



Technology and Distance Learning for California Adult Education 2022-2023

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Introduction

For many years, adult learner participation in distance learning programs in California adult education agencies has been reported on and analyzed in the hopes of better understanding the state of distance learning from year-to-year and determining shifts and trends in the delivery of distance learning. The worldwide COVID-19 pandemic's impact on adult education has been complex, with some effects lingering into the post-pandemic era. The rapid shift to remote learning highlighted the importance of technology and equitable access to devices and internet connectivity. Since then, educators and students have been required to familiarize themselves with online learning tools. The pandemic has also caused stress and burnout among educators, contributing to teacher shortages that continue to affect schools, and the social and emotional well-being of students has also become a concern. Nevertheless, California adult education providers and educators continue to show resilience, ingenuity, tenacity, and grit in their perseverance to provide educational services to adult learners in our state.

The pandemic pushed adult education programs to embrace online learning, and although there have been many efforts to return to in-person instruction, the trend of blended distance learning is likely to stay. Combining in-person elements with remote learning creates a hybrid model that caters to student needs and preferences, provides more accessibility for adult learners, and offers options that fit busy work schedules, family care commitments, and geographic limitations. This report provides a broad overview of the state of distance learning in Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act (AEFLA) funded adult schools and community colleges in California in Program Year 2022–2023 with recommendations for continued support for teachers and programs, as well as further research to continuously improve adult education services for Californians.

The Background of This Report

As a result of California state legislation in the early 1990s, distance learning was first seen as an “innovation program” that adult education agencies could create by spending up to five percent of their apportionment on non-traditional educational approaches. Distance learning reports initially included information from the Innovation Program applications that agencies submitted annually, adult school program data reports, and data collected from local adult education agencies that submitted data to the National Reporting System (NRS). In Program Year 2009–10, flex funding was legislated for California school districts, allowing funds allocated for adult education to be used for any purpose local school boards of education deemed necessary. School districts were no longer bound by the California Education Code to serve adult learners, and state reporting requirements were no longer required. In subsequent years until 2013–14, only the NRS data was reported on in distance learning reports.


Simultaneously, starting in 2001, adult education agencies submitted what in time after a few revisions became an annual Technology and Distance Learning Plan (TDLP) that was meant to capture an agency’s ongoing and proposed technology integration goals as well as data from a self-assessment of teacher technology skills and a learner survey on technology access

and usage. Aggregated information from the TDLP has been included in the Outreach and Technical Assistance Network's (OTAN) annual reports. In the 2016–17 OTAN annual report, the first comprehensive distance learning report was included that took a deeper dive into both the TDLP and NRS data. In the OTAN annual reports since then, TDLP and NRS data has continued to be included and reviewed with more in-depth analysis and – in the last few years – recommendations for continued support, policy considerations, and further research. Even though the TDLP was incorporated into a reporting deliverable known as the Continuous Improvement Plan (CIP), agency technology goals and the teacher and learner survey data gathered for the CIP remained key elements of distance learning reports.

In spring 2022, OTAN, in partnership with advisory group members, draft reviewers, and partner organizations, produced the *California Adult Education Digital Learning Guidance* (DLG). The purpose of the DLG is to enable adult educators in California to design and implement effective digital learning experiences. The DLG is intended to inform the practice of all California educators, support staff, and school leadership who work with adult learners. The heart of the DLG includes six chapters which focus on the following topics:

- Ensuring equity and access
- Foundations of adult education and digital learning
- Designing flexible learning experiences
- Adopting models that work
- Data-driven instruction and digital assessments
- Fostering healthy, equitable, and inclusive digital communities

In fall 2023, new supplemental materials were added, including Reader's Guides that provide an overview of each chapter's key topics and ideas and that can be used independently or alongside the DLG, a Facilitator's Guide with PowerPoint slide decks for one-hour live, synchronous professional development sessions for each DLG chapter, and an 8-hour online course to introduce each chapter's key topics and ideas interactively. These additional resources will make the insights presented in the DLG more accessible and actionable for implementation.

For this report, we identified gaps in annually collected data that could further inform topics and support strategies and recommendations. It includes initial findings about the use of Social Emotional Learning (SEL) and Digital Citizenship in adult education. OTAN continues to explore where data collected by CASAS and OTAN would help to inform topics and strategies, and how the DLG could potentially provide a framework for future distance learning reports, reorganizing the data and its analysis to better inform the broad topics listed in the document. For more information, please visit the [Digital Learning Guidance](#)  section of the OTAN website.

The Content of This Report

Changes were made to this report in program year 2020–2021, namely in the scope of the report and a desire to add to the quantitative analysis some qualitative evaluation of the ways in which adult education agencies are serving California. This report builds on these changes and in places references data from prior years, provides comparisons and offers insights into some of the new delivery models such as HyFlex options, and further defines and provides context for **blended distance learning**.

The report refers to program offerings with an online element of more than 50% as blended distance learning programs as the findings in this report are based on data collected by the Comprehensive Adult Student Assessment System (CASAS) and OTAN using the 50% demarcation with respect to students reported in regular classroom or distance learning settings. We continue to use the term blended distance learning as a “working definition” in these annual reports to underline the fact that most distance learning is blended unless it has no in-person element and is provided exclusively by remote instruction. Blended learning has the potential of serving as a working definition that is crafted in a local context, responding to demographic circumstances and curricular needs of its target population. However, common definitions are needed so that data can be collected consistently across different contexts. The reports of the two previous years included this recommendation with respect to enabling more detailed and consistent reporting of the type and amount of blended programming. Agencies need guidance with more detailed and consistent definitions and practices for reporting data to accurately reflect their service delivery that meets a variety of student needs.

Further, the report continues to include a component of agency voice where adult schools were invited to share their agency goals, practices, professional development strategies to ease the burden and stress on teachers pushed into a new delivery model that they may, or may not, be well prepared for, student barriers to learning and how they addressed them, and other issues that rose to the top that provide insight and ideas to potentially improve program delivery through distance and blended offerings to meet the needs of learners.

This report represents an effort to not only look at the statistics, but to also provide data to inform meaningful conversations with agencies offering distance and blended programs with learners during the past year and for the future. In the report two years ago, we asked, “What will our ‘new normal’ look like?” Findings since have shown that distance and blended learning were not only beneficial to teachers and students, but they also presented alternative program delivery options that are scalable and demonstrated that agencies could be flexible to respond to changes in students’ needs, teachers’ expertise, program capacities, and client demographics.

In 2021–22, we saw instructors and learners returning to in-person instruction, and, in 2022–23, we were able to see even more what our “new normal” looked like after close to 100% online instruction during the pandemic. Some agencies have returned to the way their programs were delivered before, while others have adopted various blended distance learning approaches that respond to the needs of differentiated student demographics. Although there has been a wealth of data collected annually already, our additional surveying continues to show that there is more to tell about the efforts of California adult education programs to make

different options all work. Which modalities will prevail in the “new normal” and how they will change teaching and learning in adult education should be part of future investigations.¹


Such use of technology has the potential to extend learning and be more inclusive. It leverages the opportunities to integrate and expand the learning process inside and outside of the classroom, serving a growing demographic that flows in and out of learning due to the precariousness of employment or other changes in the lives of our learners that require the flexibility of a multitude of learning models they can choose from. Blended distance learning is a viable alternative and extension of face-to-face ABE/ASE and ESL program delivery, chiefly because of its flexibility, scalability, and responsiveness. This versatility of blended distance learning has the potential to translate into higher quality, greater satisfaction, more extensive reach, and increased return on investment. Its potential for increased inclusiveness provides educational opportunities and contributes to more equitable adult education in California.

More research, program development, instructional support, and communities of practice should focus on blended distance learning program delivery and the effective and equitable use of technology, locally driven by agencies and consortia, with support provided by the state via organizations such as OTAN, CASAS, the California Adult Literacy Professional Development Project (CALPRO), and the California Adult Education Program (CAEP).

Methodology

This report presents findings drawing from data with quantitative and qualitative properties. It draws from data for program years 2022–2023 provided by OTAN and CASAS, such as the NRS Federal Reporting Table 4 (n=242,068) and Table 4C (n=65,466), the Student Technology Intake Survey (n=40,655) and Teacher Self-Assessment (n=1,881) representing individual students and teachers, as well as the WIOA Title II AEFLA Program Implementation Survey (n=209) and the WIOA Title II: Technology and Distance Learning California Update Survey (n=92) providing agency-level feedback. The Student Technology Intake Survey was recently revised and may incorporate more questions to deepen the sector’s knowledge about equitable access and learner use of technology for learning in the future. The data collection tools referred to in this report can be found in Appendix B.

For the last two years, OTAN conducted the California Update Survey as an additional survey with the goal of deepening understanding of experiences with distance learning at WIOA Title II funded agencies and their adult schools. Further explored were agencies’ experiences with respect to student persistence, waitlists or program availability, blended and distance program delivery including HyFlex options, program strategies to respond to the limitations of

1 Sturm, M. (2023). Blended learning for adults in California during and after Covid [Blended Learning für Erwachsene in Kalifornien während und nach Corona]. German Institute for Adult Education. Leibniz Centre for Lifelong Learning. Adult Education Magazine [Zeitschrift für Erwachsenenbildung], 30 (1), 53–56. <http://www.die-bonn.de/id/41768> 

in-person program delivery due to the pandemic, professional development supports, “future proofing” for responsive and resilient program delivery, and additionally this year Social and Emotional Learning (SEL) and Digital Citizenship. The survey was initially designed based on the focus groups conducted as part of the data generation and reporting in the 2020–21 program year and has allowed for casting a much wider net by leveraging survey methodology with the opportunity to ask open-ended questions. For this year’s report, we have begun to experiment with Artificial Intelligence (AI) applications to leverage their ability to summarize larger quantities of qualitative data while maintaining essential human elements needed in data analysis.

Building on the reports of previous years, this report continues to provide a multi-year lens including data from the last five program years when available and feasible. Selected findings were first presented during a workshop at OTAN’s annual Technology and Distance Learning Symposium (TDLS) 2024 at the Fremont Adult and Continuing Education program on March 2 and the COABE National Conference 2024 on March 18. In facilitated discussions, participants were invited to reflect on the findings and engage in a discussion about the role of online and blended learning as well as the impact of technology adoption in the delivery of program offerings. This report shares some feedback from TDLS session participants.

This Report

The California Department of Education Adult Education Office, Career and College Transition Division (CCTD) has contracted with and funded OTAN via Contract CN220124 from July 1, 2022, through June 30, 2024. The source of the funding is the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act grant. Signed into law on July 22, 2014, WIOA reauthorizes the Workforce Investment Act (Federal P.L. 105-220, the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223).

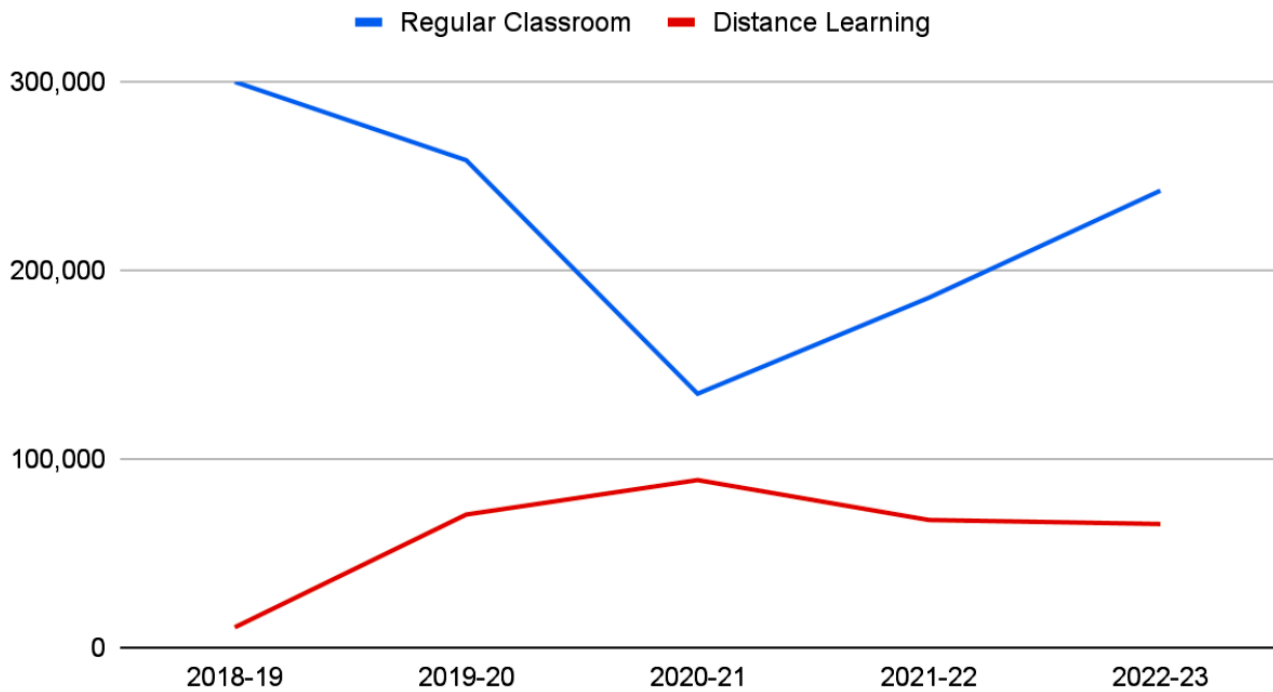
The Sacramento County Office of Education, the current fiscal agent for Contract CN220124, respectfully submits this report to the CDE Adult Education Office on California adult education technology and distance learning during the 2022–23 contract year.

Findings

Before the start of the pandemic, at WIOA-funded agencies in program year 2018–19, there were 299,720 students in regular classrooms and 10,574 distance learning students reported. During the three program years between 2018 and 2021, regular classroom enrollments decreased by more than half, a result of suspending most in-person instruction at the start of the COVID-19 pandemic in March 2020, which then rebounded in program year 2021–22. At the same time, distance learning enrollments increased by more than eight times in the same time period, showing the responsiveness and innovation of adult schools by providing remote instruction at a rate many times the distance learning offerings before the pandemic. In the program year 2021–22, the number of distance learning students began to decline while the number of students in regular classrooms increased compared to the previous program year, but not to the extent of pre-pandemic levels. Given an end to limitations and challenges with respect to in-person program delivery due to the pandemic, an increase in regular classroom

enrollments and decrease in distance learning enrollments is not surprising. Nevertheless, as agencies continue to explore and adapt the blended distance learning program delivery options that best serve adult education students, the trend of increased enrollment of students in regular classrooms and decreased enrollment of students in distance learning since program year 2020–21 has continued.

Regular Classroom and Distance Learner Enrollments



REGULAR CLASSROOM AND DISTANCE LEARNER ENROLLMENTS - DATA TABLE	PY 2018-19	PY 2019-20	PY 2020-21	PY 2021-22	PY 2022-23
Regular Classroom	299,720	258,201	134,492	185,371	242,068
Distance Learning	10,754	70,483	88,749	67,588	65,466
Total	310,474	328,684	223,241	252,959	307,534

Figure 1. WIOA, Title II Adult Education Enrollments for program years 2018–19 to 2022–23 for Regular Classroom vs. Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2019–2023)

The Figure 1 chart and table display the combined adult student enrollments for regular classroom and distance learning students for the program years from 2018–19 to 2022–23. In the last program year, there were 242,068 students enrolled in regular classrooms, compared to 185,371 the previous year and 134,492 the year before. There were 65,466 students enrolled in distance learning classrooms in program year 2022–23, compared to 67,588 in the


previous year and 88,749 before. While the number of students enrolled in distance learning is declining, it still represents 21% of the overall student enrollment, which far exceeds pre-pandemic levels (4%). However, student enrollment in regular classrooms and distance learning combined decreased by 2,940 students since the 2018–19 program year. We must ask why the total number of students enrolled is not yet growing beyond pre-pandemic levels when blended distance learning program delivery opens the door to more flexible, inclusive, and equitable services that cater to more varied student needs.

Putting the student enrollments in regular classrooms and distance learning in each program year combined into the larger context of all publicly funded adult education programs at the federal (WIOA) and state level (CAEP) in California combined, the number of “Adults Served” in adult education programs and / or who received services at a K–12 adult school or noncredit services at a community college was: 709,971 (310,474 WIOA-funded) in 2018–19; 615,033 (328,684 WIOA-funded) in 2019–20; 430,886 (223,241 WIOA-funded) in 2020–21; and 481,200 (252,959 WIOA-funded) in 2021–22. The total number of adults served in 2022–23 (307,534 WIOA-funded) had not been published at the time of writing this report.²

When we shared selected findings at TDLS 2024 in March, session participants provided some input about why “distance learning isn’t dropping off much but in-person learning is rebounding” at the same time. Some students may have less access to Wi-Fi at home now compared with during the pandemic as employers are requiring employees to work in offices again. This may be an outcome of return-to-work policies that have resulted in not spending money on internet access at home because it is no longer required or even subsidized by employers, and other household budget expenses have been prioritized. Furthermore, having Internet access at home may have a deeper impact on personal finances as the cost of living expenses has increased in recent years. Additionally, some session participants wondered how programs, districts, and/or counties are defining blended distance learning and the varied program modalities and how the data collected reflects the realities at programs. Other participants wondered if programs had fully considered the pros and cons of blended distance learning models or if they were used to focusing on smaller changes to the program. This feedback underlines the importance of equitable access to technology for learning and differentiated definitions of blended distance learning that are common across the state for reporting purposes.

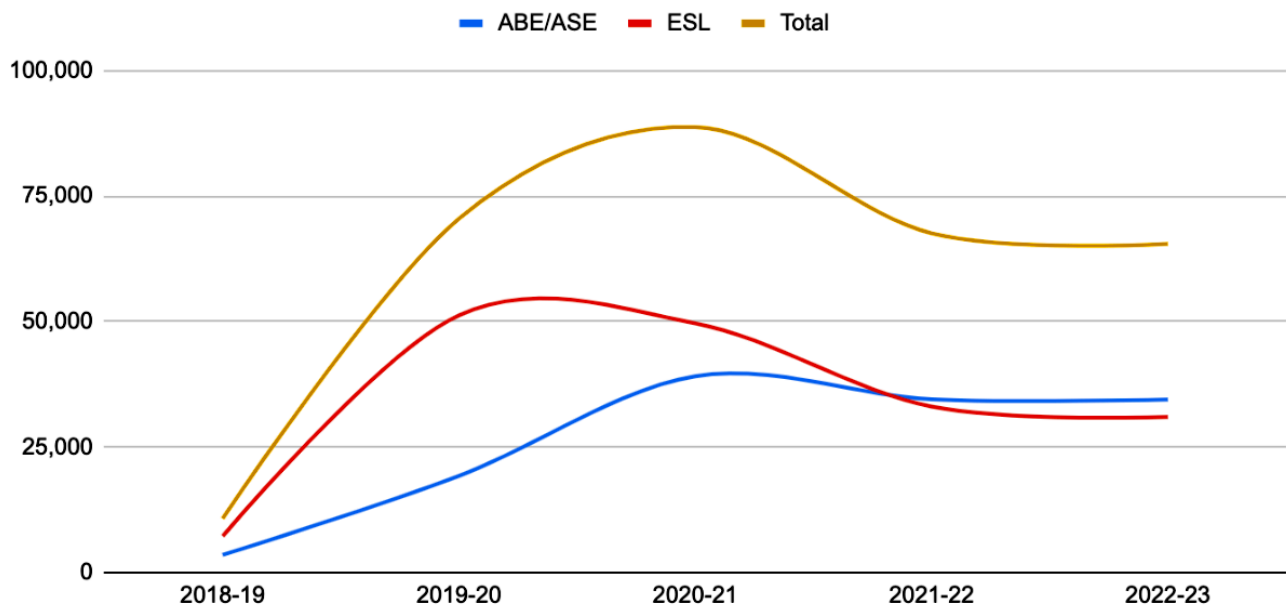
Distance Learning Enrollments

Due to federal requirements first through WIA II and then WIOA II funding, provider agencies have been required to report program information to the federal government following the National Reporting System (NRS) guidelines. In program years reported on in previous Technology and Distance Learning Plan Updates, the diminishing enrollment of distance learning students through program year 2018-19 was reported owing to a possible lack of

2 See Adult Education Pipeline: AEP Score Card for Adults Served in Program Years 2018–19 to 2021–22. <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx> 

the complete reporting of distance learning students. The Figure 2 chart and table show the enrollment of distance learning students for ABE/ASE (Adult Basic/Secondary Education) and ESL (English as a Second Language) in each program year since program year 2018–19, indicating a steep increase to 70,483 in 2019–20 and 88,749 distance learners in 2020–21. In 2021–22, there was a notable decrease to 67,588 distance learners just below the enrollment level of the Program Year in which the COVID-19 pandemic began but still six times the enrollment of prior years. The downward trend in distance learner enrollment continues, albeit at a slower rate in the last program year when there were 34,476 students enrolled in ABE/ASE classes and 30,990 students in ESL for a total of 65,466 enrolled distance learning students in 2022–23.

Program Area Enrollment for Distance Learners



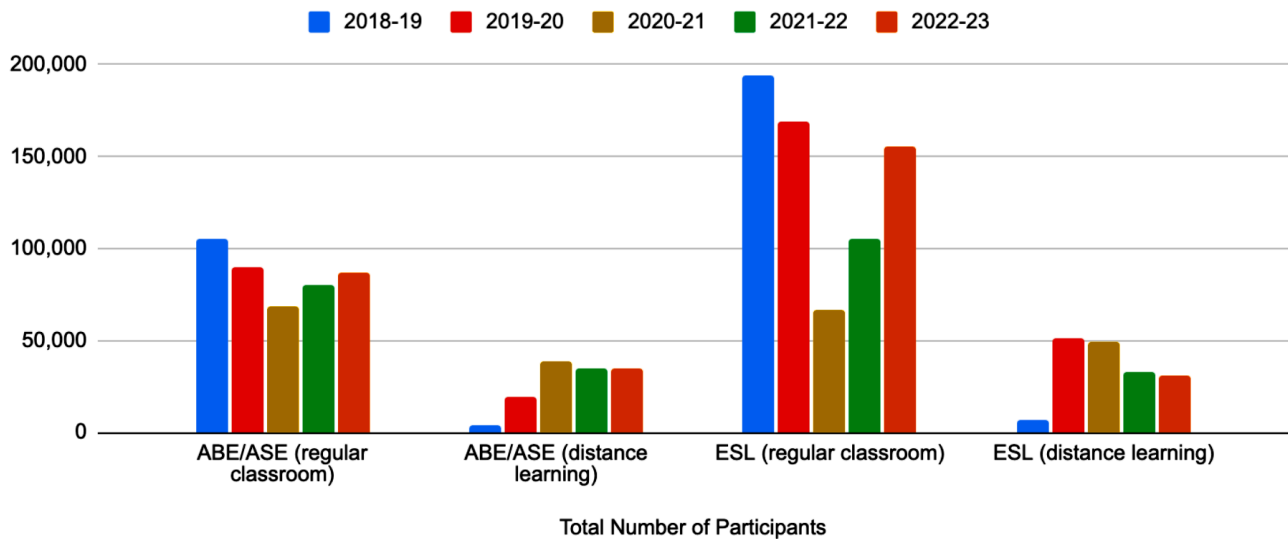
PROGRAM AREA ENROLLMENT FOR DISTANCE LEARNERS - DATA TABLE	PY 2018-19	PY 2019-20	PY 2020-21	PY 2021-22	PY 2022-23
ABE/ASE	3,512	19,247	39,109	34,510	34,476
ESL	7,242	51,236	49,640	33,078	30,990
Total	10,754	70,483	88,749	67,588	65,466

Figure 2. WIOA, Title II Adult Education Enrollments in ABE/ASE and ESL for program years 2018–19 to 2022–23 for Distance Learner Enrollments Qualifying for NRS Table 4C. (Source: CASAS 2019–2023)

Comparing ABE/ASE and ESL distance learners enrollment with regular classroom enrollment during the same periods, the Figure 3 chart and table below illustrate a decline in ESL attendance in regular classrooms, from 194,516 students in program year 2018–19 to 155,440 in 2022–23; however, there has been an increase again over the previous two program years

when 105,109 students were enrolled in 2021–22 versus 66,201 in 2020–21. The decline until 2020–21 was certainly due to the restrictions to in-person programming during the pandemic, and when these restrictions were lifted and many provider agencies returned to in-person instruction, regular classroom enrollments increased again. Regular classroom enrollment in ABE/ASE classes had also declined and rebounded during the same period following a similar trend. Distance learning student enrollments in ABE/ASE and ESL tell a slightly different story. While there were enrollment increases in both until program year 2020–21, distance learning student enrollment in ABE/ASE decreased less than in ESL in 2021–22 and held steady in 2022–23, while distance learning student enrollment in ESL continued to decrease.

Program Area Enrollment for Regular Classroom and Distance Learning



PROGRAM AREA ENROLLMENT FOR REGULAR CLASSROOM AND DISTANCE LEARNING - DATA TABLE	2018-19	2019-20	2020-21	2021-22	2022-23
ABE/ASE (regular classroom)	105,204	89,668	68,291	80,262	86,628
ABE/ASE (distance learning)	3,512	19,247	39,109	34,510	34,476
ESL (regular classroom)	194,516	168,533	66,201	105,109	155,440
ESL (distance learning)	7,242	51,236	49,640	33,078	30,990
Total	310,474	328,684	223,241	252,959	307,534

Figure 3. WIOA, Title II Adult Education Enrollments in ABE/ASE and ESL for program years 2018–19 to 2022–23 for Regular Classroom and Distance Learner Enrollments Qualifying for NRS Tables 4 and 4C. (Source: CASAS 2019–2023)

In previous Technology and Distance Learning Plan Updates, provider agencies reporting enrollment of distance learning students were few. For the program year 2018–19, only five agencies reported more than 700 distance learning students and 15 agencies reported

between 100 and 700 distance learning students.³ The number of agencies reporting more distance learning students in both categories has grown since then overall, but there has also been a decline in the number of agencies in each category since last year’s report.

Figure 4 shows the categories within which the agencies identifying distance learning enrollments in their adult schools fall. See Appendix A for a detailed list of all adult schools with more than 700 distance students and between 100 and 700 distance learning students for the program years from 2018–19 through 2022–23.

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Adult Schools >700 DL Learners	65.2%	42,631	58.8%	39,735	64.9%	57,595	67.3%	47,411	48.3%	5,192
Adult Schools with >100 and <700	30.8%	20,095	37.7%	25,501	32.7%	29,020	30.8%	21,671	39.3%	4,228
Adult Schools with < 100 learners	4.0%	2,633	3.5%	2,352	2.4%	2,134	2.0%	1,401	12.4%	1,334
Total of Identified DL Enrollments	100%	65,466	100%	67,588	100%	88,749	100%	70,483	100%	10,754

Figure 4. Overview of enrollment at adult schools with > 700, 100-700, and < 100 distance learning students for the program years 2022–23, 2021–22, 2020–21, 2019–20, and 2018–2019. Federal NRS Report. (Source: CASAS 2019–2023)

The total distance learning student enrollment was 65,466 for the 2022–23 program year, compared to 67,588 in the previous year, 88,749 in 2020–21, 70,483 in 2019–20, and 10,754 in the 2018–19 program year. In 2022–23, 65.2% of adult schools with more than 700 distance learning students were in the highest category, a 7% increase from 58.8% in the previous year returning to a similar share (64.9%) as the year before but still 2.1% less than the year before that, while they only had a 48.3% share in 2018–19 before the start of the pandemic. Adult schools with between 100 and 700 distance learning students had a reduced share of 30.8% in 2022–23 with 6.9% less than the 37.7% share in the previous year. The three years before, 32.7% of schools were in the medium category in 2020–21, 30.8% in 2019–20, and 39.3% in the 2018–19 program year. Many of these adult schools have increased their enrollment numbers of distance learning students over this period and are now in the category of adult schools with more than 700 distance learning students as is the case with adult schools with less than 100 distance learning students (12.4% were in this category in 2018–19) that are now in the medium category. Since the program year 2019–20 when the pandemic began, they also continued to build on their share over the years. In 2022–23, 4% of adult schools fell into this category, compared with 3.5% in 2021–22, 2.4% in 2020–21, and 2% in the 2019–20 program year.

³ See Appendix F: WIOA Title II: Technology and Distance Learning Plan Update for Program Year 2018–2019 and 2019–2020 in Annual Report (July 1, 2019 to June 30, 2020) at <https://otan.us/about-us/reports/>



Students and Technology for Distance Learning

In program year 2022–23, statewide results from the Student Technology Intake Survey were available for the second time for an entire program year and the first time to allow a full comparison with a previous year. The survey was launched in September 2020 as a new instrument⁴ that would support agencies in sharing learner data with legislators, Local Workforce Development Boards (LWDBs), and other adult education partners. It is required to be completed annually by all students at the point of enrollment or soon after. The purpose of the survey is to gather data related to student access and distance learning barriers. Agency-specific and student-level data is only shared with agencies to inform program development, identify gaps in digital access, and understand how students use technology in their daily lives.⁵

Many agencies’ outreach and promotion activities have taken advantage of technology to reach prospective students, especially during the pandemic when in-person contact was limited. In the program year 2022–23, two thirds (65.8%) of students participating in the survey were told about their adult school by a family member, but one quarter (26%) found information on a website, similar to both previous program years as Figure 5 shows. Including answer choices about the role of social media with respect to outreach and promotion purposes on the one hand and for ongoing communication and follow-up with students on the other may be a useful addition to the Student Technology Intake Survey to better understand the potential impact of technology.

HOW DID YOU HEAR ABOUT OUR SCHOOL?		TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
		22-23	% 22-23	21-22	% 21-22	20-21	% 20-21
Family or Friend	Yes	26,733	65.8%	18,644	67.4%	14,472	62.9%
	No	13,922	34.2%	9,014	32.6%	8,554	37.1%
Website	Yes	10,555	26.0%	7,657	27.7%	6,826	29.6%
	No	30,100	74.0%	20,001	72.3%	16,200	70.4%
Advertisement	Yes	3,264	8.0%	2,017	7.3%	1,781	7.7%
	No	37,391	92.0%	25,641	92.7%	21,245	92.3%
Catalog	Yes	1,991	4.9%	1,238	4.5%	1,632	7.1%
	No	38,664	95.1%	26,420	95.5%	21,394	92.9%

Figure 5. Promotion and outreach of adult school programs. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

4 For online access to the survey visit <https://caladulted.org/StudentTechnologyIntakeSurvey> 

5 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2021–22, p. 5

Digital Devices and Connectivity

As adult education agencies encourage adults to participate in their programs, the *Digital Learning Guidance* notes that “A prerequisite to engaging in digital learning is ensuring digital equity, including access to digital devices, connectivity to high-speed internet, and developing digital literacy skills.”⁶ The *Digital Learning Guidance* also suggests ways to gather information from learners to better understand their needs related to access, including surveys, outreach practices, and relationship building. Taken together, this data can provide insight into what devices, connectivity, and digital skills students have or don’t and where an adult education agency can work to ensure digital equity and access for all learners.

Some of the key questions of the Student Technology Intake Survey ask about devices and Internet connectivity in the context of digital learning. We know from research done by other organizations like the Pew Research Center that almost every American has a cell phone. In our survey, roughly the same number (93.9%) as in the two previous program years (95% and 95.7% respectively) said that their cell phone is a smartphone (see Figure 6).

IS YOUR CELL PHONE A SMARTPHONE?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	%	21-22	%	20-21	%
Yes	38,170	93.9%	26,272	95.0%	22,038	95.7%
No	2,485	6.1%	1,386	5.0%	988	4.3%

Figure 6. Students’ access to smartphones. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

When students were asked how they connected to the internet, fewer students (72.8%) used a connection at home in 2022–23 than during the last two program years (76.8% and 86.9% respectively). Figure 7 also illustrates that, this year, more students (38.1%) used their phone to get online, compared to the previous two years (35.8% and 22.6%), and slightly more used wifi in the community or a personal hotspot than before.

6 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 30. <https://otan.us/Resources/DigitalLearningGuidance> 

HOW DO YOU CONNECT TO THE INTERNET?		TOTAL	%	TOTAL	%	TOTAL	%
		(N=40,647)	22-23	(N=27,658)	21-22	(N=23,026)	20-21
Wifi/Internet connection in my home	Yes	29,600	72.8%	21,236	76.8%	20,014	86.9%
	No	11,055	27.2%	6,422	23.2%	3,012	13.1%
Through my phone	Yes	15,472	38.1%	9,913	35.8%	5,204	22.6%
	No	25,183	61.9%	17,745	64.2%	17,822	77.4%
WiFi in the community	Yes	2,446	6.0%	1,205	4.4%	1,337	5.8%
	No	38,209	94.0%	26,453	95.6%	21,689	94.2%
Personal Hotspot	Yes	2,361	5.8%	1,535	5.5%	718	3.1%
	No	38,294	94.2%	26,123	94.5%	22,308	96.9%

Figure 7. Students’ ways to connect to the internet. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

As Figure 8 shows, there are also data limits that continue to present every fifth student (20.2% in 2022-23, 19.4% in 2021-22, and 20.8% in 2020-21) with barriers to learning. Not being able to connect to the Internet at an affordable rate as needed means limited access to educational opportunities.

DO YOU HAVE DATA LIMITS AT HOME OR ON YOUR PHONE THAT WOULD KEEP YOU FROM LEARNING?		TOTAL	%	TOTAL	%	TOTAL	%
		(N=40,647)	22-23	(N=27,658)	21-22	(N=23,026)	20-21
	Yes	8,203	20.2%	5,377	19.4%	4,781	20.8%
	No	22,100	54.4%	15,286	55.3%	13,185	57.3%
	I don't know	10,352	25.5%	6,995	25.3%	5,060	22.0%

Figure 8. Students’ data limits as barriers to online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

These findings suggest that there is an increasing lack of access to the internet from home for some students and an increasing reliance on mobile devices as the main source of connection. It underlines the importance of mobile devices for access and a need to design for mobile learning. Bring-Your-Own-Device (BYOD) policies at adult schools and free public wifi in the communities they serve would provide more seamless opportunities for connection.

When we asked the participants at this year’s TDLS to reflect on these findings, some wondered what the reasons were for a lack of Internet access at home and the increasing use of mobile devices. When more students are relying on cellphone use rather than home WiFi, can we find ways to teach and have students access and use resources from their cell phone? One participant wondered if we were masking continuing low digital literacy levels by using more mobile learning. Another asked if funding would continue to support at home wifi.

Online Learning

Through blended distance learning, agencies can provide more flexible program options with online learning. When students were asked in the 2022-23 program year if they had ever taken an online class before, a declining number of them (46.3%) said that they had compared to the previous years (54.8% in 2021-22 and 71% in 2020-21) as shown in Figure 9 below.

HAVE YOU EVER TAKEN A CLASS ONLINE?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	%	21-22	%	20-21	%
Yes	18,809	46.3%	15,145	54.8%	16,352	71.0%
No	21,846	53.7%	12,513	45.2%	6,674	29.0%

Figure 9. Students having taken online classes before. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Similarly, as Figure 10 illustrates, 55.4% said in 2022–23 that they wanted to continue learning online, compared to 63.1% and 93.9% in the previous years.

WHAT IS YOUR FEELING ABOUT LEARNING ONLINE?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	%	21-22	%	20-21	%
I will continue to learn online.	22,539	55.4%	17,449	63.1%	21,618	93.9%
I don't think I can learn online right now.	18,116	44.6%	10,209	36.9%	1,408	6.1%

Figure 10. Students’ feelings about online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Digital Devices for Online Learning

In the program year 2022–23, cell phones have again become the most common choice of devices used for online learning. Laptops and computers were used by 63.1% of students in 2021–22 most commonly for online learning but 76% had reported using cell phones in the program year 2020–21 when the Student Technology Intake Survey was implemented and may have been administered to only a select number of students during the program year. Figure 11 also shows that there is an increasing number of students who reported that they did not have a device. While only 1% of those participating in the survey had no device in 2020–21, 4.3% did not have one in 2021–22 and 5.9% reported that they did not have a device for online learning in the 2022–23 program year.

WHICH DEVICE(S) DO YOU OR CAN YOU USE FOR ONLINE LEARNING? (CHECK ALL THAT APPLY)		TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
		22-23	% 22-23	21-22	% 21-22	20-21	% 20-21
Laptop or computer	Yes	26,199	64.4%	17,732	64.1%	17,492	76.0%
	No	14,456	35.6%	9,926	35.9%	5,534	24.0%
Cell phone	Yes	24,265	59.7%	17,788	64.3%	13,174	57.2%
	No	16,390	40.3%	9,870	35.7%	9,852	42.8%
Tablet	Yes	7,555	18.6%	5,450	19.7%	5,382	23.4%
	No	33,100	81.4%	22,208	80.3%	17,644	76.6%
None (I don't have a device)	Yes	2,404	5.9%	1,201	4.3%	219	1.0%
	No	38,251	94.1%	26,457	95.7%	22,807	99.0%

Figure 11. Students' use of devices for online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Online Learning Challenges

As we learned during the pandemic and the switch to online learning, adult education students not only need a set of digital skills but also optimal conditions to be successful online learners. One common challenge is that a significant amount of students have to share the device they use for learning online, likely with another member of their household. Figure 12 shows that 32.8% of survey respondents reported that they had to share their device in 2022–23, similar to 33.7% in 2021–22 but less than the previous year when 39.4% had to share their device. One third of students may not be able to choose when they can learn online and likely cannot participate in synchronous online offerings that require them to be present online at a specific time. For some students, having to rely on asynchronous independent study may mean decreased persistence and learning progress, due to a lack of opportunity to connect, collaborate, and socialize with other students in their classes as well as receive peer support.

DO YOU SHARE THIS COMPUTER, LAPTOP, OR OTHER DEVICE WITH OTHERS AT HOME?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	% 22-23	21-22	% 21-22	20-21	% 20-21
Yes	13,354	32.8%	9,311	33.7%	9,081	39.4%
No	27,301	67.2%	18,347	66.3%	13,945	60.6%

Figure 12. Students having to share devices for online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Similarly, another common challenge is having a quiet place to study at home. Figure 13 shows that an increasing number of students are impacted that way. In 2022–23, 17.1% did not have a quiet place to study, compared to 15.7% and 12.6% in the previous years respectively. This trend is particularly significant as schools returned to in-person instruction, which should have alleviated stresses on households brought on by the pandemic, such as school age children being forced to study at home rather than at their school locations.

DO YOU HAVE A QUIET PLACE TO STUDY AT HOME?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	% 22-23	21-22	% 21-22	20-21	% 20-21
Yes	33,719	82.9%	23,306	84.3%	20,114	87.4%
No	6,936	17.1%	4,352	15.7%	2,912	12.6%

Figure 13. Students’ study space for online learning. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Email usage is commonly used as one indicator of a person’s digital access and ability. When looking specifically at students’ access to email and a smartphone and how they connect, Figure 14 shows that a third of students did not use email at home or at school (34.3% in 2022–23 and 34.4% in 2021–22). However, the findings of the survey do not differentiate if students did not have access to email or if they lacked the ability to use email, but the question assumes that the ability to use email is present or is simply concerned with using email as an outcome of students’ access and ability to use email.

DO YOU USE EMAIL AT HOME OR AT SCHOOL?	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)	
	22-23	% 22-23	21-22	% 21-22	20-21	% 20-21
Yes	26,721	65.7%	18,140	65.6%	17,986	78.1%
No	13,934	34.3%	9,518	34.4%	5,040	21.9%

Figure 14. Students’ use of email at home. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Online Learning Supports

When students were asked during the 2022–23 program year about what would help them to study online, four out of ten (40.7%) said flexible study times, similar to those the year before (41.2%). Also, 28.7% (27.3% previously) said a device to study online, 25.6% (24.8% previously) said assistance with getting into online textbooks or classes, 14.7% (15.1% previously) said technical troubleshooting, and 14.6% (14.1% previously) said that a mobile hotspot to get on the Internet would be helpful.

PLEASE MARK THE ITEMS BELOW THAT WOULD HELP YOU TO STUDY ONLINE. (CHECK ALL THAT APPLY)	TOTAL (N=40,647)		TOTAL (N=27,658)		TOTAL (N=23,026)		
	22-23	% 22-23	21-22	% 21-22	20-21	% 20-21	
Flexible study times	Yes	16,544	40.7%	11,388	41.2%	8,089	35.1%
	No	24,111	59.3%	16,270	58.8%	14,937	64.9%
A device to help me study online	Yes	11,660	28.7%	7,562	27.3%	5,778	25.1%
	No	28,995	71.3%	20,096	72.7%	17,248	74.9%
Help getting into my online textbooks and/or classes	Yes	10,409	25.6%	6,870	24.8%	4,847	21.1%
	No	30,246	74.4%	20,788	75.2%	18,179	78.9%
Technical help fixing or using online stuff	Yes	5,965	14.7%	4,182	15.1%	3,311	14.4%
	No	34,690	85.3%	23,476	84.9%	19,715	85.6%
Help to get on the Internet like a mobile hotspot	Yes	5,924	14.6%	3,894	14.1%	2,864	12.4%
	No	34,731	85.4%	23,764	85.9%	20,162	87.6%

Figure 15. Students’ online learning needs. Student Technology Intake Survey Results for program years 2022–23 (n=40,647), 2021–22 (n=27,658), and 2020–21 (n=23,026) (Source: OTAN 2021–2023)

Teachers and Technology for Distance Learning

The *Digital Learning Guidance* asks, “What does an effective lesson look like in the digital age?”⁷ In designing lessons and classroom instruction for flexible learning experiences, a number of factors must be considered, including using a technology integration model or framework to guide the use of technology in the classroom, selecting the right digital tools depending on purposes, learning goals, and outcomes, and ways to evaluate digital content, resources, and tools for pedagogical and technical usability.

Measuring teacher confidence, opinions, and competencies in the classroom allows agencies to understand instructors' strengths and identify where they need additional support. The Teacher Self-Assessment must be completed by at least 25% of teachers in each agency as part of the annual CIP.⁸ [Note: In 2022–23, agencies were not held to this requirement by the CDE as many agencies focused on completing their applications for the 2023–27 WIOA II RFA (Request for Applications).] The purpose of this short survey is to understand the technology skills, knowledge, and needs of teachers with respect to general technology use in education, specific technology uses in the classroom, opinions and attitudes on technology integration, and areas of technical needs and improvement.

The *Digital Learning Guidance* also notes, “Regardless of modality, programs that implement models for digital learning need to include basic digital literacy skills development for... educators. In addition to basic digital literacy skills, educators need professional development in effective technology integration.”⁹ As an agency develops its CIP, OTAN provides training to support the application and integration of technology into the classroom and program development in blended distance learning practices. For example, agencies can apply to participate in the two-year Digital Leadership Academy (DLAC), take training through online webinars, face-to-face workshops, and online courses, and receive referrals to specific resources that would most benefit program goals.¹⁰

7 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 67. <https://otan.us/Resources/DigitalLearningGuidance> 

8 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2021–22, p. 6

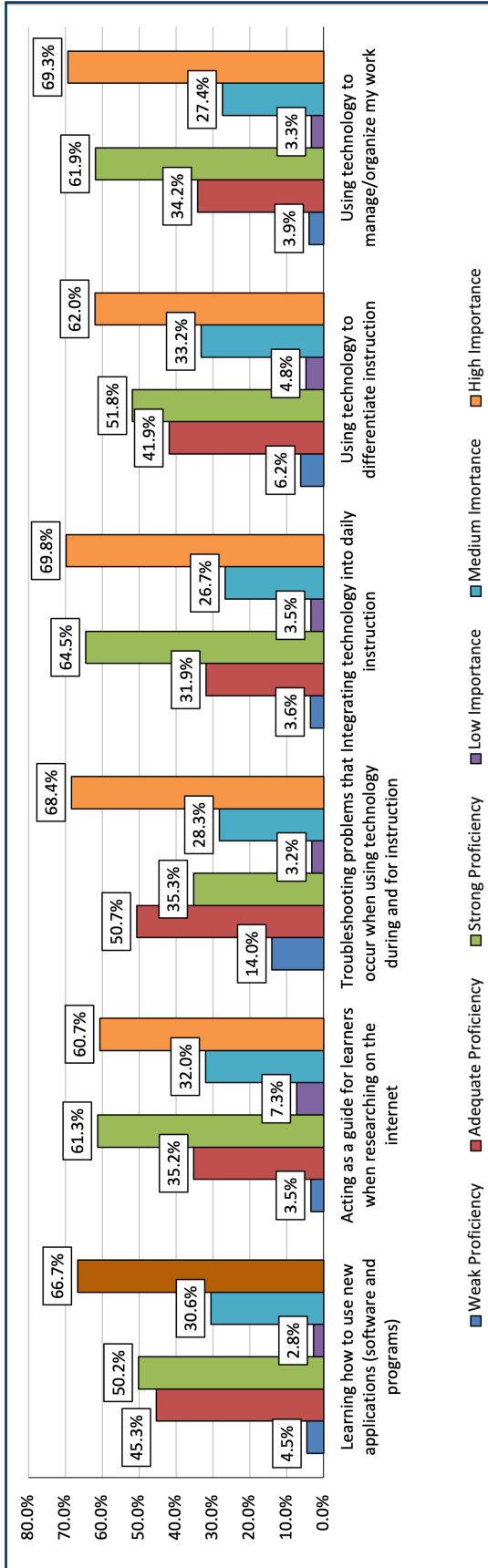
9 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 61. <https://otan.us/Resources/DigitalLearningGuidance> 

10 California Department of Education Adult Education Office. Continuous Improvement Plan. Program Year: 2021–22, p. 15

General Technology Use in Education

In the Technology and Distance Learning Updates prior to program year 2020–21, OTAN reported on teacher self-assessments of their technology skills and their perceived value for instruction based on the ISTE Standards for Teachers to help improve future professional development opportunities through local agencies as well as for services available through the three state leadership projects (OTAN, CASAS, CALPRO). The section on General technology use in education in the Teacher Self-Assessment employs a similar approach, asking teachers to rate their skills and the importance they place on various tasks. In 2022–23, 1,881 teachers responded to the survey compared to 3,056 respondents in 2021–22; there were fewer respondents this program year because the CIP was not a requirement for agencies to complete in the program year due to the aforementioned focus on the 2023–2027 WIOA RFA.

Teachers rated themselves equally strongly in Integrating technology into daily instruction (64.5%), Acting as a guide for learners when researching on the internet (61.3%), and Using technology to manage/organize their work (61.9%) - around another third thought they were adequately proficient in these areas. When asked about the importance placed on tasks, they rated Troubleshooting problems that occur when using technology during and for instruction (69.8%), Using technology to manage/organize my work (69.3%), and Troubleshooting problems that occur when using technology during and for instruction (68.4%) highest. More than 90% considered all areas of high and medium importance (see chart and table in Figure 16).



GENERAL TECHNOLOGY USE IN EDUCATION - DATA TABLE 2022-23 (N=1,881)	PROFICIENCY			IMPORTANCE		
	Weak	Adequate	Strong	Low	Medium	High
Learning how to use new applications (software and programs)	4.5%	45.3%	50.2%	2.8%	30.6%	66.7%
Acting as a guide for learners when researching on the internet	3.5%	35.2%	61.3%	7.3%	32.0%	60.7%
Troubleshooting problems that occur when using technology during and for instruction	14.0%	50.7%	35.3%	3.2%	28.3%	68.4%
Integrating technology into daily instruction	3.6%	31.9%	64.5%	3.5%	26.7%	69.8%
Using technology to differentiate instruction	6.2%	41.9%	51.8%	4.8%	33.2%	62.0%
Using technology to manage/organize my work	3.9%	34.2%	61.9%	3.3%	27.4%	69.3%

Figure 16. General Technology Use in Education. CIP Teacher Assessment Survey Results for program year 2022-23 (n=1,881) (Source: OTAN 2023)

In previous years, the report compared results of weak proficiency with high importance to determine areas where professional development activities may have the most impact and assist agencies in the planning of training activities. In 2022–23, the weak and adequate proficiency results were combined and displayed side-by-side with the high importance results to get a better sense of areas where professional development would be needed to continue to support teachers to become more tech-savvy with training that targets their proficiency levels. For future surveying, it may be more useful to employ a four-point scale so that respondents can choose between four more differentiated answer choices (e.g. not confident, less confident, more confident, very confident).

In Figure 17, areas with high percentages in both weak and adequate proficiency and high importance are areas where teachers feel they need professional development most, such as Troubleshooting problems that occur when using technology during and for instruction (64.7% weak or adequate proficiency and 68.4% high importance), which also topped the list in the previous program year (68.2% and 62.7% respectively in 2021–22). In the area of Learning how to use new applications (software and programs), 49.8% rated themselves having weak or adequate proficiency and 66.7% considered the area highly important (compared to 49.5% and 67.3% respectively the year before). Five out of ten (48.1% compared to 50.8% before) rated themselves having weak or adequate proficiency in the area of Using technology to differentiate instruction while six out of ten (62% in 2022–23 and 60.9% in 2021–22) considered it an area of high importance. Additionally, seven out of ten rated Integrating technology into daily instruction (69.8% in 2022–23 and 71.3% in 2021–22) and Using technology to manage/organize my work (69.3% in 2022–23 and 69% in 2021–22) highly important. Learning how to use new applications (66.7% in 2022–23 and 67.3% in 2021–22) and Acting as a guide for learners when researching the internet (60.7% in 2022–23 and 67.3% in 2021–22) were also highly important to respondents.

AREAS OF WEAK AND ADEQUATE PROFICIENCY AND HIGH IMPORTANCE TO TEACHING 2021-22 (N=3,056) AND 2022-23 (N=1,881)	WEAK AND ADEQUATE PROFICIENCY	WEAK AND ADEQUATE PROFICIENCY	HIGH IMPORTANCE	HIGH IMPORTANCE
	2021-22	2022-23	2021-22	2022-23
Learning how to use new applications (software and programs)	49.5%	49.8%	67.3%	66.7%
Acting as a guide for learners when researching on the internet	38.1%	39.0%	63.0%	60.7%
Troubleshooting problems that occur when using technology during and for instruction	62.7%	64.7%	68.2%	68.4%
Integrating technology into daily instruction	34.9%	35.5%	71.3%	69.8%
Using technology to differentiate instruction	50.8%	48.1%	60.9%	62.0%
Using technology to manage/organize my work	38.2%	38.1%	69.0%	69.3%

Figure 17. Areas of Weak and Adequate Proficiency and High Importance to Teaching. General Technology Use in Education. CIP Teacher Assessment Survey Results for program years 2021–22 (n=3,056) and 2022–23 (n=1,881) (Source: OTAN 2022 and 2023)

Specific Technology Use in the Classroom

The use of specific technologies for teaching and learning may vary greatly by the frequency with which they are used. Teachers were asked to rate descriptions of technology uses based on the amount of time they spent working with them. Figure 18 illustrates that, in the program year 2022–23, 72% (73.9% in 2021–22 and 84% in 2020–21) responded that Computers in all environments (classroom, remote teaching) were used daily. In 2022–23, 50.7% (51.6% in 2021–22 and 57.3% in 2020–21) said they used Internet resources for developing lesson plans / ideas (websites, extensions, search tools like Google, Bing) on a daily basis. About the same percentage of respondents (48.1% in 2022–23, 47.7% in 2021–22 and 57.6% in 2020–21) said the same about mobile devices (primarily smartphones or feature phones). It is notable that there was a decrease of 6-10 percentage points between the program years 2020–21 and 2021–22 and this trend has been less pronounced since; however, the daily use of computers went down as the use of mobile devices went up.

In 2022–23, 65.2% [less than last year (67%) but still more than two years ago (62.5%)] reported that they never used Assistive Technology hardware (puff sticks, special mouse, large key keyboards, communication boards) and still 51.2% of respondents (54.7% last year and 55% the year before) never used Assistive Technology Tools (screen readers, magnifiers, JAWS, Immersive Reader, NVDA). These developments may be of concern to adult schools when considering the advantages of multimodal program delivery and using assistive technologies to support learning.

SPECIFIC TECHNOLOGY USE IN THE CLASSROOM 2022-23 (N=1,881)	DAILY	WEEKLY	MONTHLY	YEARLY	NEVER
Applications and Internet	%	%	%	%	%
Internet resources for developing lesson plans / ideas (websites, extensions, search tools like Google, Bing)	50.7%	34.3%	10.1%	2.8%	2.1%
Apps for tablets / mobile devices	28.9%	24.8%	18.6%	8.4%	19.3%
Assistive Technology Tools (screen readers, magnifiers, JAWS, Immersive Reader, NVDA)	8.7%	11.4%	14.0%	14.6%	51.2%
Test Preparation (I.E. HSE, Certifications, etc.)	14.5%	17.5%	22.7%	14.9%	30.4%
Assessment (formative, summative, check for understanding, EL Civics Assessments)	23.8%	31.3%	26.4%	8.0%	10.5%
Virtual Classroom Design (Website, Learning Management System / LMS, Blogs, etc.)	29.5%	19.2%	14.1%	11.2%	26.0%
Management programs for student data (I.E. Tops Enterprise Reports, Student Information System, and Launchboard)	24.9%	20.1%	21.2%	11.0%	22.8%

SPECIFIC TECHNOLOGY USE IN THE CLASSROOM 2022-23 (N=1,881)	DAILY	WEEKLY	MONTHLY	YEARLY	NEVER
Hardware					
Computer in all environments (classroom, remote teaching)	72.0%	14.2%	5.2%	3.5%	5.2%
Active Board (e.g., White Board, SMART board, smart/touch TV's)	38.7%	13.2%	7.7%	6.1%	34.3%
Mobile devices (primarily smartphones or feature phones)	48.1%	20.9%	9.8%	2.3%	18.9%
Tablets (e.g., iPads, Microsoft Surface)	21.9%	15.5%	12.0%	6.9%	43.8%
Digital video cameras (digital display, projectors, presentation devices, and document cameras)	43.6%	18.7%	11.4%	6.0%	20.4%
Assistive Technology hardware (puff sticks, special mouse, large key keyboards, communication boards)	12.8%	6.3%	7.0%	8.7%	65.2%

Figure 18. Specific Technology Use in the Classroom. CIP Teacher Assessment Survey Results for program year 2022–23 (n=1,881) (Source: OTAN 2023)

Opinions and Attitudes on Technology Integration

The role of technology integration in education continues to be a topic of debate, not only because of the recent pandemic when many adult schools, teachers, and students were thrust into remote teaching and learning. The Teacher Self-Assessment emphasizes a recognition that lessons and the curriculum and not technology by itself drive the use of technology. Technology integration is the use of technology tools in general content areas in education to allow students to apply computer and technology skills to learning and problem-solving.¹¹ The opinions and attitudes on technology integration of teachers are important factors when creating and employing curriculum.

There was comparatively little change comparing the findings in most categories shown in Figure 19 below with the previous program year. In 2022–23, 86.1% (87.8% in 2021–22 and 84.9% in 2020–21) agreed or strongly agreed that learners created products that showed higher levels of learning. When asked in 2022–23 if they thought technology had changed their teaching, 92.1% (compared to 92.2% and 94.3% the years before) agreed or strongly agreed that it had and 77.1% (compared to 76.2% and 76.1% the years before) thought that most technology would improve their ability to teach. In addition, 94.1% of respondents in 2022–23 (93.6% in 2021–22 and 93.3% in 2020–21) agreed or strongly agreed that they thought technology was a good tool for collaboration with other teachers. The same program year, 70.5% (71.9% and 74.4% the years before) disagreed or strongly disagreed that they thought learners were more knowledgeable than they were when it came to technology and 73.8% (compared to 74.9% and 72.7%) did not think that technology was unreliable. But 2.5% more teachers (58.3%) in 2022–23 than the year before (55.8%) and 1.5% more than

the year before that (56.8%) strongly agreed or agreed that they were expected to learn new technologies without formal training. The same percentage of respondents as the year before (53.1%) agreed or strongly agreed that there was too much technological change coming too fast without enough support for teachers, which was 4.9% fewer teachers than two years ago (58%). Finally, a rising percentage of teachers surveyed (87.5% in 2022–23 compared to 86.2% in 2021–22 and 81.6% in 2020–21) agreed or strongly agreed that learners were more motivated when using the Internet. These findings may indicate an increasing acceptance of the use of technologies and a continuing need for formal training to use technologies to meet teaching expectations.

OPINIONS AND ATTITUDES ON TECHNOLOGY INTEGRATION 2022-23 (N=1,881)	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
When using the internet...	%	%	%	%
Learners create products that show higher levels of learning	29.5%	56.6%	11.0%	3.0%
Learners are more motivated	30.5%	57.0%	10.7%	1.8%
Learners are often distracted when online (ads, personal emails, and social media)	16.6%	47.2%	32.0%	4.3%
There is more learner collaboration	17.6%	50.7%	28.0%	3.7%
Plagiarism is a problem	19.2%	42.3%	30.6%	7.9%
There are too many unreliable sources	15.0%	46.2%	34.1%	4.7%
I think...				
Electronic media will replace printed text within five years	18.3%	45.7%	32.0%	4.0%
Most technology would improve my ability to teach	25.2%	51.9%	19.9%	2.9%
Technology has changed the way that I teach	40.5%	51.6%	6.5%	1.4%
Learners are more knowledgeable than I am when it comes to technology	6.3%	23.3%	56.4%	14.1%
We are expected to learn new technologies without formal training	15.4%	42.9%	36.2%	5.5%
There is too much technological change coming too fast without enough support for teachers	15.0%	38.1%	40.4%	6.5%
Technology is a good tool for collaboration with other teachers	35.4%	58.7%	4.5%	1.4%
Technology is unreliable	3.9%	22.2%	59.4%	14.4%

Figure 19. *Opinion and Attitudes on Technology Integration. CIP Teacher Assessment Survey Results for program year 2022–23 (n=1,881) (Source: OTAN 2023)*

Areas of Technical Needs and Improvement

As in previous years, teachers were asked about the technology support they received in instructional settings to assist with setting priorities for professional development, resources, and infrastructure to support technology integration. They were also asked about additional support they may need; however, the results on this point were inconclusive this year and still require some follow-up analysis that could not be completed in time for inclusion in this report. As revisions are planned for the CIP Teacher Self-Assessment Survey,

next year’s report will again include information about the additional supports teachers need to use technology in ways that improve teaching and learning.

In the 2022–23 program year, 64.4% reported that they received help aligning the integration of technology with the implementation of standards, for instance, College and Career Readiness and / or English Language Proficiency Standards (compared to 48.6% in 2021–22 and 56% in 2020–21). Also, 61.1% of respondents in 2022–23 (57.3% the year before and 66.3% two years ago) reported that they received many opportunities to collaborate with colleagues on how to use technology. 81.1% (compared to 76.1% and 76.2% respectively) said they had sufficient access to technology tools and resources to integrate into instruction, such as software, paid subscriptions for tools like Quizlet and Kahoot, and learning management systems. An increasing percentage of respondents (75.1%) reported in 2022–23 that they had enough time to integrate technology into their curriculum (67.6% and 69.9% the years before).

When asked if they received or took technology training when offered by their agency, 90.3% said that they did in 2022–23 compared to 90.4% in 2021–22 and 92.7% in 2020–21. While more than eight out of ten (83.6%, 82.3%, and 84.2%) said they had fast internet access or access to it, an almost equally high percentage (81.2%, 78.4%, and 81.8%) said that they had received enough technical support from their administration to keep computers and applications running with assigned technical support from the district, school, or volunteers (Figure 20).

AREAS OF TECHNICAL NEEDS AND IMPROVEMENT - TEACHER SUPPORTS	2022-23 (N=1,881)	2021-22 (N=3,056)	2020-21 (N=3,279)
1a I have received or taken technology training when offered by my agency	90.3%	90.4%	92.7%
2a I have enough time to integrate technology into my curriculum	75.1%	67.6%	69.9%
3a I receive enough technical support from my administration to keep computers and applications running (assigned technical support from district, school, volunteers etc.)	81.2%	78.4%	81.8%
4a I receive sufficient access to hardware technology tools to integrate into my instruction (computers, document cameras, smart boards, etc.)	81.1%	76.1%	76.2%
5a I receive sufficient access to technology tools/resources to integrate into my instruction (software: paid subscriptions for tools like Quizlet, Kahoot, a learning management system, etc.)	72.9%	66.8%	69.4%
6a I have fast internet, or access to fast internet	83.6%	82.3%	84.2%
7a I receive many opportunities to collaborate with colleagues on how to use technology	61.1%	57.3%	66.3%
8a I receive many options for professional development in the areas of technology	66.1%	62.2%	73.3%
9a I receive help aligning the integration of technology with the implementation of standards (I.E. College and Career Readiness and / or English Language Proficiency State Standards)	64.4%	48.6%	56.0%

Figure 20. Areas of Technical Needs and Improvement - Teacher Supports. CIP Teacher Assessment Survey Results for program years 2022–23 (n=1,881), 2021–22 (n=3,056), and 2020–21 (n=3,279) (Source: OTAN 2021–2023)

Professional Development Priorities

The AEFLA Program Implementation Survey also collects information about professional development (PD) needed by administrators and coordinators as well as instructors. Agencies are asked to indicate whether they have no need (do not need or want any professional development now), a basic need (need or want some professional development, but not of the highest priority), or an advanced need (need professional development in this area, and need to receive it soon) for each of the priorities in the current program year.

Figure 21 shows that agencies continue to report an advanced need for administrators and coordinators in the following areas related to blended distance program delivery in the program year 2022–23, although agencies with medium and small distance learner enrollments less so than the year before, possibly because there is less online learning and online testing taking place. One out of ten (10%) adult schools with more than 700 distance learning students, 6% of those with between 100 and 700, and 5% of schools with less than 100 identified an advanced need for Transitioning to remote online learning (compared to 8%, 9%, and 13% in 2021–22) and 14%, 4%, and 7% respectively did so for Transitioning to remote testing in 2022–23 (compared to 8%, 12%, and 17%). Also noteworthy is that a similar percentage of respondents saw an advanced need with respect to Equity in adult education in adult schools with high and medium distance learner enrollments in 2022–23 as the year before (19% and 16% compared to 17% and 17%). Only 8% of respondents from schools with less distance learner enrollments did the same in 2022–23 compared to 15% in 2021–22, possibly because there is again more in-person instruction taking place than in the years immediately after the start of the pandemic.

ADVANCED NEED FOR PD FOR ADMINISTRATORS AND COORDINATORS	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
Improving learner enrollment, attendance, and persistence	33%	29%	35%	36%	28%	38%
CTE/Workforce Preparation programs and instruction	33%	8%	26%	26%	14%	24%
Integrated Education and Training	29%	29%	20%	28%	24%	17%
Student counseling and wraparound services	24%	21%	28%	26%	14%	19%
Using TOPSpro Enterprise data and assessment to inform instruction	19%	25%	28%	28%	20%	25%
Using TOPSpro Enterprise data to manage and improve programs	19%	25%	25%	26%	16%	35%
Student transitions to employment and career training	19%	21%	32%	33%	23%	18%
Student transitions to college and education opportunities	19%	17%	29%	26%	23%	18%
Equity in adult education	19%	17%	16%	17%	8%	15%
Working in collaborative teams	14%	0%	6%	13%	8%	10%
Budget/fiscal issues	14%	8%	11%	14%	10%	11%
Transitioning to remote testing	14%	8%	4%	12%	7%	17%

ADVANCED NEED FOR PD FOR ADMINISTRATORS AND COORDINATORS	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Transitioning to remote online learning	10%	8%	6%	9%	5%	13%
ESL programs and instruction, including EL Civics implementation	10%	8%	10%	15%	11%	17%
ABE/ASE programs and instructions	10%	0%	13%	15%	7%	11%
WIOA, Title II data collection requirements	5%	13%	10%	15%	10%	22%
NRS goals/performance	5%	13%	9%	12%	10%	15%
Establishing a Professional Learning Community (PLC)	5%	8%	12%	15%	8%	11%
Staff development and management	5%	0%	13%	12%	7%	10%
CAEP data collection requirements	0%	13%	6%	12%	12%	17%
Managed enrollment	0%	4%	6%	6%	5%	6%

Figure 21. Professional Development Priorities for Administrators and Coordinators. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)


Additionally, Figure 22 below provides details about the professional development needs for instructors corresponding to the bolded needs for administrators and coordinators in Figure 21 above: Transitioning to remote online learning (19% compared to 17% in 2021–22 for adult schools with more than 700 distance learning students, 7% and 7% respectively for those with between 100 and 700, and 5% compared to 13% for schools with less than 100) and Transitioning to remote testing (19%, 3%, and 7% compared 8%, 9%, and 8% in 2021–22 respectively). Fewer respondents (33%, 23%, and 11% in 2022–23 compared to 46%, 29%, and 22% in 2021–22) said that Integration of technology was an advanced professional development need. Notable is that fewer teachers from agencies with high, medium, and small distance learner enrollment said that they needed more Computer-based instructional strategies/curriculum, especially at agencies with high distance learner enrollment (15% less) and medium enrollment (8% less) - the need at small distance learner enrollment agencies remained similar (22% compared to 24% in 2021–22). An advanced need for professional development related to Equity in adult education decreased except in agencies with medium distance learner enrollment (2% more): 14%, 19%, and 12% in 2022–23 compared to 17%, 17%, and 19% in the 2021–22 program year.

ADVANCED NEED FOR PD FOR INSTRUCTORS	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Learner persistence	48%	46%	33%	42%	27%	35%
Integration of technology	33%	46%	23%	29%	11%	22%
Integrated Education and Training	29%	29%	23%	26%	20%	21%
Curriculum development, improvement and/or revision	24%	17%	17%	19%	15%	28%
Transitions into postsecondary education and the workforce	24%	13%	26%	33%	19%	17%

ADVANCED NEED FOR PD FOR INSTRUCTORS	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
Working in collaborative teams	24%	8%	6%	8%	8%	15%
Contextualized workforce education	19%	21%	20%	28%	20%	14%
Transitioning to remote online learning	19%	17%	7%	7%	5%	13%
Transitioning to remote testing	19%	8%	3%	9%	7%	8%
English Language Proficiency Standards implementation	19%	13%	12%	21%	18%	24%
Instruction for adults with learning disabilities	14%	17%	33%	19%	23%	17%
Equity in adult education	14%	17%	19%	17%	12%	19%
College and Career Readiness Standards for Adult Education implementation	14%	13%	19%	21%	14%	18%
Learner goal setting	14%	13%	16%	17%	16%	14%
Computer-based instructional strategies/ curriculum	10%	25%	20%	28%	22%	24%
Individual Learning Plans (ILPs)	10%	21%	15%	19%	8%	19%
Multi-level classes	10%	17%	23%	24%	16%	24%
Instructional strategies for specific program areas	10%	4%	10%	14%	7%	15%
Evidence-based instructional practices	5%	21%	17%	16%	16%	15%
Course outlines and lesson plans	5%	8%	13%	14%	15%	24%
Learner needs assessment	5%	8%	13%	13%	11%	14%

Figure 22. Professional Development Priorities for Instructors. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

The *Digital Learning Guidance* lists qualities that should be taken into consideration when planning and implementing effective professional development; for example, it is long-term and ongoing, it is collaborative, it is personalized, and it provides opportunities for coaching and peer learning as well as self-study and reflection.¹² These are important whether professional development happens in-person, online, or in a blended arrangement and would seem to align with some informal supports for blended distance learning that all adult schools implemented to some degree as shown in Figure 23. Implementation supports were still reported by two thirds in 2022–23 but fewer instructors than the year before (67% compared to 86%) in adult schools with more than 700 distance learners, while more of those in schools with between 100 and 700 distance learner enrollment (78% compared to 51%) reported the same; in agencies with less than 100 distance learner enrollment, there was less of a change since last year (48% compared to 44%). Informal supports like communities of practice have become more commonplace for instructors in agencies with medium and small distance learner enrollment (48% and 43% in 2022–23 compared to 35% and 26% in 2021–22); in agencies with the

12 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 61-62. <https://otan.us/Resources/DigitalLearningGuidance> 

highest enrollment there was less of a change since last year (48% compared to 50%). Help lines and tech support have been reported to be in place even less in these adult schools in 2022–23 than the year before (38% compared to 64%). Instructors at schools with medium and small distance learner enrollment received more support through help lines and tech support (74% and 70% in 2022–23 compared to 48% and 39% in the 2021–22 program year).

WERE THERE OTHER INFORMAL SUPPORTS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Implementation supports	67%	86%	78%	51%	48%	44%
Community of practice	48%	50%	48%	35%	43%	26%
Help lines and tech support	38%	64%	74%	70%	48%	39%

Figure 23. Blended Distance Learning Informal Supports. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

When discussing professional development needs of instructors at this year’s TDLS, session participants noticed that teachers and adult education professionals did not feel more equipped with digital literacy to support others and that there are many options for professional development but not as much participation as one would hope. One participant remarked that data from small agencies may never improve when some among a small number of staff struggle. Some reflected on how adult education professionals could be more exposed to existing offers, such as from OTAN, to assist their tool box, and how the long term impact of professional development on programs could be measured.

Program Implementation and Distance Learning

This section reviews results related to blended distance learning from the California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey for the program year 2022–23, in the following areas: distance learning classes, distance learning barriers, student persistence, and waiting lists. The AEFLA Program Implementation Survey collects information pertaining to program management, student transitions to post-secondary education, training, employment, budget issues, coordination, planning for professional development, distance learning, and English Literacy & Civics Section 231 and 243 programs. The Survey had been modified to reflect the impact of COVID-19 on the WIOA, Title II: AEFLA program.¹³ This section also includes results from the WIOA Title II: Technology and Distance Learning California Update for Program Year 2022–2023 Survey conducted by OTAN with agencies in early 2024 to provide more details about the aforementioned areas as well as Social Emotional Learning (SEL) and Digital Citizenship included in the last chapter of the *Digital Learning Guidance*.

13 For more info on the California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey visit <https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-wioa-survey>

Distance Learning Classes

The AEFLA Program Implementation Survey results for the 2022–23 program year showed that still almost all (95% in 2022–23 and 100% in 2021–22) adult schools with more than 700 distance learning students provided ASE and ESL programs also in a remote or hybrid/HyFlex learning format. In 2022–23, 88% (compared to 86% in 2021–22) of schools with 100-700 distance learners had ASE blended distance programs and 73% of them had ESL programs with remote or hybrid/HyFlex options (compared to 86% the year before), a sizable 13% less than the year before. Blended distance learning options decreased in both ASE (74% and 78%) and ESL (55% and 65%) in schools with less than 100 distance learners, but less so. ABE programs in remote or hybrid/HyFlex modes (76% in 2022–23 compared to 88% in 2021–22) were offered in 12% fewer schools with the highest distance learner enrollment but there was less change in the category of schools with medium distance learning enrollment (58% compared to 57%) and those with the smallest enrollment numbers (47% compared to 54%). Other significant decreases in blended distance learning options were reported for IELCE/IET (Integrated EL Civics/Integrated Education & Training) programs (13%) for schools with 100-700 distance learning students (30% in 2022–23 compared to 43% in 2021–22) and for CTE programs among schools with less than 100 distance learners (24% compared to 40%) where 16% fewer of these offered remote or hybrid/HyFlex options.

WHAT PROGRAMS DO YOU PROVIDE NOW IN A REMOTE OR HYBRID/HYFLEX LEARNING FORMAT? (SELECT ALL THAT APPLY)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
ABE	76%	88%	58%	57%	47%	54%
ASE	95%	100%	88%	86%	74%	78%
ESL	95%	100%	73%	86%	55%	65%
IELCE/IET	48%	54%	30%	43%	16%	14%
CTE	71%	71%	48%	54%	24%	40%
None	0%	0%	4%	2%	16%	8%
Other	5%	4%	7%	2%	8%	5%

Figure 24. Programs with remote or hybrid/Hyflex Classes. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

Figure 25 shows that among classes offered in online or hybrid formats, 82% and 60% (compared to 79% and 70% previously) of ASE classes were offered in adult schools with more than 700 and those with between 100 and 700 distance learners respectively. Schools with the highest number of distance learners reported a significant increase of ESL classes offered this way (95% in 2022–23 compared to 50% in 2021–22). In adult schools with less than 100 distance learning students, IELCE/IET classes were offered most (68%) online last

year but only 46% of them this year while ABE classes (69% compared to 62%) and ASE classes (61% like the previous year) were offered in online and hybrid formats more.

IF YOU ARE USING ONLINE OR HYBRID FORMATS, WHAT PERCENTAGE OF YOUR CLASSES ARE OFFERED IN A REMOTE OR HYBRID/HYFLEX FORMAT?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
ABE	65%	66%	59%	67%	69%	62%
ASE	82%	79%	60%	70%	61%	61%
ESL	95%	50%	35%	47%	34%	52%
IELCE/IET	48%	47%	52%	67%	46%	68%
CTE	42%	52%	41%	51%	34%	53%
Other	50%	50%	32%	20%	70%	0%

Figure 25. Hybrid/Hyflex Classes. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

In this year’s WIOA Title II: Technology and Distance Learning California Update for Program Year 2022–2023 Survey, agencies were asked again if their use of blended distance learning was due to administrative support and/or if teachers were the driving force. Overall, in adult schools with more than 700 and between 100 and 700 distance learners, administrative support and teacher-led initiative went hand-in-hand the most but less so (57% and 76% in 2022–23 compared to 67% and 84% in 2021–22). More than the previous year were able to rely on both the administration and teachers as driving forces of blended distance learning in adult schools with less than 100 distance learning students (81% in 2022–23 compared to 70% in 2021–22).

WAS BLENDED DISTANCE LEARNING SUPPORTED BY ADMINISTRATION AND/OR TEACHER-LED?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Admin supported	5%	11%	17%	6%	10%	4%
Teacher-led	33%	22%	20%	10%	14%	26%
Both	57%	67%	76%	84%	81%	70%

Figure 26. Blended Distance Learning Admin Support and/or Teacher-led. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

When asked if students and teachers were interested in blended distance learning, the majority of agencies indicated that they were - adult schools with between 100 and 700 distance learning students were the highest at 91% in 2022–23 (compared with 95% in 2021–22), those

with less than 100 distance learning students were at 83% (compared with 86% in 2021–22), and those with more than 700 students were at 80% in 2022–23 (compared with 93% in 2021–22) (Figure 27).

WERE THE STUDENTS AND TEACHERS INTERESTED IN BLENDED DISTANCE LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	80%	93%	91%	95%	83%	86%
No	20%	7%	9%	5%	7%	14%

Figure 27. Blended Distance Learning Student and Teacher Interest. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

When agencies were asked if student enrollment and retention numbers had been affected by their return to in-person instruction, 48% (compared to 50% the year before) of adult schools with more than 700 distance learning students, 50% (compared to 48%) of schools with medium distance learning enrollment, and 65% (compared to 41%) of those with less than 100 distance learning students agreed (Figure 28).

HAVE STUDENT ENROLLMENT AND RETENTION NUMBERS BEEN AFFECTED BY YOUR AGENCY'S RETURN TO IN-PERSON INSTRUCTION?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	48%	50%	50%	48%	65%	41%
No	52%	50%	50%	52%	35%	59%

Figure 28. Return to In-person Instruction Effect on Student Enrollment and Retention. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

Agencies were also asked to indicate if efforts were made specifically to offer HyFlex classes. As Figure 29 shows, in the 2022–23 program year, only a third (33%) agreed in adult schools with more than 700 distance learning students compared to more than half (57.1%) the year before. In schools with 100-700 distance learning students a similar percentage (56% compared to 54%) agreed. However, in schools with less than 100 distance learning students, six out of ten (61%) agreed that efforts were made to offer HyFlex in the 2022–23 program year, twice as much as the percentage who had agreed (30%) in the previous program year.

WERE THERE EFFORTS FOR ANY HYFLEX OFFERINGS (SIMULTANEOUS IN-PERSON AND REMOTE INSTRUCTION)?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	33%	57%	56%	54%	61%	30%
No	67%	43%	44%	46%	39%	70%

Figure 29. Hyflex Offering Efforts. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

When asked if they considered HyFlex a medium to strong need and if training was needed, only a third (33%) of respondents (compared to 89% in 2021–22) from adult schools with more than 700 distance learning students agreed while a half (56% in 2022–23 and 54% in 2021–22) of those from schools with 100-700 distance learning student enrollment still did. Slightly less (61%) than the two thirds (67%) of respondents from adult schools with less than 100 distance learning students who had said they needed more HyFlex offerings and professional development to support it in 2021–22 did so in the 2022–23 program year (Figure 30).

DO YOU CONSIDER HYFLEX A MEDIUM TO STRONG NEED, AND WOULD YOU EMBRACE PROFESSIONAL TRAINING AROUND IT?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	33%	89%	56%	54%	61%	67%
No	67%	11%	44%	46%	39%	33%

Figure 30. Need for Hyflex Instruction and Related Training. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

Distance Learning Barriers

In the three program years before the start of the pandemic, the results showed that barriers related to the availability of technology to students at home, staffing, costs, and lack of demand had decreased.¹⁴ Beginning with the 2020–21 program year, results have been more differentiated due to the design of the AEFLA Program Implementation Survey.

14 Ibid.

As Figure 31 illustrates, the main barrier in 2022–23 for adult schools with between 100 and 700 and for schools with less than 100 remains the availability of technology to students at home at 67% and 60% respectively (compared to 69% and 57% in 2021–22) but only 57% of adult schools with more than 700 distance learning students reported the same compared to 75% the year before. For these, Difficulties in pre- and post-testing students was reported as the most significant barrier (67% in 2022–23 compared to 75% in 2021–22) but it also remained high (60% compared to 63%) for schools with 100-700 distance learners while it lost significance for schools with less than 100 distance learners (35% in 2022–23 compared to 51% in 2021–22).

Difficulty in implementing (24%, 20%, and 20% respectively in 2022–23 compared with 25%, 19%, and 25% in 2021–22) and Difficulty in maintaining (24%, 17%, and 15% compared to 13%, 14%, and 22%) remote or hybrid/HyFlex learning were also still notable barriers. Staffing (52%, 45%, and 37% compared to 54%, 40%, and 42%) was also a notable barrier to agencies like the year before and so was Cost in offering blended distance learning (29%, 19%, and 20% compared to 25%, 21%, and 25%). Availability of technology at the agency was selected as a barrier by 24%, 15%, and 7% respectively in 2022–23, compared to 13%, 11%, and 11% the year before. A lack of student demand (10%, 17%, and 19% in 2022–23 compared to 8%, 13%, and 22% in 2021–22) increased as a barrier for all adult schools but remained most pronounced in those with less than 100 distance learning students. Lack of information about online learning programs remained a lower barrier (10%, 3%, and 3% compared to 8%, 7%, and 6%) for all.

BARRIERS TO AGENCIES IN OFFERING REMOTE OR HYBRID/HYFLEX LEARNING	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Difficulty in pre- and post-testing students	67%	75%	60%	63%	35%	51%
Availability of technology to student at home	57%	75%	67%	69%	60%	57%
Staffing	52%	54%	45%	40%	37%	42%
Tracking attendance/recordkeeping	33%	33%	16%	19%	16%	21%
Cost	29%	25%	19%	21%	20%	25%
Difficulty in implementing	24%	25%	20%	19%	20%	25%
Difficulty in maintaining	24%	13%	17%	14%	15%	22%
Availability of technology at agency	24%	13%	15%	11%	7%	11%
Lack of student demand	10%	8%	17%	13%	19%	22%
Lack of information about online learning programs	10%	8%	3%	7%	3%	6%
Other	29%	17%	19%	23%	11%	18%

Figure 31. Distance Learning Barriers. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)


The *Digital Learning Guidance* mentions some of these challenges to implementation – for example, access to devices and staffing-related issues such as professional development, digital skills training, and instructional concerns. It recommends deliberate and thoughtful steps to plan and implement the creation of a strong infrastructure that addresses funding, professional development, technical support, time, and learner support, a collaborative approach to curriculum development and implementation, and a balance of short- and long-term perspectives to implement, maintain, and grow distance learning.¹⁵

Agencies were asked again about the effect of current policies at their adult schools in the WIOA Title II: Technology and Distance Learning California Update for Program Year 2022–2023. As Figure 32 shows, eight out of ten respondents from schools with more than 700 distance learning students (81% compared to 79% previously) said that current policies were not an issue. Almost the same percentage of those with an enrollment of less than 100 distance learning students (76% compared to 81%) reported the same. Nine out of ten (91%) in adult schools with a medium distance learning student enrollment indicated that current policies are not affecting blended distance learning in-person or remotely in both program years.

ARE CURRENT POLICIES HINDERING OR AFFECTING BLENDED DISTANCE LEARNING IN-PERSON OR REMOTELY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	19%	21%	9%	9%	24%	19%
No	81%	79%	91%	91%	76%	81%

Figure 32. *Effect of Current Policies on Blended Distance Learning. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)*

When asked if there had been a shortage of teachers and/or support staff to support blended distance learning, in 2022–23, less than in 2021–22 but still half of respondents (52%) in adult schools with more than 700 distance learning students, 60% in schools with medium distance learning student enrollment, and also half (53%) in schools with less than 100 distance learning students agreed (compared to 85%, 67%, and 78% in the previous program year) (Figure 33).

15 Outreach and Technical Assistance Network (OTAN). California Adult Education Digital Learning Guidance, p. 82-83. <https://otan.us/Resources/DigitalLearningGuidance> 

HAS THERE BEEN A SHORTAGE OF TEACHERS AND/OR SUPPORT STAFF TO SUPPORT BLENDED DISTANCE LEARNING IN-PERSON AND/OR REMOTELY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	52%	85%	60%	67%	53%	78%
No	48%	15%	40%	33%	47%	22%

Figure 33. Blended Distance Learning Teacher and Support Staff Shortage. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

Blended distance learning program delivery strategies allow adult schools to respond to changing circumstances while minimizing the negative effects on staff and clients. When asked if their agency’s current delivery approach was flexible enough to respond to changing circumstances by offering blended distance learning modalities, 91% (100% previously) of respondents from adult schools with more than 700 distance learning students said that it was while 94% (98% previously) from schools with medium distance learning student enrollment and 100% (83% previously) from schools with less than 100 distance learners did (Figure 34).

IS YOUR AGENCY'S CURRENT DELIVERY APPROACH FLEXIBLE ENOUGH TO RESPOND TO CHANGING CIRCUMSTANCES BY OFFERING BLENDED DISTANCE LEARNING MODALITIES?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	91%	100%	94%	98%	100%	83%
No	9%	0%	6%	2%	0%	17%

Figure 34. Flexibility and Responsiveness of Delivery Approach. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

Blended distance learning program delivery strategies built into contingency plans and risk management may contribute to “future-proofing” of agencies as they navigate post-pandemic challenges. When asked if their agency’s risk strategy and contingency plan included blended distance learning, surprisingly only half (52%) of respondents from adult schools with more than 700 distance learning students (compared to more than three quarters (79%) the year before) said that their agency did. Roughly the same percentage (89% and 88% respectively) did so again on behalf of schools with a medium distance learning student enrollment and those from schools with less than 100 distance learning students (82% and 85% respectively) (Figure 35).

IS BLENDED AND/OR DISTANCE ONLINE LEARNING CONSIDERED IN YOUR AGENCY'S RISK STRATEGY AND CONTINGENCY PLAN?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	52%	79%	89%	88%	82%	85%
No	48%	21%	11%	12%	18%	15%

Figure 35. Blended Distance Learning as Risk Strategies and Contingency Plans. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

Online Tools and Resources

Provider agencies were also asked to identify online tools and resources that had been most helpful for remote and hybrid/HyFlex learning in the 2022–23 program year. These open-ended responses were filtered by adult schools with more than 700, between 100 and 700, and less than 100 or no distance learning student enrollment, and tagged with keywords for analysis.

As Figure 36 illustrates, schools with the least distance learning student enrollment had used Zoom (54% in 2022–23 compared to 48% in 2021–22) and Canvas (18% and 15%) significantly less than schools with medium enrollment had used Zoom (57% and 76%) and Canvas (38% and 34%) and schools with the highest enrollment had used Zoom (62% and 74%) and Canvas (67% and 65%) but the margin for Zoom has narrowed in the 2022–23 program year. Burlington English was used more consistently by about a third (33%, 34%, and 29%) of schools in the three categories in 2022–23 (compared to 44%, 30%, and 21% in 2021–22) and Google Classroom was used by roughly a quarter (24%, 25%, and 22% respectively) across them (compared to 30%, 21%, and 16%). Chromebooks and laptops used as student loaner devices have become more common in schools with more than 700 and between 100 and 70 distance learning students (24% and 15% compared to 17% and 11%) but not so in schools with less than 100 distance learners (9% compared to 10% previously). While Aztec was ranked high for schools with high distance learning student enrollment and low for the schools with low enrollment in 2021–22 (22%, 9% and 9%), its use is also more consistent across schools in 2022–23 (19%, 23%, and 17%). Odysseyware/ Edgenuity (10%, 20%, and 27% in 2022–23 and 35%, 22%, and 18% in 2021–22) is used less in schools with high and medium distance learner enrollment but more in those with low enrollment in 2022–23 than before. Low and medium distance learner enrollment increased their use of Google Suite apps (10%, 13%, and 14% in 2022–23 compared to 22%, 9%, and 6% in 2021–22) and Quizlet (10%, 5%, and 4% compared to 13%, 3%, and 1%). All schools represented in the findings slightly increased their use of Kahoot (10%, 2%, and 3% compared to 9%, 0%, and 0%).


WHAT ONLINE TOOLS AND RESOURCES WERE MOST HELPFUL FOR REMOTE AND HYBRID/HYFLEX LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
Canvas	67%	65%	38%	34%	18%	15%
Zoom	62%	74%	57%	76%	54%	48%
Burlington English	33%	44%	34%	30%	29%	21%
Google Classroom	24%	30%	25%	21%	22%	16%
Chromebooks/laptop loaners	24%	17%	15%	11%	9%	10%
Aztec	19%	22%	23%	17%	17%	9%
Odysseyware/Edgenuity	10%	35%	20%	22%	27%	18%
Google Suite	10%	22%	13%	9%	14%	6%
Quizlet	10%	13%	5%	3%	4%	1%
Kahoot	10%	9%	2%	0%	3%	0%

Figure 36. Top 10 online tools and resources most helpful for remote and hybrid/HyFlex learning. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

Selecting digital learning tools is a crucial part of designing flexible learning experiences. Chapter 4 of the *Digital Learning Guidance* provides insight into selecting tools that address learning goals and outcomes as well as the various purposes of using tools - for example, for communication, collaboration, and learning management. There is also information on evaluating digital learning tools for both pedagogical and technical usability.

Social Emotional Learning (SEL) and Digital Citizenship

A safe and supportive learning environment is crucial for adult learners. Teachers can foster such an environment by being culturally aware, encouraging, and setting high but achievable expectations. Additionally, involving learners in goal-setting and creating opportunities for peer connection are important strategies. The *Digital Learning Guidance* views learning as a social experience. Social and emotional learning skills are foundational to successful participation in learning, life, and work. Social and Emotional Learning (SEL) includes the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.¹⁶ SEL skills for successful learning and life are articulated by five core competencies defined by the

16 See Social and Emotional Learning. Guidance and resources for supporting social and emotional learning. California Department of Education. <https://www.cde.ca.gov/ci/se/index.asp> 


Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.¹⁷


In the WIOA Title II: Technology and Distance Learning California Update Survey for the 2022-2023 program year, agency representatives were asked about the use of SEL for the first time. In adult schools with more than 700 distance learners, only 55% said that they did. More (71%) reported that they used SEL in schools with 100-700 distance learners and even more (77%) in schools with less than 100 distance learners (Figure 37). Presumably, distance learning is more likely to be viewed as independent learning; however, teacher presence has been shown to be important for students' success when learning online.¹⁸

HAS SOCIAL AND EMOTIONAL LEARNING (SEL) BEEN SUPPORTED AT YOUR AGENCY THROUGH INSTRUCTION, TRAINING, OR OTHER MEANS OF DELIVERY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	55%	N/A	71%	N/A	77%	N/A
No	45%	N/A	29%	N/A	23%	N/A

Figure 37. Social and Emotional Learning (SEL). WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2023)

When classrooms provide safe, supportive environments, they are also good places for students to develop as positive digital citizens and models for others. The *Digital Learning Guidance* also raises awareness about what it means to be a citizen in a digital world. The concept of digital citizenship can help educators and learners to take a proactive approach to interacting with others in digital spaces. Two frameworks for digital citizenship are highlighted. The ISTE SkillRise Initiative¹⁹ defines a digital citizen as someone who promotes inclusion, equity, and cultural awareness. It emphasizes using technology ethically and responsibly

17 See California Transformative SEL Competencies. California Department of Education. <https://www.cde.ca.gov/ci/se/tselcompetencies.asp> 

18 Lowenthal, P.R. (2009). The evolution and influence of social presence theory on online learning. Online education and adult learning: New frontiers for teaching practices. <https://patricklowenthal.com/the-evolution-and-influence-of-social-presence-theory-on-online-learning/> 

19 See Profile of a LifeLong Learner. SkillRise. ISTE. <https://skillrise.org/profile> 

to challenge bias and promote equity. The ISTE DigCitCommit Competencies²⁰ focus on a proactive approach to digital citizenship. They highlight being inclusive, informed, engaged, balanced, and alert while using technology. Both frameworks aim to help learners become positive digital citizens who contribute to a safe and inclusive online environment.


Figure 38 shows the first results from the WIOA Title II: Technology and Distance Learning California Update Survey for the 2022–2023 program year about whether digital citizenship had been supported through instruction, training, or other means of delivery. In adult schools with more than 700 distance learners, only 58% said that it had been. More (81%) reported that digital citizenship had been supported in schools with 100-700 distance learners and slightly more (82%) reported that it had been in schools with less than 100 distance learners.

HAS DIGITAL CITIZENSHIP (WHAT IT MEANS TO BE A CITIZEN IN A DIGITAL WORLD) BEEN SUPPORTED AT YOUR AGENCY THROUGH INSTRUCTION, TRAINING, OR OTHER MEANS OF DELIVERY?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	58%	N/A	81%	N/A	82%	N/A
No	42%	N/A	19%	N/A	18%	N/A

Figure 38. *Digital Citizenship. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2023)*

Student Persistence

Persistence is a critical factor in the success and goal attainment of adult learners.²¹ The AEFLA Program Implementation Survey asked WIOA, Title II funded agencies about the strategies they used to promote and sustain student persistence again in the 2022–23 program year. Figure 39 shows that 91% of adult schools with more than 700 distance learning students in 2022–23 (compared to 92% in 2021–22) indicated that their student persistence strategies included Remote learning, blended online learning, or hybrid/HyFlex while just over 80% (81% before) said the same in adult schools with 100-700 distance learning students and 62% (69% before) in adult schools with less than 100 distance learning students. Additionally, this year, 76% (67% before), 37% (50% before), and 26% (44% before) respectively reported that they

20 See Digital Citizenship in Education. ISTE. <https://iste.org/digital-citizenship/> 

21 California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey for the 2020–21 program year, p. 5

used Other COVID-related persistence strategies to support remote student learning. (e.g., flexible modalities of class offerings and access to technology).

WHAT STRATEGIES ARE YOU USING TO PROMOTE AND SUSTAIN STUDENT PERSISTENCE?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
Effective orientation and accurate classroom and level placement	91%	92%	90%	80%	87%	82%
Monitoring attendance	91%	92%	86%	80%	85%	79%
Remote learning, blended online learning, hybrid/HyFlex	91%	92%	80%	81%	62%	69%
Student support services, such as counseling, childcare, bus passes, or using a transition specialist	91%	92%	73%	69%	64%	56%
Students set attainable goals and monitor progress with staff	76%	79%	83%	66%	74%	76%
Other COVID-related persistence strategies to support remote student learning. (e.g., flexible modalities of class offerings and access to technology)	76%	67%	37%	50%	26%	44%
Student incentives, such as attendance awards and certificates, formal recognition, and priority registration	71%	75%	67%	61%	66%	53%
Update Local Assessment Policy to improve pre- and post-test pairs	67%	75%	58%	51%	43%	43%
Managed enrollment	62%	50%	51%	42%	58%	40%

Figure 39. Student persistence. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

When respondents were asked in the WIOA Title II: Technology and Distance Learning California Update Survey for the 2022–23 program year more specifically about strategies used to promote and sustain student persistence in distance blended learning, 57% and 62% (both 86% in 2021–22) of adult schools with more than 700 distance learning students used Remote learning and Blended online learning and 33% (64% before) had hybrid/HyFlex classes. For schools with medium distance learning student enrollment, Remote learning was used most and at a similar rate at 82% (81% before), and Blended online learning (70% and 72% before) and hybrid/HyFlex learning (54% both years) were strategies used less (Figure 40). Schools with less than 100 distance learning students had relied on these strategies less in 2021–23 but increased their use of Blended online learning by 10 percentage points (67% compared to 57%) and hybrid/HyFlex learning by 27 percentage points (57% compared to 30%) while Remote learning decreased by 10 percentage points (51% in 2022–23 compared to 61% in 2021–22).

WHAT STRATEGIES ARE USED TO PROMOTE AND SUSTAIN STUDENT PERSISTENCE IN BLENDED DISTANCE LEARNING?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Remote learning	57%	86%	82%	81%	51%	61%
Blended online learning	62%	86%	70%	72%	67%	57%
Hybrid/HyFlex	33%	64%	54%	54%	57%	30%
Other COVID-related persistence strategies	24%	64.3%	28%	51.2%	19%	43.5%

Figure 40. Blended Distance Learning Persistence Strategies. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)

When asked about strategies their agency found successful during this last program year to deliver remote learning effectively, many respondents focused on successful strategies for delivering adult education in a variety of blended distance learning delivery approaches. Key takeaways included providing technology and training to teachers and students, offering flexible learning options, maintaining clear communication, and ensuring ongoing professional development for instructors. The following themes were identified for all adult schools:

- Instructional strategies: Many agencies found success with a combination of synchronous and asynchronous instruction, using platforms like Zoom, Canvas, and Google Classroom.
- Student support: Providing students with the technology and training they need to succeed in remote learning was crucial. This included loans of devices and hotspots, as well as technical support.
- Professional development: Teachers needed training on how to use online tools and deliver effective remote instruction.
- Communication: Maintaining clear and consistent communication with students was essential for their success in remote learning environments.
- Flexibility: Offering flexible scheduling and course options (in-person, remote, blended) was important in meeting the needs of a diverse student population.
- Orientation: Providing students with an orientation to help them get comfortable with the technology and expectations of remote learning.
- Curriculum: Using a curriculum that is specifically designed for blended distance learning and teaching or can be easily adapted for that purpose.
- Assessment: Developing strategies for assessing student learning in a remote environment.

Respondents from adult schools with 100-700 and less than 100 distance learners identified the following as successful strategies:

- Technology and professional development: Providing teachers and students with training about devices, hotspots, and online tools (Zoom, Google Classroom, Canvas, etc.) was essential.
- Flexible scheduling and course options: Offering remote, in-person, and blended classes catered to diverse student needs and schedules.
- Communication: Maintaining clear and consistent communication with students through phone calls, emails, texts, and online platforms.
- Support services: Loaner devices, hotspots, technical support, and tutoring services helped students overcome technological barriers.
- Instructional design: Combining synchronous and asynchronous instruction with engaging activities kept students motivated.
- Student support: Regular check-ins, progress monitoring, and individualized support ensured student success in remote learning environments.

The following challenges were also identified by respondents from adult schools with 100-700 and less than 100 distance learners:

- Student engagement: Keeping students engaged and motivated in a remote setting required additional effort from instructors.
- Digital divide: Unequal access to technology and reliable internet posed challenges for some students.
- Lack of in-person interaction: Some students preferred the social interaction and support of a physical classroom environment.

Overall, respondents articulated that while in-person learning remains preferred by many students, remote learning options offer flexibility and accessibility, making education more attainable for a wider range of adult learners. Many agencies have been transitioning back to in-person instruction, but continue to offer remote options for students who need them. Respondents felt that the effectiveness of remote learning varied depending on the program, student population, and instructor experience. Many viewed ongoing professional development for teachers on effective instructional practices for blended distance learning as crucial, and collaboration among teachers, staff, and administrators as essential for establishing blended distance learning and teaching support structures.

Waiting Lists

At agencies where waiting lists exist, students may or may not be offered an alternative educational opportunity for various reasons. In 2020–21, the Technology and Distance Learning Plan Update began exploring questions about the role of waitlists to capture students otherwise not served and to encourage agencies to offer more flexible alternatives to students waiting for a class of any delivery modality: Are students on waiting lists for in-person program options offered blended distance learning options? Do they retain their spots on the waiting list while participating in blended distance learning? Can waitlisted students decide to stay in blended distance learning classes or decide to return to in-person instruction when a spot in an on-site class is available?

The AEFLA Program Implementation Survey does not provide details about students on waiting lists. Identifying potential blended distance learning students on waitlists is not possible at this time and having moved away from collecting student-level data to class-level data does not allow for tracking individual student choices of different program delivery modalities. However, the WIOA Title II: Technology and Distance Learning California Update Survey for the 2022–2023 program year continued to explore opportunities for blended distance learning related to waitlisted students in more detail.

AEFLA Program Implementation Survey results for 2022–23 show in Figure 41 that 57% (63% in 2021–22) of adult schools with more than 700 distance learning students, 64% (51% before) of those with between 100 and 700, and 43% (26% before) of the schools with less than 100 distance learning students maintained a waiting list. Note that percentages do not add up to 100% in some figures in this section; the results reflect data as reported.

ARE YOU MAINTAINING A WAITING LIST?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
Yes	57%	63%	64%	51%	43%	26%
No	43%	37%	33%	49%	53%	74%

Figure 41. Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

When asked how many students were on the waiting list, Figure 42 shows that, in 2021–22, ABE/ASE and ESL had similar median numbers regardless of the number of distance learning students enrolled, except for a slightly higher number of ESL students in adult schools with between 100 and 700 distance learning students. In the 2022–23 program year, the median for ABE/ASE and ESL students increased for adult schools with less than 100 distance learners (45 compared to 20.5 and 40 compared to 21 respectively) and for schools with 100-700 distance learners (62 compared to 21.5 and 66 compared to 27.5 respectively). For schools with more than 700 distance learning students enrolled in 2022–23 ABE/ASE decreased (30 compared to 38) but there was a median of 128 students on waiting lists compared to only 36 the year before. The latter finding may be a result of changing methodology from one program year to another as results were reported current as of the date when agencies completed the AEFLA Program Implementation Survey in 2021–22 but as a cumulative median for 2022–23.

IF YES, HOW MANY STUDENTS ARE CURRENTLY ON THE LIST? (CUMULATIVE MEDIAN)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
ABE/ASE	30	38	62	21.5	45	20.5
ESL	128	36	66	27.5	40	21

Figure 42. Students on Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)

Figure 43 shows that an increasing number of students on waiting lists for ABE/ASE and ESL classes were not able to take a class in the fall term of the 2022–23 program year compared to the year before. The much higher average of ESL students not being able to take a class at adult schools with more than 700 distance learners (104 compared to 57.5) suggests that the findings in the previous figure are realistic and may not be a result of a change in methodology.

HOW MANY STUDENTS WERE NEVER ABLE TO TAKE A CLASS IN THE FALL TERM? (AVERAGE)	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
ABE/ASE	15	8	58	44.5	34	18.5
ESL	104	57.5	54	23	62	20

Figure 43. *Students on Waiting Lists Not Taking a Class. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)*

This year, provider agencies were also asked again if they worked with adult education schools in their region to accommodate students. More schools with less than 100 distance learners and more schools with 100-700 distance learners did in 2022-23 than in 2021-22, but adult schools with more than 700 distance learners worked less with other adult schools in their region.

DO YOU WORK WITH ADULT EDUCATION SCHOOLS IN YOUR REGION TO ACCOMMODATE STUDENTS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=209) and 2021-22 (n=218)						
Yes	29%	38%	54%	33%	37%	26%
No	43%	62%	17%	67%	22%	74%

Figure 44. *Collaboration with Other Schools to Accommodate Students on Waiting Lists. California WIOA, Title II: AEFLA Program Implementation Survey Results for program years 2022–23 (n=209) and 2021–22 (n=218) (Source: CASAS 2022–2023)*

Figure 45 shows that waitlisted students at adult schools with a more than 700 distance learning student enrollment were offered blended distance learning options less in 2022–23 than in 2021–22 (57% compared to 91%), while the percentages of schools with 100-700 distance learners and those with less than 100 distance learners stays roughly the same (72% compared to 75% and 73% compared to 67% respectively)

ARE STUDENTS ON THE WAITING LIST OFFERED BLENDED DISTANCE LEARNING OPTIONS?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	57%	91%	72%	75%	73%	67%
No	14%	9%	20%	25%	19%	33%

Figure 45. *Blended Distance Learning Options for Students on Waiting Lists. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)*

When asked if students retained their spot on the waiting list for in-person instruction, 67% of adults schools with more than 700 distance learning students said that they did in the 2022–23 program year (compared to 82% in 2021–22), 77% of schools with a medium distance learning enrollment did (compared to 75%), and 80% of schools with less than 100 distance learning students said that they did (compared to 71%) (Figure 46).

DO THEY RETAIN THEIR SPOT ON THE WAITING LIST FOR IN-PERSON INSTRUCTION?	Adult Schools >700 DL Learners		Adult Schools >100 and <700		Adult Schools <100 DL Learners	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
2022-23 (n=92) and 2021-22 (n=87)						
Yes	67%	82%	77%	75%	80%	71%
No	33%	18%	23%	25%	20%	29%

Figure 46. *Blended Distance Learning In-person Options for Waitlisted Students. WIOA Title II: Technology and Distance Learning California Update Survey Results for program years 2022–23 (n=92) and 2021–2022 (n=87) (Source: OTAN 2022–2023)*

Adapting to a post-pandemic environment

Respondents to the Program Implementation Survey were also asked to list any additional technical assistance, instructional materials, or other support they would like the AEFLA program to provide. Respondents reported that adult education practitioners are looking for continued support in adapting to a post-pandemic environment. Their requests focused on improving online instruction, professional development opportunities, access to technology and resources, and collaboration among educators. The following is summary of respondents’ feedback:

Professional Development

- Online instruction strategies (including best practices for hybrid/hyflex models and remote student engagement)

- Using technology effectively in the classroom (including Google Suite and integrating it with existing curriculum)
- Digital divide: Unequal access to technology and reliable internet posed challenges for some students.
- Data analysis and interpretation (including NRS tables and CASAS testing)

Technology and Resources

- Devices and hotspots for students
- Free or discounted access to online platforms (like Canvas)
- Adult-focused ESL curriculum (especially level 0)
- Distance learning resources for all ESL levels
- Software to improve adult learners' reading levels
- Instructional materials for ABE/ASE programs
- Translated resources for the Employment and Earnings Survey

Collaboration and Networking

- Opportunities for adult education practitioners to share best practices and resources. A central online hub for sharing post-pandemic transition experiences.
- A community of practice for Adult Ed providers working in correctional facilities was requested.

Recommendations

This report provides information on the current state of blended distance learning in California WIOA Title II funded adult education, based on annually collected data by CASAS and OTAN. There are several recommendations for future activities in the following key areas.

Digital Learning Guidance: Data Gathering to Support Adoption

- Review OTAN's current data collection tools and methods with an aim to be more intentional with respect to generating data that supports the mention of topics and strategies in the *Digital Learning Guidance* (e.g., equitable access to technology for learning, Social Emotional Learning (SEL), digital citizenship, teacher development)
- Continue to review the Student Technology Intake Survey to incorporate more questions about students' experiences with access and use of connections and devices to deepen the sector's knowledge about equitable access and use of technology for learning.
- Continue to explore where data currently collected by CASAS and OTAN helps to inform topics in the *Digital Learning Guidance*.
- Continue to identify gaps in annually collected data that could further inform topics and support strategies and recommendations in the *Digital Learning Guidance*.

OTAN Supports: Professional Development and On-demand

- Provide teacher training and support on blended distance learning, hybrid/HyFlex options, and using technology effectively in different learning environments.
- Continue to be responsive to the field (i.e., LMS support, technology integration) and flexible enough to offer professional development and support whenever and wherever needed.
- Explore and introduce the field to new technologies as appropriate (e.g., generative AI).
- Offer more sessions at the Technology and Distance Learning Symposium (TDLS), especially those with a connection to distance learning and data collection.
- Continue to offer short- and long-term professional development opportunities (e.g., DLAC) that have an impact directly on program development.
- Explore establishing a Community of Practice (CoP) for instructors and administrators to share best practices about topics such as instructional and assessment strategies.
- Explore additional activities or programs that offer more support through collaboration and delivery with other leadership projects.
- Provide future-proofing training to help agencies anticipate future events and develop methods to plan for and minimize the potential impacts.

Policy Development: Guidelines for Better Reporting

- Definitions of delivery modalities: What is distance, independent learning, HyFlex, other flex models, and the implementation guidelines of each. Partner with sister organizations in these efforts, especially as they relate to data collection and reporting. This issue could be addressed through continued work with state leadership partners and the US Office of Career, Technical, and Adult Education (OCTAE).
- Arbitrary criteria (e.g., 50% = distance; independent study vs distance): Agencies need guidance with consistent definitions and practices which must go hand-in-hand with reporting so criteria are better reflected in CASAS data. (A suggestion to perhaps augment the NRS guidelines for the California adult education situation?)

Future Research: Reporting on Blended Distance Learning

- Measure long term impact of professional development on teaching practice and program delivery, using professional development evaluation frameworks for educational settings.²²
- Explore student access to digital devices, Internet connectivity, and digital skills training, and the way students are able to leverage online engagement, study, and activities into tangible outcomes.
- Focus additional data collection by OTAN via the WIOA Title II: Technology and Distance Learning California Update Survey on issues raised in the 2022–2023 program year, acknowledging that issues shift from year-to-year.

22 For example, see Guskey, T. R. (2000). *Evaluating Professional Development*. Corwin Press.

Appendices

Appendix A: Adult schools identifying DL enrollments

Figure 47 lists all adult schools in the categories of more than 700 distance students and between 100 and 700 distance learning students for the program years 2022–23, 2021–22, 2020–21, 2019–20, and 2018–19. This figure uses the same color coding as several other figures in this report to delineate this categorization across program years. Agencies that have participated in OTAN’s Digital Leadership Academy (DLAC) starting in 2016 through the current two-year (2022–2024) cohort are also color coded. The table is sorted by the most recent program year; however, color coding illustrates which categories adult schools fell into in the previous program years.

LEGEND:
Adult Schools with more than 700 learners
Adult Schools with 100-700 learners
Adult Schools with less than 100 learners
Former and current agencies that have participated in OTAN’s DLAC

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >700 DL LEARNERS	%	N	%	N	%	N	%	N	%	N
	22-23	22-23	21-22	21-22	20-21	20-21	19-20	19-20	18-19	18-19
Adult Schools >700 DL Learners	65.2%	42,631	58.8%	39,735	64.9%	57,595	67.3%	47,411	48.3%	5,192
Los Angeles Unified School District		14,785		9,804		19,488		23,180		610
Five Keys School and Programs		3,079		3,055		1,677		n/a		n/a
Los Angeles Community College District		2,673		2,798		2,725		3,660		9
Five Keys School and Programs (Jail Program)		2,078		1,321		235		n/a		n/a
Stockton Unified School District		2,034		1,768		1,270		1,422		1,425
Mt. San Antonio Community College District		2,029		2,043		1,597		1,581		1
San Bernardino City Unified School District		1,634		1,566		1,356		1,157		22

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >700 DL LEARNERS	%	N	%	N	%	N	%	N	%	N
	22-23	22-23	21-22	21-22	20-21	20-21	19-20	19-20	18-19	18-19
MiraCosta Community College District		1,510		1,160		1,531		571		n/a
Antelope Valley Union High School District		1,491		1,564		n/a		n/a		n/a
Corona-Norco Unified School District		1,419		772		782		162		n/a
Grossmont Union High School District		1,083		1,497		1,830		1,484		235
Lake Elsinore Unified School District		1,062		750		821		506		672
Visalia Unified School District		931		797		690		479		n/a
El Monte Union High School District		908		1,321		273		628		736
Coachella Valley Unified School District		801		873		1,389		690		704
Kern Union High School District		792		883		n/a		n/a		n/a
Oxnard Union High School District		734		952		1,408		177		n/a
Pasadena Area Community College District		730		709		554		987		n/a
South Orange County Community College District		726		783		678		n/a		n/a
Montebello Unified School District		712		1,170		1,362		1,552		19
Cerritos Community College District		710		543		544		440		n/a
Fremont Union High School District		710		511		545		n/a		n/a

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 AND <700	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Adult Schools with >100 and <700	30.8%	20,095	37.7%	25,501	32.7%	29,020	30.8%	21,671	39.3%	4,228
Mount San Jacinto Community College District		632		668		966		946		n/a
San Juan Unified School District		572		665		574		148		172
Torrance Unified School District		544		1,021		921		1,101		139
Clovis Unified School District		541		665		1,134		690		n/a
Chaffey Joint Union High School District		536		804		1,218		n/a		n/a
Santa Rosa Junior College		520		665		345		420		n/a
Elk Grove Unified School District		502		757		755		65		176
Riverside Unified School District		480		583		791		62		7
San Diego Unified School District		479		362		304		n/a		n/a
Val Verde Unified School District		463		438		199		n/a		n/a
Sutter County Office of Education		451		386		397		301		n/a
Rancho Santiago Community College District		446		253		132		70		n/a
Twin Rivers Unified School District		443		402		427		8		n/a
Oroville Union High School District		432		309		320		9		n/a
San Leandro Unified School District		417		455		564		551		3
Fresno Unified School District		411		843		933		211		22
Sweetwater Union High School District		405		410		1,285		568		1,538
Fremont Unified School District		404		663		595		579		291

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 AND <700	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
North Orange County Community College District		387		393		921		184		n/a
Lompoc Unified School District		386		197		222		n/a		n/a
Vallejo City Unified School District		378		575		n/a		n/a		n/a
Simi Valley Unified School District		371		214		263		106		43
Escondido Union High School District		358		612		n/a		n/a		n/a
Tustin Unified School District		355		289		n/a		n/a		n/a
Berkeley Unified School District		345		446		571		177		107
Fontana Unified School District		342		454		557		626		351
Acalanes Union High School District		319		276		166		198		n/a
Chino Valley Unified School District		311		293		914		n/a		1
Tamalpais Union High School District		291		307		274		119		57
Campbell Union High School District		290		724		778		366		n/a
Madera Unified School District		277		274		236		349		453
Placer Union High School District		266		227		126		106		n/a
Hacienda La Puente Unified School District		257		404		847		232		5
Modesto City High School District		252		n/a		n/a		n/a		n/a
Mount Diablo Unified School District		246		382		853		864		66
Covina-Valley Unified School District		231		370		556		9		1

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 AND <700	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Norwalk-La Mirada Unified School District		228		253		n/a		n/a		n/a
Petaluma Joint Union High School District		228		297		434		243		105
BPSOS Center for Community Advancement		228		266		197		n/a		n/a
Ventura Unified School District		216		300		766		51		1
El Rancho Unified School District		206		232		196		n/a		n/a
Whittier Union High School District		205		402		723		135		1
Fairfield-Suisun Unified School District		201		174		457		569		n/a
Gonzales Unified School District		190		164		104		73		n/a
Rialto Unified School District		189		255		226		n/a		n/a
Porterville Unified School District		188		197		376		7		1
ABC Unified School District		185		194		n/a		n/a		n/a
Jurupa Unified School District		181		178		314		n/a		n/a
Merced Union High School District		180		238		n/a		n/a		n/a
Murrieta Valley Unified School District		180		145		199		259		90
Sanger Unified School District		179		227		317		n/a		n/a
Moreno Valley Unified School District		175		275		387		1		6
Castro Valley Unified School District		175		262		n/a		n/a		n/a
Napa Valley Unified School District		156		264		511		n/a		n/a

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 AND <700	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Burbank Unified School District		153		147		631		823		n/a
Beaumont Unified School District		143		167		172		115		29
Redlands Unified School District		139		n/a		n/a		n/a		n/a
William S. Hart High School District		134		186		n/a		n/a		n/a
West Contra Costa Unified School District		132		313		461		312		63
New Haven Unified School District		125		258		372		192		2
Salinas Union High School District		121		232		910		145		1
Liberty Union High School District		121		166		314		102		78
Snowline Joint Unified School District		119		n/a		n/a		n/a		n/a
Yucaipa-Calimesa Joint Unified School District		119		103		237		50		136
Inglewood Unified School District		113		172		205		n/a		n/a
Pacific Grove Unified School District		110		n/a		n/a		n/a		n/a
Sacramento City Unified School District		109		n/a		n/a		n/a		n/a
Contra Costa County Office of Education (Jail Program)		109		n/a		n/a		n/a		n/a
Turlock Unified School District		107		308		367		109		38
Monterey Peninsula Unified School District		105		160		252		24		n/a
Elk Grove Unified School District (Jail Program)		104		121		203		n/a		n/a
Long Beach Unified School District		102		139		197		405		5

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 AND <700	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Sequoia Union High School District		100		315		621		729		2

ADULT SCHOOLS IDENTIFYING DL ENROLLMENTS >100 DL LEARNERS	% 22-23	N 22-23	% 21-22	N 21-22	% 20-21	N 20-21	% 19-20	N 19-20	% 18-19	N 18-19
Adult Schools with < 100 learners	4.0%	2,633	3.5%	2,352	2.4%	2,134	2.0%	1,401	12.4%	1,334
Total of Identified DL Enrollments	100%		100%	67,588	100%	88,749	100%	70,483	100%	10,754

Figure 47. List of adult schools with enrollment of distance students of > 700, 100-700 and < 100 for the program years 2022–23, 2021–22, 2020–21, 2019–20, and 2018–2019. Federal NRS Report. (Source: CASAS 2019–2023)

Appendix B: Survey tools

Student Technology Intake Survey

File attachment: [StudentTechIntakeSurvey-r1-a11y.pdf](#) 

Continuous Improvement Plan Teacher Assessment

File attachment: [CA OTAN Teacher Survey for CIP-a11y.pdf](#) 

AEFLA Program Implementation Survey

File attachment: [2022-23 AEFLA Program Implementation Survey_FINAL-a11y-1.pdf](#) 

WIOA Title II: Technology and Distance Learning California Update for PY 2022–2023 Survey

File attachment: [WIOA Title II Technology and Distance Learning California Update for PY 2022–2023 Survey-a11y.pdf](#) 