

Adult Education and Literacy Online Education and Recruitment

Work Group Report 2020



November 2020

Contents

Executive Summary3
 Work Group Membership3
 Work Group Meetings4
Work Group: Online Education Recommendations5
 Online Recommendation One5
 Online Recommendation Two6
 Online Recommendation Three6
 Online Recommendation Four7
 Online Recommendation Five7
Work Group: Recruitment Recommendations9
 Recruitment Recommendation One9
 Recruitment Recommendation Two11
 Recruitment Recommendation Three12
Conclusion13
 Resources, Capacity Development and Sustainability14
Appendix 1: Timeline AEL Online System15
Appendix 2: References and Resources16

Executive Summary

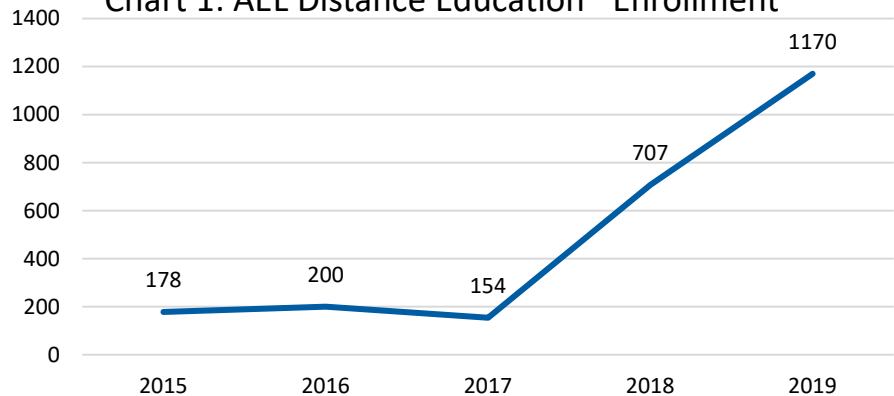
What happened for many adult education and literacy (AEL) providers in Iowa during the pandemic was the reactive integration of technology to maintain opportunities for learning. This response was aptly named “emergency remote teaching” (Hodges et al., 2020). While useful at the time, and certainly the spark for much innovation, such an approach is likely not sustainable. In response to Iowa’s needs, the Iowa Association of Community College Presidents (IACCP) recommended a work group be formed and charged with expanding online learning for AEL in Iowa and explore ways to better recruit participants to the program during and after the pandemic.

Distance education for adult education and literacy federal reporting includes all participants that received at least 51% of their instruction remotely through asynchronous learning, without real-time interaction. This has shown a dramatic increase in the past two years with a 217.8% and 60.4% increase respectively. These numbers do not reflect the percentage of AEL participants, which averages 11,382 over the past 5 years, that might have received supplemental distance education instruction at less than 51%. By increasing the methods of distance education to blend synchronous with asynchronous access and using a common platform with statewide designed curriculum with the ability to share classes across programs as per the recommendations, it is expected that these numbers will continue to grow.

In acknowledgement of ongoing efforts underway within Iowa’s community colleges, these recommendations reinforce the adult education providers work in providing more systemic and technology-rich opportunities for learners to build future ready workplace skills while simultaneously building basic academic skills.

The recommendations and the development of the respective implementation plans will become part of the statewide delivery of AEL services with a planned launch of pilot modules by Spring 2021. However, the Department and AEL providers must work together and learn from one another in developing this shared online system and practice targeted recruitment of potential AEL learners for the full launch to begin Fall 2021.

Chart 1: AEL Distance Education* Enrollment



SOURCE: IDOE, NRS Reporting
 *Distance Education is reported as only those AEL participants that received 51% instruction remotely using an approved vendor product.

Work Group Membership

- | | |
|----------------------|---|
| Chair, Juline Albert | WITCC, VP of Instruction and Student Services |
| Kim Becicka | KCC, VP of Continuing Education and Training Services |
| Kristie Fisher | IVCCD, Chancellor |
| Patti Hanson | NIACC, Dean of Continuing Education |
| Jared Reed | SCC, PACE and Gap Director |
| Scott Schneider | EICCD, Dean of Adult Education |

Abby Underberg ICCC, Director of Adult Education and Literacy
Laurie Wolf IACCT, Legislative Consultant

Iowa Department of Education, Staff Support,
Alex Harris, State Director for Adult Education
Elizabeth Johnson, Education Consultant

Work Group Meetings

The work group meet weekly from August 24 to November 23, 2020 for an hour. The topic for each week is shared below. Recordings and notes from the meetings are available in a shared link included in Appendix 2. A special thank you to the group's members for their participation and the guest presenters that shared their expertise. The work group was able to engage a contractor, Atomic Jolt to offer subject matter expertise with extensive experience designing curriculum focused on literacy instruction and college and career readiness curriculum delivered to culturally and linguistically diverse adults. In addition, collaboration was done with program administrators and instructors to collect feedback on barriers, needs and opportunities which were incorporated into the discussion and recommendations.

- | | |
|--|-----------------------------------|
| Week 1: IDOE and ICCOC | Week 2: Collaboration with an LMS |
| Week 3: Professional Development Needs | Week 4: Connectivity Needs |
| Week 5: Recruitment – Out of School Youth | Week 6: Recruitment - Employers |
| Week 7: Develop Online Recommendations | Week 8: Marketing |
| Week 9: Feedback from Other Stakeholders | Week 10: Evaluate Action Steps |
| Week 11: Develop Recruitment Recommendations | Week 12: Draft Report |
| Week 13: Final Report Accepted | |

Work Group: Online Education Recommendations

Distance, online or remote learning is a named and prioritized initiative spelled out in the federal Workforce Innovation and Opportunities Act (WIOA), which defines allowable programming in federally funded adult education. The Iowa Department of Education is required to provide technical assistance for integrating technology into programs through the following activities: “the development and implementation of technology applications, translation technologies, and distance education, including professional development to support the use of instructional technology”.

Iowa’s fifteen community colleges were chosen and awarded federal funds based on, among other criteria, how well they “effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance”, WIOA, Section 223(a)(2)(B).


Online Recommendation One

Iowa’s AEL Online has a single system for all providers:

- *adopt a single learning management system, Canvas, to deliver online education; and*
- *incorporate a registration and class enrollment process that utilizes Iowa’s participant management system (TopsEnterprise) and include a master calendar of course offerings; and*
- *braid case management and retention strategies for the online delivery through online tools and content design.*

Currently, only a handful of adult education and literacy providers offer limited asynchronous learning course options using a variety of vendor-based learning management systems (LMS) which restricts participant course options, impedes the ability to effectively support students and staff, and discourages community resource sharing. Adopting a single system instance would not only facilitate consistency and community support across Iowa but allow flexibility and independence for each of the adult education providers. Through a statewide initiative a process will be made available for participants to remotely access 100% adult education and literacy services by enrolling and registering at their respective local provider, receive online master courses that are aligned with AEL standards and the ability to graduate with a state issued high school equivalency diploma.

Links between providers will ensure that referrals to connect adult learners with the closest provider and to be able to register for courses with a shared statewide calendar, will reduce waiting lists and maximize resources. By connecting the common LMS to our current participant data system, instructors will be able to know the participants registered for their class and how best to tailor the remote instruction for success. Technology barriers might limit this integration at the beginning, but tools will be developed into the courses that will ensure participant engagement with the capability to flag at risk participants for additional counseling and support services.



A process will be made available for participants to remotely access 100% adult education and literacy services.

-Work Group Online Recommendation

An additional need discussed by the group includes the ability for each AEL provider to maintain flexibility and independence and how online course offerings may impact current face to face offerings. This issue will be addressed by creating a sub-account within the LMS, and through the partnership with the Iowa Community College Online Consortium (ICCO), for each provider and enabling access to add area specific content to the master class templates to address regional demands and the needs of the

participants. Each Community College will continue to offer face to face classes as usual and can use the curriculum the AEL online system offers to provide blended learning or to quickly move to remote learning for short or extended periods of time, providing accessibility for participants that may struggle with attending in person classes.

Online Recommendation Two

Iowa Department of Education will approve and provide master courses for AEL instruction that can be delivered 100% online with local provider customization.

- *Courses must be aligned with Iowa's adult education and literacy standards: College and Career Readiness Standards, English Language Proficiency, and 21st Century Skills; and*
- *Courses will be designed to be instructor driven.*

A series of master courses will be designed to align with AEL standards and built using evidence-based practices for online learning that may include, but are not limited to:

- Enhancing content to be interactive and engaging;
- Cultivating community and support through participant interactions, discussions and group learning;
- Establishing consistency throughout all the courses by standardizing the structure and expectations;
- Regular instructor to participant and participant to participant communication, personalized feedback methods and office hours;
- Providing a paced, but flexible schedule for participants to complete the curriculum; and
- Defining learner outcomes, and other best retention and case management practices.

These courses will have synchronous components to allow instructor involvement and be developed, in partnership with an AEL experienced 3rd party vendor that will serve as Instructional Designers working in tandem with local Subject Area Experts to leverage and enhance existing online content such as, but not limited to, BurlingtonEnglish, the NROC Project, and internally created content. By contracting with a vendor, the Department will be able to dedicate resources to ensure that each course goes through a rigorous teacher focus group to be evaluated and then revised accordingly.

While the timeline for the development of the courses has been shared as Appendix 1, it is important to note that the phases and weeks detailed can occur simultaneously which will allow the piloting of modules in Spring 2021. Other barriers associated with the development of the master courses include ensuring that AEL providers have staff, both experienced and new, that can pick up and use the modules successfully in a realistic timeframe. A potential resolution is to develop leveled professional development courses that include standardized course delivery instructions and best practices that can be released during the content development in Spring 2021 to allow instructors to quickly acclimate and successfully teach the curriculum.

Online Recommendation Three

Iowa's AEL providers will be able to offer instructors and/or course designers, based on their level of delivery and engagement, a series of professional development courses sequenced for providing and developing online learning.

Only a small number of Iowa AEL instructors have experience working in Canvas and using evidence-based strategies to teach fully online classes. The current ICCOC Canvas training course is being refined to target multi-level online teaching experience. This course will continue to be built out and modified to include Iowa's AEL instructor standards, expectations, selected tools and features, participant to instructor feedback and communication, along with best practices for retention and case management.

Through the partnership with ICCOC, monthly webinars and weekly emails will be shared with all of Iowa's AEL online system instructors to support continued evidence-based online learning methods and encourage a strong familiarity with Canvas.

A potential barrier discussed by the work group included providing adequate support for instructors that have little to no technology experience. In the short-term, instructors will go through a four-week training as a cohort. The training components will consist of two synchronous trainings, an online asynchronous Canvas course, a "sandbox" class specifically designed for Canvas skills practice, follow up question and answer sessions, and continued access to trainer support. These training sessions will be recorded and incorporated into the training modules, as new instructors on board they will have access to these materials.

Professional Development will target a multi-level online teaching experience.

-Work Group Online Recommendation

Long-term, in addition to the self-paced and four-week training program, each instructor will be assigned a mentor to address specific needs, questions and abilities. In addition to the mentor, an online system expert will monitor the on demand training program and offer personalized feedback along with continued support. This expertise will be utilized to design future curriculum and continue to expand AEL services and resources for participants in Iowa.

Online Recommendation Four

Iowa's AEL online system needs to ensure a continuous improvement process and planned maintenance, supported by the Department, and funded as needed with AEL federal and state program allocations.

External links change or break new evidence-based strategies for online learning are published the master calendar will require updating Canvas updates and features will change. What will be the process to ensure that the system is updated and who will maintain responsibility? Proposals for contracting, hiring or assigning specific courses to AEL providers across Iowa once the online system is launched is being considered to ensure sustainability. Maintenance and quality assurance protocols will be developed alongside content creation for a smooth transition from launch of the online system to expansion and maintenance.

A potential barrier discussed was how program costs will be allocated for this project. The maintenance could potentially be funded through adding a small fee for 100% online enrollment, a matrix outlining the workloads and participant enrollment could be created then split among the community colleges or another allocation amount from federal and state funding could be awarded to a current provider for maintaining or expanding the course offerings. Examples in other states will be used as consideration, such as the MOlearns operated by the Missouri Department of Elementary and Secondary Education.

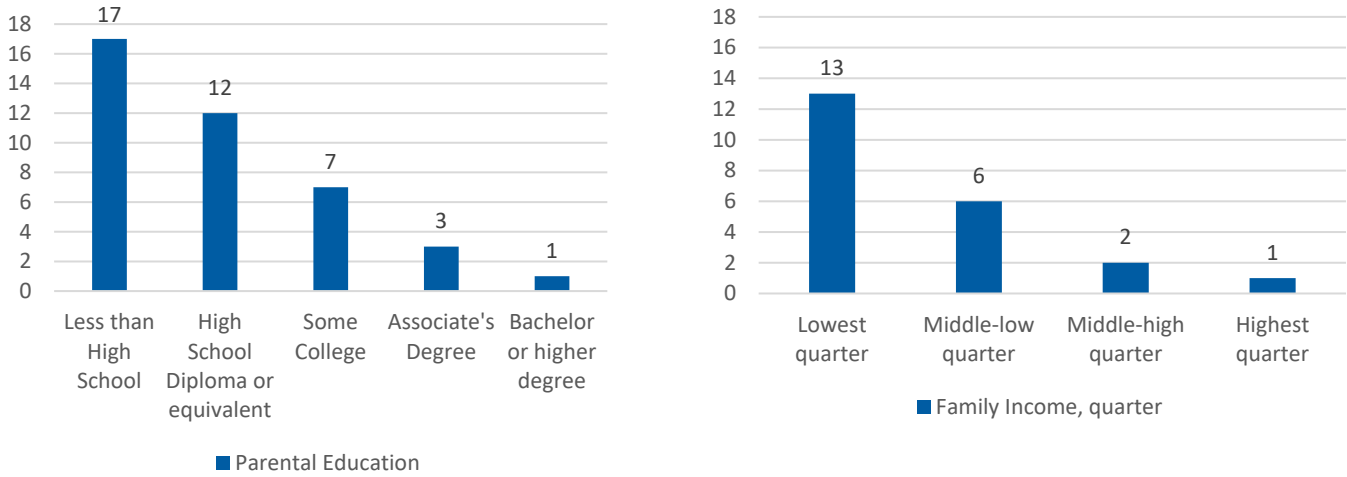
Online Recommendation Five

Iowa's AEL introduces and supports distance education devices for participants through a loan process to access connectivity devices with each provider.

Some participants may be unable to participate in the 100% online program due to lack of access to technology. According to the American Community Survey, Iowa's households with a computer is 87.6% with 78.8% of households with a broadband internet subscription (Quickfacts, V2019). Nationally, it is shown that a higher portion of potential AEL participants, by parental education and family income, are accessing home internet only through a smartphone. Ensuring the continuity of AEL services to the most

vulnerable population and for ALL levels of educational needs was the top barrier (38.5%) identified through survey with the AEL providers conducted by the Department in June 2020.

Chart 2: Percentage of 3- to 18- year-olds who had home internet access only through a smartphone, by Parental Education and Family Income Quarter: 2018



SOURCE: Digest of Education Statistics, 2019

Each of the AEL providers are working to identify the needs of their participants and identify barriers in accessing services. Through the resources made available by the Governor’s 2020 Emergency Education Relief (GEER) fund, providers should be utilizing devices that could be “loaned” out to participants, with established protocols and acceptable use policies. Applications for the use of GEER funds included a request to purchase over 1,500 devices for AEL participants including those in correctional facilities. Examples in other states of loaning devices for adult learning include American Job Centers in northern Michigan that lends Chromebooks and Wi-Fi hotspots and libraries in St. Paul, Minnesota and San Mateo California that lend hotspots to library card holders working on their high school equivalency diploma. The Department will provide examples of protocols and policies to help with lending devices to participants for the community colleges to access.

A potential barrier discussed was how individual participant barriers would be identified. A potential resolution is to identify needs by completing an assessment during the registration process, an advisor would review the needs assessment and coordinate with the instructor to identify connectivity device needs relative to the instruction demands and reach out to the participant.

Work Group: Recruitment Recommendations

To date, forty-three states including Iowa, have set goals for postsecondary credential attainment. This entails setting a target for the number of Iowa residents who should attain such credentials by 2025. For many individuals especially, those who are working adults, single parents, and/or living in rural communities—basic skills, and online learning are a vital “threshold competency” needed to access further training and career opportunities they will need in order to earn family sustaining wages.

Basic skills are both an essential on-ramp to finding and getting a good job and a pathway to future opportunities. These skills, coupled with workplace readiness skills and technology integration, are fast becoming an imperative for displaced workers as job applications, interviews, and employment and career navigation services move online. A majority of Generation Z and Baby Boomer respondents in LinkedIn’s *Opportunity Index 2020* noted that technological change is a barrier to opportunity. And developing these skills through an online adult education curriculum with technology access will be a promising on-ramp in supporting, aligning and scaling greater impact in closing divides if only expanded and targeted recruitment efforts are made at the state and local level.

Recruitment Recommendation One

Establish strategic partnerships for targeted areas of recruitment:

- *Ages - 18-24. Create seamless transition models from K-12 local school districts to adult education and literacy services. These models can include formal referrals, partnering on Regional Planning Partnerships, contracting services and establishing sub-recipients through Memorandum of Understandings.*
- *Employed participants. Engage with local employers to offer basic skill remediation and English Language Proficiency.*

In Iowa, out of school youth (18-24-year-old adults) lacking basics skills will benefit from strategic partnerships with local school districts to ensure there is a transition process for participants to remain engaged in education and able to fill middle skill jobs. Of 32,235 out of school 18-24 without a high school diploma in Iowa, AEL providers served 10.2% (3,273) as participants in the last program year, July 1, 2019 to June 30, 2020. This is a population that could be recruited in each region by establishing stronger relationships with local school districts. To increase recruitment of out of school youth, AEL programs in each region should cultivate collaborative relationships with the local school districts to recruit participants aging out, communicate with retention coordinators or counselors, assist schools in making appropriate referrals, and have access to data at the local level.

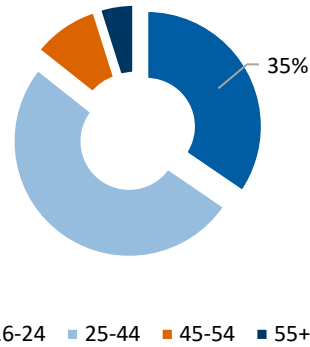
Table 1: Iowa Population without a High School Diploma

18-24	32,235
25-34	22,670
35-44	30,039
45-64	53,858
65+	49,914

SOURCE: 2019 ACS 1-YR

The work group were shown two examples of partnerships with K12 districts currently being offered by AEL providers which demonstrated the wide spectrum of how these relationships vary across the state. [PLACE Academy](#), a collaboration with Des Moines Public Schools (DMPS) and United Way of Central Iowa working under the umbrella of Des Moines Area Community College’s adult education services. The academy recruits and serves a targeted population of former DMPS students (21-25) that did not graduate by helping them complete the necessary credits with the HSED Credit Recovery Option using the district’s teachers, curriculum and building. The other example, a partnership with Muscatine School District and Eastern Iowa Community College District in which AEL staff and counselors at the local high school would advise and assist in establishing a “warm hand-off” of participants that were stepping out of K12 services. This collaboration helps to ensure the continuity of educational services for a vulnerable population. While there are challenges at

Chart 3: Iowa AEL Participants Served by Age, 2019



SOURCE: IDOE, NRS Reporting

Holding conversations with school districts to institute appropriate referral processes will increase enrollment.

Work Group Recruitment Recommendation

the local level in establishing or formalizing agreements, defining roles and responsibilities to serving out of school youth, and holding conversations with school districts to institute appropriate referral processes will increase enrollment. The Department can assist with further examples and toolkits to aid AEL providers in establishing or expanding these partnerships. An increase of just 5% in serving out of school youth in Iowa would result in an additional 1,612 AEL participants.

Another large demographic of AEL participants are those that are already employed but lack basic skills. Forty-nine percent (4,734) of last year’s participants were employed when they started receiving AEL services. According to the [U.S. Skills Map](#), there are 23% of lowans adults (725,650) that are at/or below level 1 according to the Program for the International Assessment of Adult Competencies (PIACC) in numeracy proficiency. Tasks at this level are limited to one-step processes involving counting, sorting or performing basic arithmetic operations. To acquire middle skill jobs or additional certification, it will often require additional remediation. During the last program year, AEL providers served 32% (3,048) that had a least a high school diploma, some postsecondary or a postsecondary degree. An annual increase of 10% in serving employed AEL participants in Iowa would result in an additional 473 AEL participants.

Recruiting these potential participants should include strategic partnerships with employers. The work group heard from two AEL providers share examples of working with Tyson Foods and Nordstrom Distribution in recruiting and serving the needs of their employees. Potential barriers to these partnerships include knowing who the right person to connect with, connecting AEL services to communications with the Regional Planning Partnership, business services and continuing education, or sector partnerships. Steps that can be taken to meet these challenges are sharing examples of success, communicating and marketing of AEL providers to share information on the number of participants served and communicating with employers the benefit of education as a retention tool and investing in their workers.

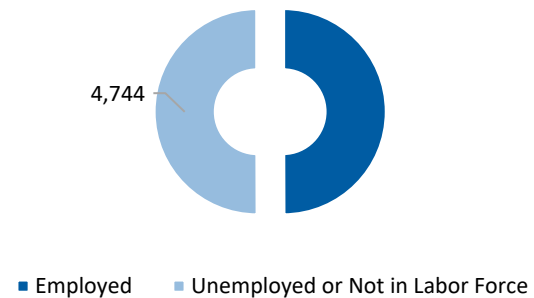
Recruitment Recommendation Two

Use career pathway maps to recruit unemployed or underemployed participants to an AEL provider for skill remediation.

- *Establish an educational based workplace credential/ career pathway exploratory online module(s) as entry points to basic skill remediation and workforce credentialing.*
- *Use Integrated Education and Training (IET) models, pre-apprenticeship, and work-based learning as launching points to in-demand industries.*
- *Share best practices between AEL providers in ways to blend and maximize Iowa Skilled Workforce and Job Creation funded programs (i.e. AEL, PACE and Gap).*

Mapping of career pathways by local sector boards that are developed to reflect entry points for non-traditional adult learners in need of basic skill remediation will help to engage and recruit unemployed and underemployed Iowans. In the previous program year, PY19, over 50.1% (4,744) of AEL participants were unemployed or not in the labor force and it is anticipated that post pandemic there will be an increase in job seekers. Courses that are designed for establishing the soft skills necessary for re-entry to in-demand industries that serve as integrated or bridge programs for workforce credentialing will allow concurrent skill development. During the recovery years (2012-2013) of the Great Recession, AEL providers were serving 66% of AEL participants that were unemployed. By partnering with SkillsUSA, an integral part of career and technical education since 1965, the online project-based framework will cover 17 career essentials that build upon the life experiences of adult learners to help develop personal, workplace and technical skills and can be woven into the AEL remote learning.

Chart 4: Iowa AEL Participant Employment Status at Entry, 2019



SOURCE: IDOE, NRS Reporting

AEL providers that offer Integrated Education and Training programs are finding that participants that exit services are finding employment two quarters later and earning higher median wages, in the previous two program years this has been between 18% and 4.2%, respectively. Services that prepare adults to enter the workforce are an integral part of the Workforce Innovation and Opportunity Act and incorporated into the services of AEL. Expanding pre-apprenticeship models and engaging in meaningful workplace skills assists in recruiting learners wanting to upskill for in-demand jobs.

Barriers to this recommendation is collaboration with community college partners, internal marketing, and recognition of workforce credentialing. Further collaboration and maximizing of the Iowa's Skilled Workforce and Job Creation funded programs will help recruit additional adults into the AEL programs across Iowa. Potential barriers for adult learners to access these programs include lack of adequate funding, the current funding structure, and learners not meeting the minimum wage requirement. To address these challenges the work group recommends professional development opportunities for AEL providers, PACE, and Gap to share examples of best practices, define Gap and PACE eligibility, and workshops for PACE and AEL staff. Additionally, these challenges can be overcome through sharing examples of career pathways across the state, coordinating with navigators, increasing internal marketing for adding adult learners, partnering with the workforce development board, and marketing the advantages of workforce credentials.

Recruitment Recommendation Three

*Market statewide the local provider's ability to offer remote access to AEL by branding the online initiative as the **Adult Education and Literacy Online Consortium**.*

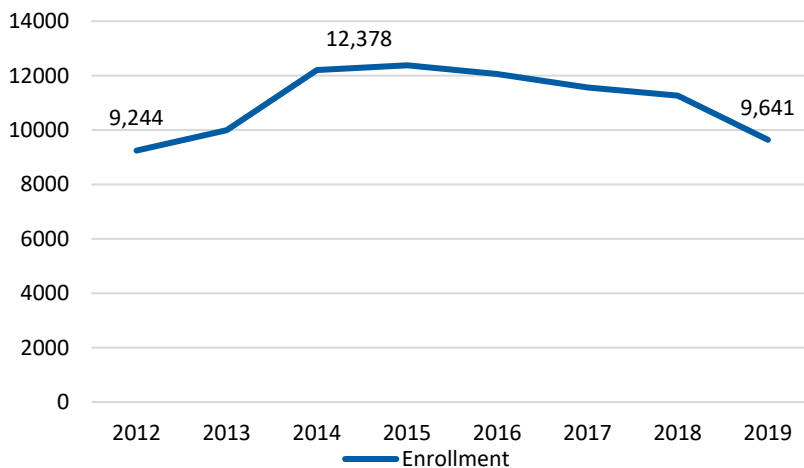
Common messaging detailing the opportunities for adult learners to access adult education online services from the local provider and the value of adult education will build support for services in local communities and increase enrollment. The work group recommends the development of a campaign to provide consistent language and outreach tools to market the new initiative as Iowa's Adult Education and Literacy Online Consortium, recruit out of school youth and adults lacking basic skills, and communicate AEL services to strategic partners.

Develop a campaign to market the new initiative as Iowa's Adult Education and Literacy Online Consortium.

Work Group Recruitment Recommendation

A similar campaign was launched between 2014 and 2015 when Iowa's high school equivalency assessment was changed from GED® to HiSET™. While several other factors contributed to AEL enrollment, it was during that period that a significant increase, 33.9% occurred. A statewide campaign and media toolkit could be created for providers to showcase adult education remote learning, ease of access and high-quality master courses. The toolkit should consist of a press release template, campaign logo, hashtag(s), fliers, and fact sheets. These materials can be shared and duplicated through digital advertising, social media outlets, and local media outreach. The campaign for the statewide adult education online initiative will include a landing page and search tool for potential adult learners or community partners to search for the local AEL provider and be directly connected to the local community college. Providers will receive guidance on how to utilize the toolkit, research and target specific areas of need, and measure the success of the campaign in their regions and communities.

Chart 5: AEL Participant Enrollment, 2012-2019



SOURCE: IDOE, NRS Reporting

A potential challenge to launching a statewide campaign is the ability for local AEL providers to adapt marketing materials and outreach to meet their local needs. The recommendation is to develop through collaboration with AEL providers public relations and marketing departments of the community college common language in the campaign and media toolkit materials that can be enhanced by each community college with branding and program information.

Conclusion

The recommendations from the work group is to move forward with developing an online system for adult learners based on, but not limited to these reasons:

- enables educational opportunities to learners not previously reached;
- has been shown to be effective for adult basic skills learners;
- extends learning outside of face to face classes so participants can make progress more quickly;
- provides a way for learners to review what was covered if they need reinforcement, or to “make up” missed classes;
- supports flexible programming that helps learners persist;
- makes learning more convenient and appealing;
- creates opportunities for learners to build digital literacy and online learning skills; and
- affords easier, systematic monitoring of participant progress.

Working learners have limited time to attend in-person registration and classes, but rapid progress is important for reaching college and career readiness performance levels needed for high school equivalency exams, post-secondary education, work, and careers. Online learning can reduce the number of weeks needed to make good progress by increasing learners’ time on learning tasks.

The recommendations from the work group to move forward with developing a recruitment effort targeting specific adult learners is based on, but not limited to these reasons:

- expanding enrollment to reach current and new markets of lowans in need of their high school equivalency, English language proficiency and basic skill remediation for further training or employment can be served without waiting lists or diminishing the quality of services through online resources;
- using a common theme or initiative title, such as “Your Future Starts Anywhere Iowa” or **Adult Education and Literacy Online Consortium** can still support flexibility for local providers to add logos or local information;
- supporting partnerships has proven to be effective and sharing models of this growth will allow local providers to adapt based on their regional needs;
- setting data markers to track the effectiveness of the recruitment effort will aid in knowing if a strategy is working or needs to be improved; and
- tying the recruitment efforts to the role that AEL serves as a pipeline to other resources in education, and workforce preparation with the local one-stop centers, community colleges and employers will better utilize resources.

Resources, Capacity Development and Sustainability

Adult education and literacy programs are increasingly needing to offer online learning or strategic recruitment efforts to extend or differentiate learning, or to offer program alternatives that help reach unserved learners. In these efforts to move ahead with this initiative to learning and recruiting, it will be critical to keep these key points in mind:

- Adopting an online learning and recruitment initiative based on the desire to meet a challenge, such as the need to offer more flexible program options to meet learners' needs, to support the delivery of more instructional content, and to differentiate instruction to reach more learners.
- Although online learning is adding an online curriculum, true learning for our adults will require the integration of synchronous learning with dedicated instructor time incorporated as one holistic instructional approach.
- Achieving a successful online learning and recruitment program requires a plan, one that includes input from program coordinators, instructors, and learners.
- Incorporating a successful online learning and recruitment program will require flexibility in the use of current and future resources (funding, time and effort) without letting current services to adult learners diminish.
- Developing an online learning and recruitment approach will benefit from using an experimental mindset. Initial efforts should be considered pilots. Starting small and learning from mistakes will save time and resources down the road.
- Implementing a plan for online learning and recruitment initiatives will require expert guidance while building internal capacity through professional development for long term success.

Appendix 1: Timeline AEL Online System

Estimated completion time	Milestone
Phase 1: Select Technology	
4 weeks	Select Canvas features and possible add-ons to align with case management and retention strategies
Phase 2: Template design for course structure	
9 weeks	Prepare a single system, Canvas, for all providers to use
	Create suggested master templates
	Develop and release the first phase of Canvas training for teachers
Phase 3: Curate and select content for Reading, Writing, Social Studies, Math and English Language	
33 weeks	Instructional Designer(s) to work with Subject Area Leads to create master courses that align with AEL standards
	Hold teacher focus groups, evaluate and revise subject area content
	Develop AEL Online participant orientation course
	Incorporate a registration and class enrollment process that utilizes TopsEnterprise (TE). Begin with exporting CSV files
	Incorporate a registration and class enrollment process that utilizes TE
	Launch each subject area level as it is completed
33 weeks	Revise and enhance Canvas training materials for teachers
Phase 4: Establish a master calendar	
3 weeks	Develop a calendar of available course offerings to enroll eligible participants
	Launch Master Calendar and Registration
Phase 5: Enhance instructional materials in Reading	
23 weeks	Enhance all content with interactive courseware, best online teaching and retention strategies and additional participant practice throughout the course
	Evaluate and revise the curriculum
	Evaluate and revise Canvas training materials
Phase 6: Maintenance and sustainability	
32 weeks	Set up a Canvas Support system for instructors and participants
	Monitor the system - make any modifications or improvements as needed
	Identify individual(s) and offer the support needed to update and maintain the system
	Identify and fill any gaps in the current training resources for administrators, instructors (new and experienced) and participants. This may include additional course offerings or additions to current offerings

Appendix 2: References and Resources

AEL Work Group – <https://www.dropbox.com/home/AEL%20Workgroup> Notes and recordings from the meetings.

Career Pathway Map - https://bit.ly/EICCD_HealthCarePathway Eastern Iowa Community College District has collaborated on the development of a Health Care career map that identifies entry points for adult learners.

DigitalUS Report - https://bit.ly/Digital_US *Building a Digitally Resilient Workforce* Digital US Coalition May 2020.

EDUCAUSE Review - <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning> *The Difference Between Emergency Remote Teaching and Online Learning* by Charles Hodges, et al. March 27, 2020.

Iowa Department of Education – https://bit.ly/AEL_PandemicResponseSurvey2 Survey conducted with Iowa's AEL providers to determine impact and needs related to the COVID-19 response.

LinkedIn Opportunity Index 2020 - <https://economicgraph.linkedin.com/research/opportunity-index-2020> Global and US report detailing socioeconomic stratification and barriers opportunities.

MOlearns - <https://molearns.com/> High School Equivalency Online Preparation Class sponsored by the Missouri Department of Elementary and Secondary Education (DESE).

National Reporting System for Adult Education (NRS) - <https://nrs.ed.gov/> Public access to annual state performance and financial data is available for state administered, federally funded adult education programs.

National Skills Coalition - https://bit.ly/New_Digital_Landscape *The New Landscape of Digital Literacy* by Amanda Bergson-Shicock May 2020.

PLACE Academy - <https://pathways.dmschools.org/place/> A collaboration that provides former Des Moines Public Schools adult participants the extra time and support needed to earn a High School Equivalency Diploma.

ProLiteracy - https://bit.ly/Blended_Learning_Guide *The What, Why, Who and How of Blended Learning for Adult Basic Skills Learners* by David Rosen and Jen Vanek April 2020.

SkillsUSA - <https://www.careeressentials.org/implement/experiences/adult-learner/> The adult learner experiences offer a meaningful, engaging mix of independent and peer-based activities culminating in a career readiness capstone experience.

U.S. Department of Education, Office of Career, Technical, and Adult Education - <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/integrating-technology.pdf> *Integrating Technology in WIOA*, March 24, 2015.

World Education Inc. - https://bit.ly/WEI_AELReport *Adult Education's Response to Emergency Remote Teaching and Learning* August 2020.