

Meeting the Social Distancing Challenge

Strategies for Adult ESL

Thursday 23 April 2020

Deborah Kennedy

President, National Coalition for Literacy
<https://national-coalition-literacy.org/>



Agenda

- Teaching and learning at a distance
- Assessment, reporting, and guidance from OCTAE
- Federal funding and related initiatives
- Q & A



Teaching and Learning at a Distance



Online Teaching and Learning



Major challenges associated with COVID-19

- Lack of connectivity for adult learners to engage in remote education
- Need for online learning platforms and other supports for remote learning, with associated professional development
- Redesign of many teaching approaches and systems
- State policies on distance learning and equity of access

One bright spot: Where adult learners do have broadband access, the shift to online learning has reduced barriers to participation such as transportation and child care.

Alternative Approaches

- Printed “alternative assignment” packets
- Telephone tutoring
- Community colleges and businesses providing hotspots in parking lots

Importance of staying in touch

Teaching Survey

- Purpose: To understand how teachers and program administrators serving adult basic education, adult secondary, and adult ESOL students have shifted their instruction and programs in response to the COVID19 pandemic.
- Process: SurveyMonkey survey and individual interviews
- Use: The data gathered will be used by adult education stakeholders to better understand capacity and needs in the publicly funded adult education system.
- Coordinator: The EdTech Center @ World Education
- To participate in SurveyMonkey survey, contact Jen Vanek, jen_vanek@worlded.org
- To participate in interviews, contact Carol Clymer, cdc22@psu.edu

Resources for Adult Educators

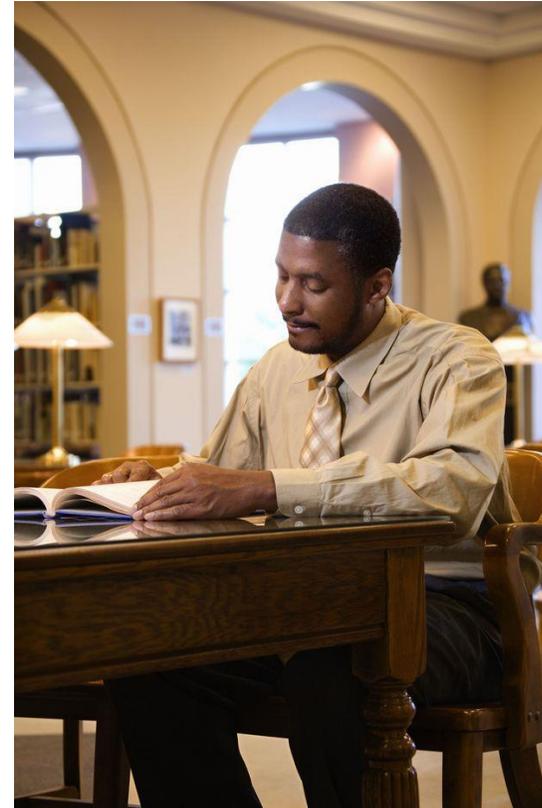
- myTESOL Coronavirus Resources for Teachers
<https://www.tesol.org/coronavirus-resources-for-teachers>
- EdTech Center at World Education Distance Ed Strategy Sessions
<https://edtech.worlded.org/events/edtech-center-distance-learning-strategy-sessions/>
- COVID-19 Support for Adult Educators page on LINCS
https://lincs.ed.gov/state-resources/federal-initiatives/covid-19-support?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- ProLiteracy Resources for Programs and Learners During COVID-19
<https://proliteracy.org/health>

More Resources for Adult Educators

- Outreach and Technical Assistance Network (OTAN) COVID-19 field support
<https://otan.us/resources/covid-19-field-support/>
- Resources for Transitioning to Online Learning
<https://docs.google.com/document/d/1LRfzTKoL49tyFkRdoTq66vhe5H-ID577CSzMxxe4wNg/edit>
- Skilled America podcasts from National Skills Coalition
<https://www.nationalskillscoalition.org/news/blog/listen-to-skilled-america-podcast-episode-5-the-digital-learning-divide>
- AIR Technology for Teaching and Learning resource page
<https://www.air.org/topic/education/technology-teaching-and-learning>



Assessment and Reporting



- CASAS
 - ◆ Currently researching options and developing guidelines for remote test administration
 - ◆ <https://www.casas.org/social-media-newsroom/2020/04/10/update-on-casas-testing-during-the-covid-19-pandemic>
- BEST Plus and BEST Literacy
 - ◆ BEST Plus can be administered virtually. Contact aea@cal.org for guidance.
 - ◆ BEST Literacy cannot be administered virtually.
 - ◆ <http://www.cal.org/aea/>

OCTAE reporting guidance: Memo OCTAE 20-3

- The U.S. Departments of Education and Labor will not make any determinations of performance success or failure based on PY 2019 performance data, submitted by October 1, 2020.
- The Departments will take the effect of the COVID-19 outbreak into consideration in reviewing PY 2019 data. OCTAE encourages State adult education agencies to monitor the effect of the outbreak on performance and address the impacts in its annual narrative report submitted in December 2020.
- States may, but are not required to, report in the National Reporting System (NRS) the time that participants spent on distance learning activities. [see TA Guide for reporting proxy hours]
- <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf>

OCTAE reporting guidance: Memo OCTAE 20-4

- Memo OCTAE 20-4: Flexibility in testing procedures; may revise PY 19 assessment policy
- https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-pm-20-4-covid-faqs-final.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- OCTAE info
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

The Assessment and Reporting Challenge

- “OCTAE encourages State adult education agencies to monitor the effect of the outbreak on performance and address the impacts in its annual narrative report.”
- The NRS reporting system will probably not allow for disaggregation of data in a way that distinguishes pre-covid-19 outcomes from post-covid-19 ones.
- States must determine for themselves how to track the effects on performance – what factors to include, how to connect to covid-19 vs other causes.

Federal Funding and Related Initiatives



CARES Act

- The CARES Act includes the Governor's Emergency Education Relief Fund (GEER), which provides \$3 billion to provide emergency support through grants to LEAs, IHEs and any other education-related entity within the state that the governor deems essential for carrying out emergency education services to students.
- The Adult Education and Family Literacy Act is specifically included in the allowable uses. Two examples of allowable use:
 - ◆ Professional development
 - ◆ Purchase of educational technology (hardware and software)
- Each state's governor is the decision maker on distribution of the funds, so contact with the Governor's Office in each state is essential.
- Send a message to your state's governor using COABE's Educate & Elevate platform: <https://cqrcengage.com/coabe/app/write-a-letter?0&engagementId=507425>

Private Sector Advocacy Initiatives



Education and Training

Campaign to Invest in America's Workforce (CIAW) letter:

- \$15.1 billion for workforce development system overall
- \$1 billion for WIOA Title II (AEFLA)
- <https://www.nationalskillscoalition.org/Campaign-to-Invest-in-Americas-Workforce-Letter-to-Congress.pdf>
- Dear Colleague letters in Senate and House

Digital Inclusion

Leadership Conference on Civil & Human Rights letter:

- \$2-3 billion per month for the duration of the COVID-19 emergency to support access to broadband that is adequate to meet the needs of all low-income and newly unemployed people in the U.S.
- <https://civilrights.org/resource/leadership-conference-letter-affordable-broadband-needed-for-public-health-economic-security/>

Current Activities in Congress



Education and Training

- Dear Colleague letters supporting CIAW request:
 - ◆ House: Representatives Bonamici (D-OR) and Levin (D-MI)
 - ◆ Senate: Senators Merkley (D-OR) and Blumenthal (D-CT)
- UNITE Act in development by Senators Markey (D-MA) and Van Hollen (D-MD)

Digital Inclusion

- CARES Act includes \$50 million for the Digital Equity Act
- <https://www.digitalequityact.org/>

Advocacy Resources

- Blog *COVID-19 shines a spotlight on digital skills: Updates and key questions for advocates and policymakers*. National Skills Coalition.
<https://www.nationalskillscoalition.org/news/blog/covid-19-shines-a-spotlight-on-digital-skills-updates-and-key-questions-for-advocates-and-policymakers?emci=ab6f471f-f483-ea11-a94c-00155d03b1e8&emdi=ea000000-0000-0000-0000-0000000000001&ceid=6424595>
- *State Policy Covid-19 Response Toolkit*. National Skills Coalition.
<https://www.nationalskillscoalition.org/body/State-Policy-Covid-19-Response-Toolkit-1.pdf?emci=c7a0d079-1d83-ea11-a94c-00155d03b1e8&emdi=1fd8ae7f-4183-ea11-a94c-00155d03b1e8&ceid=8071421>

Questions?

Pledge To Be Counted!



Thank You!



Deborah Kennedy



President, National Coalition for Literacy

<https://national-coalition-literacy.org/>

Deborah.kennedy@key-words.us