


**Data Collection and Entry: Distance Learning**

September 15, 2020



9/15/2020 1

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**Agenda**

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



9/15/2020 2

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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



9/15/2020 3

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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



9/15/2020

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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



9/15/2020

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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



9/15/2020

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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



9/15/2020

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### ▶ Questions



9/15/2020

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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](http://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.*



9/15/2020

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