future vision and integration of VLSD of the overall adult education structure.

The **three critical questions**—Where were you? Where are you now? and Where do you want to be?—assist in understanding how past and present practices can inform future practices.

The **three domains**—people, programs, and policy—refer to the key areas that are integral to and informed and impacted by your adult education services. They are broadly categorized as follows:

1. People: learners/students, partners, and others who are directly impacted
2. Programs: local providers, staff, program structures and content, and desired program outcomes
3. Policy: mandates, legislation, partner agreements, and other items that impact the governance of adult education in your state

The **guiding questions** and the related responses for your programs and state are examples to help answer and form a more comprehensive snapshot of the critical questions. Not every question that a state may want to consider is listed, and states should add their own if needed.

The **data sources and information needed** describe where to obtain information and data to aid in addressing the guiding questions. Not all data sources may be available, and they may need to be developed for new horizons.

Environmental factors are factors that may have influenced your program and services (e.g., funding availability, pandemics and other natural impacts, conversions to new technology systems by the state). They represent what was happening in the environment at the time. Future predictions include what environmental impacts or overall environment you anticipate.

Critical Questions	Domain	Guiding Questions	Data Sources and Information Needed
Where were you?	People	<ul style="list-style-type: none"> • How many distance learning participants did we have? • What were their demographics and other characteristics? • How long did they participate in the program? • How did participants benefit from virtual services? 	<ul style="list-style-type: none"> • National Reporting Service (NRS) data on enrollment, measurable skills gains (MSG), and distance learners • Anecdotal information from participants, teachers, and staff • Data from other education and partner state databases
	Programs	<ul style="list-style-type: none"> • What software and approaches were used? • How widespread was use and implementation? • How comfortable and trained were teachers in providing virtual instruction? • What data were required to show participation and outcomes? 	<ul style="list-style-type: none"> • State administrative data • Reports from providers on software and curricula • Teacher professional development records • Observations
	Policy	<ul style="list-style-type: none"> • What policies did we have for distance learning? • Were policies or requirements reflected in local service grants? • How was virtual service delivery funded? • What were policies for reporting? What data were required? 	<ul style="list-style-type: none"> • State distance learning policy • State grant request for proposals (RFP) documents • State policy documents on technology and distance learning
Environmental factors			

Critical Questions	Domain	Guiding Questions	Data Sources and Information Needed
Where are you now? (coronavirus disease 2019 [COVID-19] impacts)	People	<ul style="list-style-type: none"> • How did our participant numbers and characteristics change? • Did our relationships with partner agencies change? 	<ul style="list-style-type: none"> • Trend data from prior years • NRS data on enrollment, MSG, and distance learners • Anecdotal information from participants, teachers, and staff • Data from other education and partner state databases
	Programs	<ul style="list-style-type: none"> • What challenges did providers have, and how were they met? What worked, and what did not work? • What professional development needs were revealed? • What were the technology and hardware challenges? • Did we work with partner agencies to provide virtual service? 	<ul style="list-style-type: none"> • NRS and state administrative data • Reports from providers on software and curricula • Teacher professional development records • Observations • Student evaluations
	Policy	<ul style="list-style-type: none"> • How did we change our distance education policies? • What adaptations were made to policy? • What funding challenges arose? 	<ul style="list-style-type: none"> • State directives on COVID-19 and virtual instruction • Revised policies • Changes to state grant agreements and requirements • Revised and additional funding and requirements
Environmental factors			

Critical Questions	Domain	Guiding Questions	Data Sources and Information Needed
What are your new horizons?	People	<ul style="list-style-type: none"> • How many participants will receive virtual service delivery, including blended learners? • Will virtual service delivery be needed and available for all students or targeted to subgroups? • What type of students will be targeted? What are the characteristics of these participants? • How will participants demonstrate success in virtual instruction (retention, outcomes)? 	<ul style="list-style-type: none"> • Determine and establish any new reports and indicators for distance learners (e.g., through desk monitoring, dashboards, periodic reports) • NRS data on enrollment, MSG, and distance learners • Anecdotal information from participants, teachers, and staff • Data from other education and partner state databases
	Programs	<ul style="list-style-type: none"> • What mix of virtual and in-person services do we want? • What additional resources do we need? • What instructional software and approach should we have? • What approach will we take to design virtual service delivery? • What are our professional development needs to achieve our plans and goals? 	<ul style="list-style-type: none"> • NRS and state administrative data to track goals • Evaluation of virtual software and curricula • Records of teacher professional development in virtual service delivery • Observations and discussions with teachers and staff • Student evaluations

Critical Questions	Domain	Guiding Questions	Data Sources and Information Needed
	Policy	<ul style="list-style-type: none"> • Do we want to make virtual service delivery widespread or targeted? • What stakeholders should we consult in developing policy? • Will we change grant requirements to include enrollment in each type of service? How can state policies support a new approach to virtual service delivery? • What funding do we need, and how will we distribute funds to local providers? • What standards will we use to ensure instructional quality? • Should we revise data requirements? • What agreements do we need with partners? 	<ul style="list-style-type: none"> • State instructional policy • Distance learning policy • Grant and RFP requirements
Environmental factors			

Appendix B: Full Local and State Scenarios From Part II

Hypothetical Local Program Scenario

Before the pandemic, the New Beginnings Adult School offered all its courses through either face-to-face or a self-study model. In March 2020, the state abruptly closed all face-to-face classes, and the school informed students that classes would be suspended for 2 weeks. The program director felt unprepared because, initially, the only way to conduct a staff meeting was by a conference call line, which is something the program had never done before. The meeting did not go as well as the program director expected. With the help from the state, she quickly learned about a virtual meeting platform and held a second meeting. She then learned that three teachers had prior experience teaching ABE using a blended learning model. During the meeting, the staff also identified their needs to get going again with their instruction—instructional software and professional development on how to use it and to develop a way to continue orientation and assessment virtually. The three experienced teachers helped the program transition to distance-learning mode in 2 weeks by identifying software and providing training to teachers via virtual meetings. Each of the teachers mentored 7 to 10 teachers. Students were contacted and informed of the new procedures, and about half of them resumed online. Teachers continued to have monthly virtual meetings to discuss best practices and share tech tools. The program resumed intake through its website, although few new students enrolled during the remainder of the year.

Instruction continued through the 2020–21 year, but the program plans to resume face-to-face instruction in the fall. However, the program staff is discussing whether to continue virtual learning at some level, for at least some students and classes. It is also considering additional software, professional development needs, and potential changes to intake and student support to accommodate VLSD.

Hypothetical State Scenario

Arcadia, a medium-size state with three urban centers and large rural areas, has had an average of about 10,000 adult education participants over the last several years. About 15 years ago, the state implemented distance learning in some of its rural programs because there was low enrollment in these areas, largely due to the long distances between instructional sites. The virtual instruction was at the adult secondary level to support students seeking to obtain a high school credential, and about 100 students annually received virtual instruction. Over the years, a few more rural programs added a virtual learning option, and as technology improved, some programs in the state’s urban areas also adopted the approach, including providing virtual and blended learning approaches, focusing on ESL students. State enrollment in virtual learning remained low, however, with less than 1,000 students.

When the pandemic hit and all in-person classes were halted abruptly, the state director held several virtual meetings with local program directors to develop a virtual service delivery strategy. The state director asked each program to develop a plan to identify VLSD approaches and software and professional development needs. Leveraging their knowledge from experience, the state supported development of virtual approaches, including intake and assessment. Virtual teaching continued

through the current year. Initially, the state saw an almost 40% decline in enrollment, but enrollment improved as the year progressed.

Beginning in the fall, the state will reinstate in-person classes. However, many programs reported positive reactions to virtual service delivery, chiefly that the flexibility of distance learning has greatly benefited their students. For example, retention and MSG improved for ESL distance learners because it gave them the opportunity to practice English on their own when unable to attend in person. The popularity of virtual classes increased over time, and several programs were able to restore their enrollment to the pre-pandemic levels. Some programs reported that students who had started and stopped their program over the years because of work and childcare scheduling conflicts were better able to participate and keep up in their ESL classes because they could view recordings of class meetings they had missed and follow the classwork online. The state director has established a task force to develop options to continue virtual learning. In addition to identifying recruitment, technology, and professional development needs, the task force plan will address barriers to implementation, including uneven internet and technology access across the state, how to provide intake and assessment approaches to virtual learners, and ways to identify and provide support services to virtual learners.

Appendix C: Glossary of Terms

Distance education—In the NRS, distance education is defined as formal learning activity in which students and instructors are separated by geography, time, or both for the majority of the instructional period. Local programs can deliver distance learning materials through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, email, or online technologies and software.

Virtual learning and service delivery (VLSD)—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.

Blended learning—An education approach that blends online educational activities with classroom-based methods.

Feature—A characteristic or function of your program—something your program has or does—that has one or more specific benefits and delivers a unique value to your learners and other program stakeholders. Your program’s features may also differentiate yours from other programs.

Appendix D: Resources

1. California Department of Education and California Adult Literacy Professional Development Project (CALPRO) of the American Institutes for Research. (April 2021). Increasing engagement and student persistence through distance- and-blended-learning models: What the research says and which practices work. <http://calpro-online.org/documents/CALPRO-Research-Brief-15-508.pdf>
2. EdTech Center. (n.d.). Transforming distance education course. <https://edtech.worlded.org/transforming-distance-education/>
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