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Reshaping Course Delivery in Response to COVID-19

David Musser, Assistant Director, US Department of Education

Kerri Moseley-Hobbs, Policy Specialist, US Department of Education

Greg Martin, Policy Analyst, US Department of Education

Brian Walsh, Senior Program Associate, Vera Institute of Justice

Today's goals and agenda

Goals

- Discuss the implications for Second Chance Pell from COVID-19 and restricted access to students
- Understand the difference between distance learning and correspondence instruction to maintain eligibility for Second Chance Pell

Agenda

- Scenarios for program suspension
- Guidance on finishing a disrupted term
- Questions and Answers from participants for panelists

Webinar housekeeping

- **The webinar will be recorded:** A copy of the webinar and slide deck will be available afterward on Vera's website.
- **Some slides are very detailed:** We anticipate that people may be reviewing these slides after the presentation.
- **Polling:** Please answer the polling questions as you see them appear.
- **Question and Answer:** Ask questions for speakers using the *Question and Answer* tab. Feel free to up-vote questions you think are most important.
- **Use the chat:** The chat will be moderated. Feel free to use the chat to share information or ask questions of others.

Introductions

David Musser, Assistant Director, Policy Liaison and Implementation,
U.S. Department of Education

Kerri Moseley-Hobbs, Policy Specialist, Policy Liaison and Implementation,
U.S. Department of Education

Greg Martin, Policy Analyst, Office of Postsecondary Education, U.S.
Department of Education

Brian Walsh, Senior Program Associate, Vera Institute of Justice

Polling Questions:

Please take a moment to answer the polling questions on your screen

Suspending Programs: Four Scenarios

Scenario 1: Temporary suspension during term

- Colleges that suspend temporarily during a term with a reasonable expectation of resuming the program may place students on a leave of absence of up to 180 days in a calendar period until instruction resumes.
- If classes cannot resume, or cannot resume where the student left off, students must be withdrawn, and the institution must perform a Return-to-Title-Four (R2T4) calculation. R2T4 is the process whereby a college returns financial aid to the Department of Education.
- In a temporary program suspension students with STUDENT LOANS will continue to be reported at their last status (e.g. a student who was half-time, stays half-time), unless a student officially withdraws from the program, at which point the institution must report the student as withdrawn in the next reporting cycle.

Scenario 2: Temporary suspension after term

- If the students have passing grades or grades that show that they have completed the term, no R2T4 calculation is required.
- No approved leave of absence is required between terms for students in a term-based program.
- In a temporary program suspension, students with STUDENT LOANS will continue to be reported at their last status (e.g. a student who is half-time, stays half-time) unless a student officially withdraws from the program, at which point the institution must report the student as withdrawn in the next reporting cycle.

Scenario 3: Indefinite suspension during term

- If classes cannot resume, students must be withdrawn and the institution must perform R2T4 calculations.
- Students who are withdrawn may face implications for Satisfactory Academic Progress should they re-enroll in future. Colleges can allow students to use Covid-19 as a reason to appeal in future.
- In an indefinite suspension, students with STUDENT LOANS must be reported as withdrawn.

Scenario 4: Indefinite suspension after term

- If the students have passing grades or grades that show that they have completed the term, no R2T4 calculation is required.
- Colleges must report students as withdrawn in the next reporting cycle.
- In an indefinite suspension, students with STUDENT LOANS must be reported as withdrawn.

Guidance on finishing a term disrupted by COVID-19:

- Changing the academic calendar
- Correspondence education
- Return to face-to-face
- Distance learning

Plans to finish a disrupted term: Changing the academic calendar

- The Academic calendar for Second Chance Pell can be different from campus. Academic calendar requirements apply on a program-by-program basis. **See ED's Guidance at [ed.gov/coronavirus](https://www.ed.gov/coronavirus).**
- Academic calendar changes that would otherwise result in a calendar switching from standard term to nonstandard term or nonterm – for example, if the term extends beyond 21 weeks or overlaps with a subsequent term – can still be treated as a standard term academic calendar **if the change is made to address COVID-19 disruptions.**

Plans to finish a disrupted term: Correspondence

Because correspondence education is specifically prohibited under the Second Chance Pell experiment, some colleges have asked:

- Can Second Chance Pell programs switch to correspondence-style instruction in order to complete the **current** term without jeopardizing Pell eligibility for the college or student?

This question is under review at ED.

Note: Correspondence education has implications for financial aid administration for your entire college and maximum Pell awards.

Plans to finish a disrupted term: Return to face-to-face

Nearly all face-to-face programs are already disrupted in some way as a result of COVID-19. If you plan to continue face-to-face instruction at a later date, set a goal to keep students engaged with learning opportunities. Staying connected to your students will make it easier to restart at the same point you left off.

- Communicate with students regularly by sending and receiving letters, kiosk messages, or emails
- Keep transfer holds current unless student requests a change
- Communicate with faculty who are waiting for classes to start back up
- Send materials for student self-study to keep skills sharp

Other Ideas from the Chat?

Plans to finish a disrupted term: Distance learning

Colleges may use distance learning that uses technology to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor. The interaction may be **synchronous** (student and instructor are in communication at the same time) or **asynchronous**.

The technologies include:

- The Internet (**ex. some DOC computers**)
- Audio conferencing (**ex. Zoom or Phone conference calls**)
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. (**ex. secure tablets or laptops**)

(2019-2020 FSA Handbook, Volume 2)

Distance Learning vs. Correspondence Education

Distance Learning	Correspondence Education
<p>Uses one of three technologies to support regular and substantive interaction between students and instructor</p> <ul style="list-style-type: none">• The Internet• Audio-conferencing• One-way and two-way transmissions through open broadcast, closed circuit, cable, broadband lines, fiber optics, satellite, or wireless devices	<p>Interaction between the instructor and student is limited, not regular and substantive, and primarily initiated by the student.</p>
<p>Typically instructor-led. Independent study will qualify if it uses the technology above.</p>	<p>Typically self-paced. Independent study will be considered correspondence if interaction is not face-to-face, technology is not used, or interaction limited as above.</p>
<p>Eligible for full Pell award.</p>	<p>Maximum Pell award limited to half-time and other financial aid limitations</p>

Required components for distance learning

Examples of using approved technology in prison:

- Email to students
- Email through staff
- Learning management system (available on some tablets)
- Staff-supported audio or video calls



Content:

- Physical delivery or mailing of content
- Email materials
- Learning management system

Questions for the Panel:

Please use the Question and Answer Tool in Zoom

Wrap-up and next steps: Help from Vera



Vera technical assistance providers are here to:

- Talk through next steps with you over the next week
- Discuss different models and technology options
- Facilitate conversations with DOC
- Help problem-solve difficult situations or think through technology solutions

Wrap-up and next steps: Future learning

Take advantage of future learning and sharing opportunities:

- AHEP's regular community Zoom discussions
- CEA's weekly state education director Zoom calls
- Upcoming Vera webinar on implementing distance learning technologies
- Copies of this slide deck and recording will be available on the Vera website
- Visit www.ed.gov/coronavirus or ifap.ed.gov
- Send additional questions to COVID-19@ed.gov and copy experimentalsites@ed.gov

Thank you!

Appendix A: Distance Education

- Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor. The interaction may be **synchronous** (student and instructor are in communication at the same time) or **asynchronous**.
- A distance education program school is considered an eligible FSA program if it has been **accredited** by an accrediting agency recognized by the Department for accreditation of distance education. It is not subject to the rules that apply to correspondence coursework.

(2019-2020 FSA Handbook, Volume 2)

Appendix A: Communication for Distance Learning

Here are some examples of ways to use technology to support regular and substantive interaction between students and faculty:

- **Email to students:** Faculty use existing kiosk or email system to send messages directly to students. Students reply. Repeat.
- **Email through staff:** Faculty send emails to prison staff. Prison staff distribute emails to students. Students write responses and give to staff. Staff scan and send back responses. Repeat
- **Learning management system:** Faculty use an existing learning management system available on tablets, Chromebooks, or computer labs.
- **Staff supported phone or zoom calls:** Staff inside facilities host phone or video calls with faculty and students during regularly scheduled call time. Schedule and repeat.

Appendix A: Content Delivery for Distance Learning

Combined with one of the communication technologies for distance learning, consider one of the following ways to deliver content:

- **Physical delivery or mailing** of materials in bulk once per term or on a schedule. Coursework returned by scan, mail or pickup.
- **Email materials** to be printed at facility. Coursework returned by scan, mail or pickup.
- **Learning Management System** available via tablet, laptop or computer lab.

Appendix B: Correspondence Education

- A correspondence course is a home-study course for which the school provides instructional materials, including examinations on the materials, to students who are not physically attending classes at the school.
- Correspondence courses are typically self-paced. When a student completes a portion of the instructional materials, the student takes the examinations that relate to that portion of the materials and returns the examinations to the school for grading.
- If a school adds distance education technology, such as electronic delivery of course materials or an online discussion board, to a correspondence course, the school must ascertain the predominant method of instruction (correspondence or distance education), keeping in mind that a **distance education course must use technology to support regular and substantive interaction between the students and instructor.**

(2019-2020 FSA Handbook, Volume 2)