

Distance Learning During the Pandemic: Understanding Performance Assessment and Reporting

Cheryl L. Keenan, Director
Division of Adult Education and Literacy
Office of Career, Technical, and Adult Education

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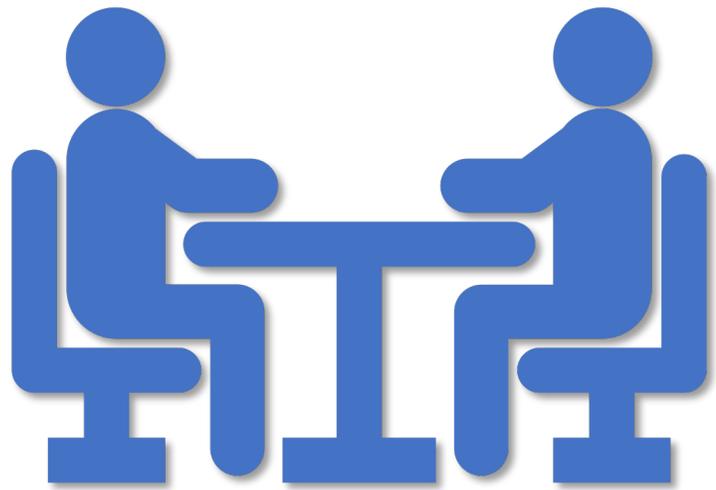
Joining Today

Jay LeMaster

Branch Chief for Accountability

Division of Adult Education and Literacy
Office of Career, Technical, and Adult Education
U.S. Department of Education





Please use the chat box.

**Tell us where you are and
whether you are listening
with a virtual group.**

Status of Adult Education during the Pandemic

What one word or phrase would you use to describe your current state of mind about your program or your teaching?

If you asked your students the same, what do you think they would say?

What we will cover

- Review foundational information about performance requirements and State assessment policies.
- Provide information on distance learning reporting requirements.
- Provide COVID-19 clarifications and flexibilities in expanding distance learning.



The Foundation

6 Primary Indicators of Performance

- **Employment Q2 after exit**
- **Employment Q4 after exit**
- **Median Earnings Q2 after exit**
- **Credential attainment**
- **Measurable Skill Gain**
- **Effectiveness in Serving Employers**



Understanding MSG under WIOA

Measurable Skill Gain

**Educational
functioning
level**

**High school
completion**

Transcript

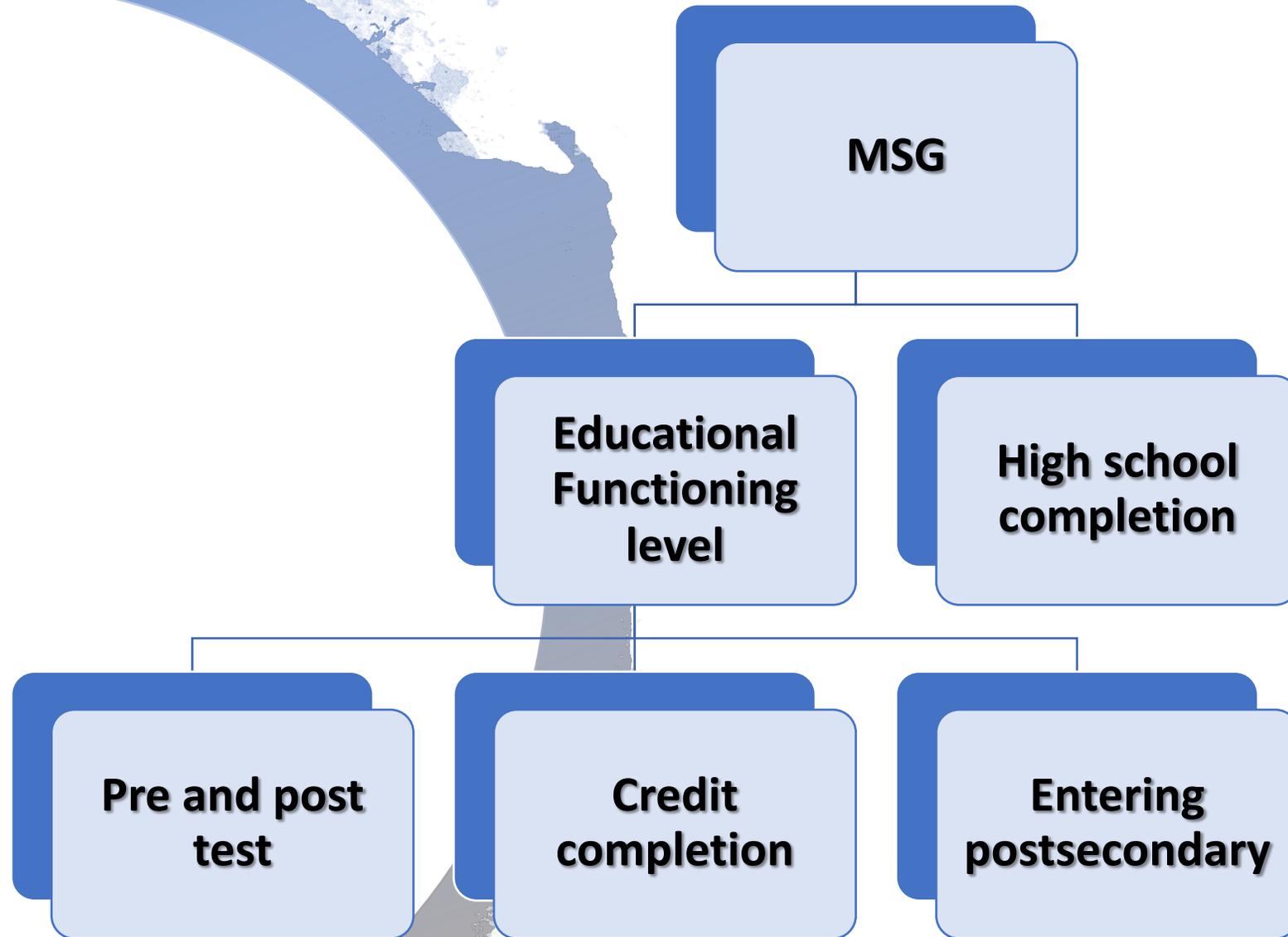
**Progress
report**

**Occupational
test**

Educational Functioning Level Options

Programs may measure skill gains through educational functioning level option by:

- Comparing initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
- Awarding of credits or Carnegie units for States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent; or
- Enrolling in postsecondary education and training during the program year if the participant exits a program below the postsecondary level.



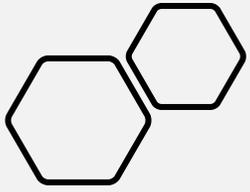
How to Measure Educational Functioning Level (EFL) Gain

34 CFR 462

Regulations at 34 CFR part 462

Process Secretary
uses to approve
tests for measuring
EFL Gain

Process States must
use to measure EFL
gain using the
assessment option.



The Short Story



**OCTAE APPROVES
TESTS FOR USE IN
THE NRS**



**STATES DETERMINE
WHICH TESTS ARE
USED FOR WHAT
AND DEVELOPS A
STATE ASSESSMENT
POLICY**



STATE POLICES VARY



**POLICIES ONLY
GOVERN HOW A
STUDENT IS PLACED
IN AN EFL AND
MOVES TO ANOTHER
EFL USING AN NRS
APPROVED TEST**



**THE REGULATIONS
APPLY ONLY TO THE
PRE-POST TEST
OPTION UNDER MSG
BY EFL GAIN**



The Pivot to Distance Education



Please tell us your biggest challenges in the chat box.

What are your biggest challenges in delivering adult education at a distance?





Questions

What if we can't do face to face testing?

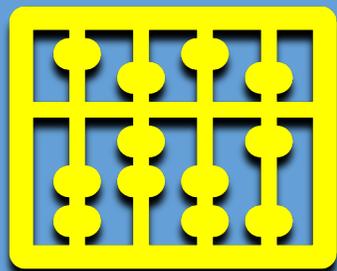
How do we report hours?

Can we enroll new students?

How can we report distance students without a pretest?

How can we measure skill gains outcomes without a test?

COVID-19 Effect on Performance



PY 2019

July 1, 2019 –June 30, 2020

No performance calculations are scheduled for PY 2019 data and no penalties will be applied for missed performance targets.

PY 2020

July 1, 2020 –June 30, 2021

For PY 2020 data, Departments will closely monitor the impact of COVID-19 and the related national emergency upon grantee performance and service delivery and will ensure objectively fair performance assessments.

Assessment During the Pandemic

- A State may revise its assessment policy to allow testing exemptions to students in distance education who cannot be tested with an NRS-approved test.
- OCTAE encourages States to examine their own State-imposed policies that may impact local providers to determine if those policies should be modified during the COVID-19 pandemic.

Reporting Distance Hours

- [NRS Tips: Adult Education Participants in Distance Education](#) (NRS Tips)
- States may, but are not required to, report in the National Reporting System (NRS) the time that participants spent on distance learning activities.
- The [NRS Tips](#) help States that record distance learning hours by providing options for reporting “proxy hours” rather than classroom instructional hours. The NRS Tips are available at <https://nrsweb.org/sites/default/files/DistanceEdTipSheet-508.pdf>.

The 12-Hour Rule

A “participant” is defined as an individual who completes 12 or more hours of instruction.

Intake, orientation, and assessment time may be counted towards the initial 12-hours of instruction.

For distance students, the initial 12-hours may be telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable.

The initial 12-hours should be documented regardless of the State’s policy on reporting hours.

Two Ways to Administer an NRS Approved Test



In Person

At a secured, proctored program site that meets the requirements of the State's assessment policy.

At a Distance

Through virtual proctoring of tests for which the test publisher has established procedures for virtual administration of the test, such as:

- **proper identification of the student**
- **test security**
- **training requirements for test proctors**
- **technology requirements**
- **procedures for retesting should virtual administration of the test be interrupted**

Yes, you can
enroll a new
student
without an
NRS-approved
test providing
that....

- You have determined the individual is eligible.
A State may provide guidance to local providers on how eligibility can be determined or allow a local provider to follow its own procedures for determining eligibility in accordance with the statutory definition.
- You report in the NRS on all participants who have 12 contact hours, regardless of whether an NRS-approved pre-test was administered.
- An NRS-approved pre-test is administered in accordance with the State assessment policy as soon as feasible.

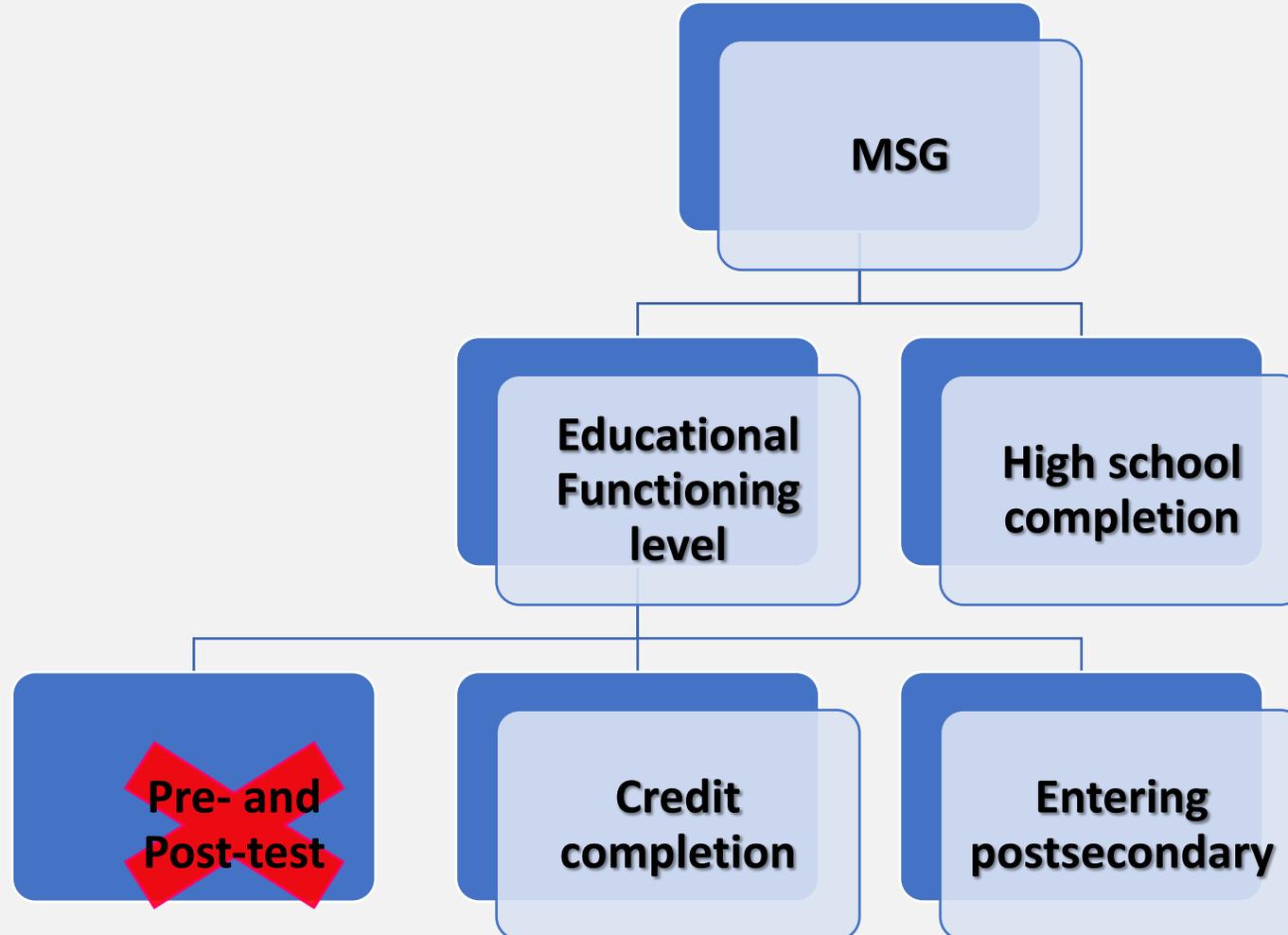
How do I report a student in the NRS that has no NRS- approved pre- test?

- You may use other assessment methods to provisionally assign an EFL for the purpose of placing students into the NRS when an approved NRS test cannot be administered.
- For example, a State may allow informal assessments that are content-driven or performance-driven such as locator tests, criterion referenced tests, or authentic assessments, or a State may choose to include crosswalks between informal assessment benchmarks to EFL levels.
- Local programs must administer NRS-approved pre-tests as soon as feasible and adjust the initial provisional EFL placement based on the pre-test score.

Can a participant achieve a Measurable Skill Gain (MSG) based on a provisionally assigned EFL?

A participant can achieve an MSG using several methods that may be available, even if the participant was provisionally placed in an EFL.

MSG Options for Provisionally Assigned EFL

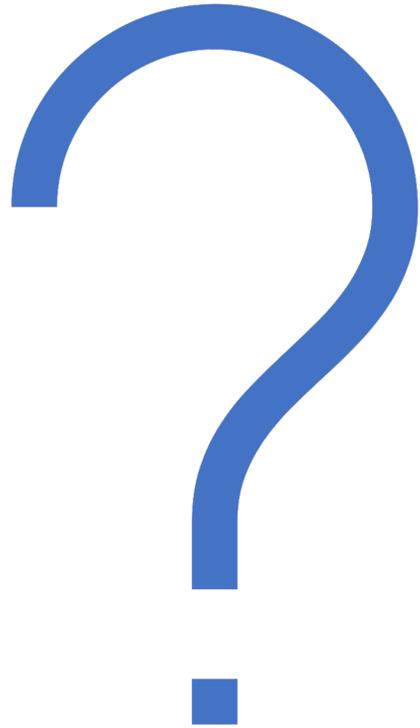


Provisionally Assigned EFLs

- For the pre- and post-test option, a participant cannot achieve an MSG if the participant's EFL placement was provisionally assigned using an informal assessment method.
- MSG can only be achieved if the provisionally-assigned EFL is later adjusted based on an NRS-approved pre-test score.
- The participant may, however, achieve an MSG with a provisionally-assigned EFL under the other methods.

Resources

- [OCTAE PM 20-3 – AEFLA and COVID-19 FAQs \(Part 1\)](#)
- [OCTAE PM 20-4 – AEFLA and COVID-19 FAQs \(Part 2\)](#)
- [OCTAE PM 20-5 AEFLA and COVID-19 FAQs \(Part 3\)](#)
- [NRS Tips: Adult Education Participants in Distance Education](#)
- [LINCS COVID-19 Support for Adult Educators](#)



Please Use Question
Box to Ask a Question