California Adult Education Digital Learning Guidance
Chapter 5: Adopting Models that Work

Think about:
- What are some key benefits of implementing digital learning in adult education?

Digital Learning Models – Digital learning models, including distance education and blended learning, offer flexible and personalized learning experiences outside traditional classrooms. Blended learning combines in-person and online learning, allowing students to control aspects of their learning. It supports autonomous, self-directed learning and competency-based models. Various models exist for implementing blended learning, such as flipped classrooms, station rotation, lab rotation, individual rotation, and flex models. The HyFlex model provides learners with the choice to participate in-person or online, synchronously, or asynchronously. It emphasizes learner choice, equivalency, reusability of learning materials, and accessibility.

Planning and Implementation – Planning and implementing adult education programs requires compliance with federal and state policies. Various models, such as blended, hybrid, HyFlex, or online learning, must be considered based on program areas and course levels. Barriers to learner participation and successful implementation must be addressed, including access to devices, connectivity, digital literacy skills, and competing demands. Challenges for adult educators include lack of professional development and insufficient time for various tasks. Adequate planning and implementation requires a strong infrastructure with funding, professional development, technical support, and learner support. Collaborative curriculum development and implementation can integrate diverse perspectives. Interoperability, the seamless exchange of data across applications, is crucial for focusing on learning rather than technical issues. Considerations for interoperability include tools' compatibility, digital support for learners, and managing digital identities across multiple accounts.

Reporting Considerations – Accountability is crucial for adult education programs, with funding primarily coming from federal and state levels. Program providers and individual educators must demonstrate program effectiveness through mandated reporting requirements. In California, annual reports must cover data integrity, fiscal reports, professional development plans, technology and distance learning plans, and assessment plans.

NRS (National Reporting System) provides specific definitions for distance education programs and contact hours. Determining participation in online learning environments is complex, involving models like clock time, teacher verification, and learner mastery. Program providers need clear guidelines for proxy contact hours and recording learner participation to meet federal and state requirements

The Workforce Innovation and Opportunity Act (WIOA) adds accountability measures focused on measurable skill gains. Participants can demonstrate skill gains through testing, credit completion, or entering a postsecondary program. Pre- and post-testing can be conducted in person or through virtual proctoring. WIOA funding decisions consider effective technology use, well-trained educators, and high-quality information management systems in adult education programs.

For consideration:
- What are the main challenges faced by educators in planning and implementing digital learning in adult education programs?
- What are the accountability measures and reporting requirements for adult education programs, specifically in relation to federal and state policies, funding, and skill gains?