Program Manager & Instructor Guide

for

Distance Learning

Distance Learning - Past, Present and Future

Distance learning programs have been a part of the New York State adult literacy system for over two decades. As technology advances and becomes accessible to the public, distance learning programs expand to capitalize upon these new tools. To this end, distance learning programs are ever emerging as dynamic educational approaches.

Distance learning programs began in the early 1980's as paper-based written programs sent via the mail or library systems. The feedback between teacher and student relied on written correspondence. As television became a household commodity, distance learning programs expanded to reflect this delivery method. Distance learning programs began to incorporate educational programming that could be televised and began to use the telephone as the communication vehicle between teacher and student.

As new technologies become more commonplace, distance learning programs will continue to incorporate these tools into their delivery methods. The World Wide Web in particular has made possible a host of new distribution and communication possibilities. As computers become as commonplace as television and increased access to the Internet occurs, distance learning programs will incorporate the technology in their delivery methods. Newer curricula will take advantage of these media in delivering a wide variety of instruction. Learners will have the option of accessing educational materials in print forms (e.g., workbooks), via television broadcasts or videotapes or DVDs, or through online access. Communication between teacher and student will also reflect the modern tools of technology. While these new uses of media bring new possibilities to learning at a distance, they make delivery by educators and consumption by learners a more complicated process.

Distance learning is different from traditional classroom teaching. Teachers will be challenged to adapt or modify their classroom teaching approaches in ways that are effective for distance learning students. In distance learning programs, the teacher's role shifts from being an expert on presenting material to one of guiding the learner through the content materials and clarifying and expanding upon the information provided. Teachers may meet with their students on a limited basis, particularly to conduct intake and orientation activities and to administer assessments over the course of the program. Teacher support of the learner's efforts occurs within the communication method and reflects the technology of the delivery method. This communication may occur via mail, telephone, and e-mail or through online learning communities. Although the teacher's role as the primary presenter may shift, the teacher remains crucial to the learning process.

The supportive nature of the classroom environment is a dynamic that typically is lacking in the distance learning program. Most distance learners have little or no face-to-face contact with other students taking the same course. Therefore in addition to the prerequisite academic skills, distance learners need to possess the types of characteristics that enable them to succeed without the extra support that a classroom

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environment provides, i.e., personal attributes such as independence, self-motivation, organization and study skills.

The term curriculum when used in this manual may have a different connotation then when used in a traditional classroom. Distance learning employs materials that are research based and have proven to be effective. Kentucky Educational Television (KET) and Intelecom are among the educational publishers that have contributed to distance learning education in New York State. These vendors require that the materials such as GED Connection be used as specified, prescribing the methods in which these products are to be used in distance learning. Therefore, the State Education Department provides for standardized training.

The United States Department of Education is in the process of drafting policies in distance learning which may affect state policies and guidelines.

No matter what form the delivery method of a distance learning program takes, the program must adhere to the requirements of Employment Preparation Education (EPE) state aid and the performance accountability for the National Reporting System outcomes and maintain the appropriate documentation for each reporting system.

This information is adapted from studies conducted by Project IDEAL (Improving Distance Education for Adult Learners) - National Research in Distance Learning.

The Project IDEAL Vision

Project IDEAL is a consortium of states working to develop effective distance education programs for adult learners. The Project IDEAL Support Center at the University of Michigan helps consortium states by developing training materials and web-based tools. The Center provides technical support in the areas of teacher training, research design, data collection, data analysis, and reporting. Through collaborative research and practice, we are working to provide quality distance education for adult learners across the country.

Project IDEAL Support Center activities are funded by member states and the US Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy. The contents of this website do not necessarily represent the position or policy of the underwriters. (Taken from Project IDEAL website at www.projectideal.org *)*

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Chapter 1: Overview

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Definition of Distance Learning (DL)

Distance Learning (DL) is a type of educational process where the majority of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction must be individually prescribed to appropriate students and be educationally sound with anticipation of educational gain and goal attainment. Teachers must be certified in Adult Education or hold certification in any K-12 classroom teaching title.

OVERVIEW of the Distance Learning Guide

The purpose of this guide is to provide program administrators and instructors the information necessary to start and run a Distance Learning program, to define Distance Learning programs and to explain program design and requirements, including the program approval process; delivery modality; administrator and teacher responsibilities; staff development; reporting requirements; and student profile.

Samples of forms that will be used are provided in the Appendices.

This guide should only be used in conjunction with the National Reporting System (NRS) or Employment Preparation Education (EPE) manuals available at www.emsc.nysed.gov/workforce/offices/adult

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Distance Learning Programs/ Student Eligibility/Number Served

Whether taught in a traditional classroom or through distance learning, there are three adult literacy programs: Adult Basic Education (ABE) for students who are below a ninth grade level in reading, Adult Secondary Education (ASE) for students who are at a ninth grade level or above in reading, and English as a Second Language (ESL). The program that a student is placed in is determined by the Test of Adult Basic Education (TABE) assessment (reading score) or BEST Plus oral test given at intake.

Agencies providing distance learning in New York State must choose a primary academic curriculum that is research based and has proven to be effective. Academic curriculum currently used in distance learning are Learn to Read, Skills to Make Adults Ready to Succeed (SMART) and Pre-GED Connection for ABE students; GRASP and GED Connection for ASE students; and Crossroads Café for ESL students. Refer to Appendix 6.

Distance learning teachers may supplement instruction with non-academic resources that have been approved by the State Education Department after it has been determined by the field that these materials will assist learners in achieving National Reporting System (NRS) goals for program performance along with short and long term career goals as established in the Education and Employment Plan (EEP). Refer to Appendix 6 for a list of nonacademic resources and their skill foci. These resources are not designed to produce educational gain as measured by the NRS. If used, they must be limited to align closely with the students individual educational needs as determined by their NRS secondary goals for performance and short and long term goals in their Education and Employment Plan (EEP) and must be integrated with one of the academic curricula. Nonacademic content should never be more than 50% of the work assigned in a packet. Pilots in nonacademic resources need to demonstrate effectiveness through measurable data outcomes.

Academic curriculum that is not supported by training by New York State certified trainers coordinated through the Regional Adult Education Network (RAEN) Directors must be offered in a pilot approved in writing by SED. Agencies are currently piloting online software to evaluate its effectiveness in distance learning. (*There are other products and media used that will not be funded or*

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supported by the New York State Education Department but are available for use). Pilot programs may run for a maximum of three years and must be evaluated for continuation on a yearly basis. The delivery modality used for distance learning programs will be explained in greater detail later in the guide. Refer to Chapter 3.

To generate Employment Preparation Education (EPE) state aid, which is the funding source provided to school districts and BOCES for most distance learning programs, adults must be 21 years old or older. All materials and instruction must be aligned with the New York State Learning Standards. Reference the EPE Manual, Section 202, for more detailed information about distance learning adult education programs. Before program implementation, teachers and administrators must receive staff development.   Refer to Chapter 3.

Successful Distance Learning Programs

Successful distance learning programs have explicit goals, focused instruction, relevant materials, and effective teacher training. Student goals may include: identifying academic goals, increasing educational gain, preparing for the GED test, earning a high school equivalency diploma, acquiring the skills necessary to obtain employment or further training, enrolling in post secondary education, enrolling in other educational programs and obtaining or upgrading a job. Students may be referred to a distance learning program through local Departments of Social Service, Community Based Organizations, Boards of Cooperative Educational Services (BOCES), GED prep programs, and school guidance offices.

Intake/Orientation

All agencies offering distance learning must, at intake, provide a process to screen candidates in order to assess who has the potential to be a good distance learner by using, at minimum, the Project IDEAL (Improving Distance Education for Adult Learners) distance learning survey. Refer to Appendix 8. This instrument may be used as an intake tool for talking points to assist the student in self assessment. Also at intake the learner must be provided with information, either through an informational session or an information sheet, explaining the range of services provided in the area of residence.

If intake findings indicate that a person is likely to make educational gain via distance learning, he/she is enrolled in one of the academic programs cited earlier in this chapter and also in Appendix 7. Potential distance learning students should be evaluated to ascertain their ability to work independently and to devote a minimum of six hours per week to the program. Successful candidates need self-motivation and good study and organizational skills.

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Learners are given an initial assessment with the TABE (test of basic education) or BEST Plus and participate in an intake session in order to record needed demographic information and identify goals.

An in-person orientation session is then provided to further define short and long term goals, explain the teacher/student roles and responsibilities, sign a teacher/student contract, and become familiar with the delivery modality and instructional materials.

EdVideo Online

New York State's nine public television stations have broadcast adult education programs for many years. With the transition to digital "on demand" technology, the stations have recognized the opportunity to provide enhanced services to New York State's adult learners.

EdVideo Online is a web based application made available to K-12 teachers and students at no cost to the end users. Since July 2006, Adult Education providers have been able to obtain access to EdVideo Online for adult learners.

Collaboration between two State Education offices, the Office of Adult Education and Workforce Development and the Office of Educational Television and Public Broadcasting, and the public television stations have enabled the Public Broadcasting Stations (PBS) to add adult education video series to their highly popular EdVideo Online product.

Students enrolled in Distance Learning who have access to computers and broadband capability will be able to stream the videos for the educational products published by both Kentucky Educational Television (KET) (GED Connection and Workplace Essential Skills) and Intelecom (Crossroads Café and On Common Ground) to complete assignments given by their teachers. Teachers will be able to download the videos for use in their programs.

Training on the use of EdVideo Online along with an explanation of the minimum computer requirements is available. Contact your Regional Adult Education Network (RAEN) Director or visit your RAEN website for more information.

A New Electronic Platform Pilot

Adult Education is integrating technology into distance learning to provide online learning to our population. Career Achieve, an administrative management system developed by the curriculum development team of the Yonkers City School District, is bringing distance learning to the next level by being web based. This product utilizes adult education programs and interactive digital workbooks. This platform currently hosts Crossroads Café, Lifelines, and

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Madison Heights along with links to additional software. We are working toward getting GED Connections and Workplace Essential Skills on this platform as well.

Through the use of Career Achieve, teachers are able to create an online virtual classroom for individualized instruction, and manage student folders and student time on task. Contact your Regional Adult Education Network (RAEN) Director or visit your RAEN website for more information. Refer to Appendix 8 for more information on the Career Achieve Personal Computer (PC) specifications.

New Distance Learning Policy Guidelines

Information from site visits, ALIES data analysis and our participation in Project IDEAL research has identified a need to develop policy guidelines. The ensuing discussion to craft these policies, which included distance learning practitioners and input from the field through the New York Association of Continuing and Community Education (NYACCE), has resulted in a restructuring distance learning through the new distance learning policy guidelines listed below:

1. All distance learning programs will use the packet delivery modality on a two week cycle and will provide each student with 12 hours worth of work over a two week period. Packets must be received and reviewed by the teacher and a new packet sent out to consider the student ACTIVE for the generation of EPE funding. Distance learning programs may choose to use either the traditional packet delivery modality or, when using the Career Achieve administrative platform, the electronic packet delivery modality.

2. Packets may consist of all academic ABE, GED or ESL content-area materials or may be a combination of academic and nonacademic materials. Refer to Appendix 6 for a complete listing of academic curricula and nonacademic resources. The nonacademic component of the packet must be limited to align closely with the students' individual educational needs as determined by their NRS goals for performance and short and long term goals in their Education and Employment Plan (EEP). Nonacademic content should never be more than 50% of the work assigned. A learner is allowed one packet at a time.

3. No person enrolled in a traditional literacy or ESL program can be enrolled in a distance learning program.

4. There are three adult literacy programs in both traditional and distance learning: Adult Basic Education (ABE) for students who are below a ninth grade level in reading, Adult Secondary Education (ASE) for students who are at a ninth grade level or above in reading, and English as a Second Language (ESL). Academic curriculum used in distance learning are Pre-GED Connection (reading grade level equivalent 6-8.9; supplement for level 5), Learn to Read (reading grade level equivalent 0-4) and Skills to

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Make Adults Ready to Succeed (SMART) (reading grade equivalent level 4-7) for ABE students; GRASP and GED Connection (reading grade level equivalent 9 or higher) for ASE students; and Crossroads Café (NRS level 4) for ESL students. Nonacademic resources are listed in Appendix 6. Agencies are currently piloting online software in distance learning for its effectiveness.

5. Students in a distance learning program can be tutored in person for a maximum of three hours in a two week period for the generation of EPE. The tutoring must be outside the instructional hours claimed for the distance learning program in order to claim traditional EPE. A tutoring roster must be maintained.

6. Implementation of these distance learning policies is effective as of January 1, 2007.

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- Instruction Modality
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- Marketing the Program/Networking and Partnerships
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- Motivation/Retention

Steps to Implement a Distance Learning Program

Program Managers and Instructors can follow a step by step process to implement a Distance Learning (DL) program as follows:

1. Identify the population to be served and the academic needs of the students. Develop a plan to recruit appropriate students. Refer to the Project IDEAL (Improving Distance Education for Adult Learners) website to learn more about DL research on recruitment, orientation, assessment and retention in Distance Learning at www.projectideal.org Refer to the policy on the geographic range of EPE programs online at http://www.emsc.nysed.gov/workforce/offices/adult.html This policy restricts distance learning services for students not residing in agencies district.

2. Develop an intake process to evaluate who is likely to be a good distance learner, to record needed demographic information, to identify the learner's goals. Use the Project IDEAL distance learning survey to assist the student in self assessment. Assess the learner through the administration of the Test of Basic Education (TABE) or the BEST Plus oral exam.

3. Develop an in-person orientation session to further define short and long term goals, explain the teacher/student roles and responsibilities, sign a teacher/ student contract, become familiar with the delivery modality and instructional materials, and inform the learner of the range of services provided in the area of residence.

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4. Choose a primary academic curriculum for the Adult Education ABE, ASE or ESL program from the list of academic curricula in Appendix 6 of this manual. Nonacademic resources may also be used and must be aligned with the NRS goals for performance and the short and long term goals as identified in the Education and Employment Plan (EEP). Non academic content should never be more than 50% of the work assigned. Refer to Chapter 2 of this manual for "New DL policy guidelines" and Appendix 6 for a complete listing of nonacademic resources.

5. Develop a distance learning plan for the organization to explain roles and responsibilities for the distance learning teacher, objectives and goals of the program, guidelines for assessment of the learner, and a plan for data collection and documentation for Employment Preparation Education (EPE) funding.

6. Submit an EPE application with a program narrative that includes information on:

   a. Intake and assessment
   b. Record Keeping
   c. Role of Teacher
   d. Documentation of student activities
   e. Documentation of teacher time
   f. Determining progress and completion of program
   g. Duration of program
   h. Teachers must have specific and appropriate training by a certified New York State trainer. This training is to be scheduled through the Regional Adult Education Network (RAEN).

7. After the program is up and running, periodic reports must be submitted.
   a. Submit an EPE Interim Report and Claim Form and Final Claim Form by due dates indicated on the forms. (Download at www.nysed.gov/workforce/offices/adult)
   b. EPE Claim Form A160.1 and Interim Report are to be submitted to the Adult Education and Workforce Development Team by February 19; EPE claim form A160.02 is to be submitted to the Adult Education and Workforce Development Team by September 15. (Refer to Adult Education and Workforce Development Team website at the address in the above paragraph).
   c. Provide the necessary documentation for distance learning programs. Refer to the EPE Manual and National Reporting System (NRS) Manual.

8. Provide a minimum of five and one half hours of professional development to each professional staff member serving in the EPE program. Refer to EPE Manual.

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9. Refer to General Program Requirements (Reference EPE Manual Section 402.06).

10. Develop an evaluation plan to assess the student's progress. Students of distance learning are to be tested at regular intervals (after every 100 contact hours or 16-17 weeks).   Both pre and post testing must be done in person.

11. Make sure teachers are certified in Adult Education or hold certification in any K-12 classroom teaching title.

12. Meet the NRS requirements for educational gain and program outcomes and document appropriately. (Refer to Adult Literacy Information & Evaluation System (ALIES) at the Literacy Assistance Center (LAC) website: www.laynyc.org)

13. Use the distance learning formula for reimbursement of EPE State Aid. Refer to EPE Manual. The basis for claiming EPE aid in distance learning is teacher's instructional hours.

Programs should also -

1. Make sure the agency has implemented a plan to monitor data quality.

2. Make sure the agency uses the suggested survey instrument or can provide comparable data to conduct participant follow-up surveys for NRS compliance. Refer to NRS Manual.

3. Make sure the agency has identified staff to be involved in the program improvement process, and that the agency uses performance outcome data in the program improvement process as outlined in the NRS Manual.

4. Implement a distance learning screening process to determine what students are good candidates for distance learning. Refer to the Project IDEAL Distance Learning Survey in Appendix 8.

5. Oversee (administrators) the documentation process.

To prepare documentation, programs should:

1. Use student and instructor record logs in the format recommended in Appendix 4 of this manual.   Reference NYS Learning Standards and the curriculum used in the instructor record logs.

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2. Make sure student assignments are complete before a new assignment is given, and that these completed assignments are recorded in the student log.

3. Make sure documentation for the ACTIVE student is correct for students using the packet delivery modality.

4. Make sure there is documentation to justify teacher instructional hours (especially those hours spent on work other than instruction such as recruiting, ordering supplies, mailing, etc.) as well as contact hours. Refer to the EPE Manual for more detailed information.

5. Make sure the agency uses the state approved intake form or can provide data comparable to the intake information form provided by ALIES - Individual Student Record Form (ISRF)

6. Make sure the agency maintains individual student folders that are easily accessible to teachers and students, which include: goals, outcomes, test results, learning plans, and/or lists of skills and materials the student has mastered.

Program Approval Process

Program Administrators must submit an Employment Preparation Education (EPE) application to the State Education Department (SED) Adult Education and Workforce Development (AEWD) Team in order to begin a Distance Learning program. The EPE application, which is due annually in May, requires applicants to describe their distance learning program as part of the agency's Comprehensive Plan of Service. (Refer to the EPE Manual section 403.01) The EPE application and manual may be downloaded from the website at the following address: www.emsc.nysed.gov/workforce/offices/adult. First time applicants (Reference EPE Manual 403.02) are encouraged to contact the AEWD Team before applying. Applicants wishing to amend the Comprehensive Plan of Service refer to Section 402.03 of the EPE Manual. To apply for approval for increased EPE aid, refer to Section 403.04 of the EPE Manual.

The (SED) staff reviews proposed programs to avoid duplication of effort in regions and to assure that expenditures meet the projected revenues.

Staff Development

Prior to program implementation, teachers and administrators are required to obtain a minimum of one full day of in-service training for professional development provided by the Regional Adult Education Network (RAEN). Staff new to existing distance learning academic curricula must receive training by a New York State certified trainer. Refresher training in academic curricula is required every three years. SED will distribute certificates upon the completion of these training sessions.

The State Education Department will no longer provide training for nonacademic resources. Contact the RAEN director in your region to schedule training. At the completion of training, each site administrator and teacher is responsible for understanding staffing, budget, recruitment, and curriculum and resource requirements.

In addition, EPE funded programs require each professional staff member to receive an additional five and one half-hours of staff development per year. This applies to both full and part-time teachers. Substitute teachers employed for less than 80 hours per year need not take staff development training. However, it is recommended that all teachers of adult education be provided with some basic staff development.

Instruction Modality

Packet Delivery Modality

The **Packet Delivery Modality** is used for all distance learning programs. There are two types of packet delivery modality which include: the traditional packet and the electronic packet.

The instructor of a distance learning program that uses the packet delivery modality provides the learner with an instructional packet composed of two units of work (one unit of work equals six hours worth of work) to be completed on a two-week cycle. The learner using the traditional packet delivery modality returns a completed packet to the teacher every two weeks by mail, in person or through the established delivery system. The learner using the electronic packet delivery modality returns a completed packet to the teacher online. The student is considered to be active when the student returns a completed packet; the teacher reviews it and sends out a new packet. Learners may be sent only one packet in a two week cycle. (*The distance learning video/workbook series published by KET [Learn to Read, PreGED/GED Connection] and Intelecom [Crossroads Café] are now included in the packet delivery modality. Refer to the EPE Manual for guidelines on the use of the distance learning formula).*

Documentation for EPE State Aid for the Packet

The basis for claiming EPE state aid for distance learning programs using a packet delivery modality is the teacher instructional hours as defined in the EPE Manual and working with active students as described above. As a result, agencies must maintain logs to track when packets are returned by students and to document teacher and student contact. (Refer to the EPE Manual, Section 303*). Instructional hours must be clearly documented. Also critical to this calculation is the definition of the term "active enrollment," which is explained in detail in the EPE Manual Section 303.01. Refer to EPE Manual Section 303.02 to reference calculating contact hours and EPE that can be claimed in distance learning programs.

*Note: The EPE manual is being revised to eliminate phone model programs.

Methods of Delivery of Materials – i.e., Libraries, Schools, Mail - Traditional Packet

Libraries

New York State has 22 regional library systems. Students' distance learning instructional packets are delivered and retrieved free of charge to each community library by the regularly scheduled library system courier. To initiate a partnership between a library system and the educational provider, Program Administrators should:

1. Obtain approval and permission from your regional library system.
2. Prepare and present an informational program on distance learning programs that use the packet delivery modality to the local librarians and to the local library boards. Include the Information Sheet and the Library Procedural Outline in your presentation and a sample of the return label that you will be using to indicate a packet that is to be returned to the educational provider.
3. Obtain schedules for the following services: regional delivery dates to local community libraries, bookmobile schedules, individual library hours, and holiday closings. Each student's pick-up and return dates will be determined by these schedules.
4. Packets may be delivered to either the regional library center or delivered to one of the libraries within the system that has daily courier service. The educational provider will arrange for the packets to be delivered to the chosen site in time for them to arrive at each community library on the designated pick-up date.
5. Establish a method for librarians to identify at a glance a packet going out to the student or one that is on its way back to the educational provider. For example, agencies may stamp the packet envelope to indicate to the student that it is outgoing and place a colored sticker over the stamp to indicate to the student that a packet is being returned.
6. Provide the librarians with colored stickers printed with PACKET NOT CLAIMED to identify packets that have not been picked up by the student. Send a cover letter and a supply of stickers to the librarians as needed. It is necessary to provide distance learning program information each and every time new stickers are sent as libraries have frequent personnel changes.
7. Establish a good working relationship with all community librarians. This relationship is vital to the success of the packet delivery modality. Letters of appreciation, teacher visits to individual libraries, and invitations to graduation are ways to maintain support for the partnership between the library and the educational provider.

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Schools

Local schools are another method of delivering instructional packets. The following procedure may be used for students who are better served by a local school. To initiate a partnership between a local school and the educational provider, Program Administrators should:

1. Contact the school or guidance office for permission to serve as a pick-up and delivery site for distance learning packets.
2. Obtain a school district calendar and courier delivery schedule.
3. Contact the courier delivery center and explain the purpose of carrying packets.
4. Inform each student of the location of the pick-up site and the school's procedures for entry.

Mail

The distance learning packet delivery system was designed to provide free delivery of material to home study students. Although the mail is an effective method of delivery and may be used to deliver the instructional packets, it takes revenue from the program. As a result, the mail is not recommended for the delivery of packet materials.

Materials

Traditionally, distance learning packet materials have been print based. Increasingly, however, these print materials have been supplemented with multimedia educational materials and video series. Internet resources are also available to those learners who have Internet access.

See **APPENDIX 1** for sample forms*:*

Library Procedural Outline
Flyer to Bookmobile Staff
Flyer to Library Staff
Community Library Information Sheet

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Marketing the Program/Networking and Partnerships

To maintain or expand a distance learning program using the packet delivery modality, Program Administrators need to promote community awareness of the availability of this program by developing an inter-agency referral system, participating in cross-training sessions, and offering training to agencies with whom they network. Suggested target agencies or sites marketing distance learning programs are as follows:

1. Head Start and Even Start Programs
2. Cooperative Extension
3. Literacy Volunteers
4. NYS Department of Labor
5. NYS Employment and Training
6. School Counselors
7. Community Maternity Services
8. VESID
9. Career Centers
10. NYS Department of Social Services
11. One Stops
12. Military Recruiters

To develop an active referral system with an agency, Program Administrators should follow the procedures listed below:

1. Make a personal contact with the agency and arrange a visit to answer questions regarding the program.
2. Send a letter inviting an agency to become a partner. Include a distance learning program information sheet, referral sheets and an agency questionnaire to be returned to the educational provider.
3. Establish a procedure for agency-referred students to follow to attend the next available assessment and orientation.
4. Prepare a client evaluation sheet to be sent to the agency with outcomes for each client referred.

See **APPENDIX 2** for sample forms:

Letter to Agency Counselors
Agency Questionnaire
Agency Procedures for Referral
Client Referral Sheet
Client Evaluation Sheet

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Electronic Packet Delivery Modality

Agencies are allowed to maintain their records electronically when using the Career Achieve administrative platform. The documentation follows the guidelines of the traditional program using the packet delivery modality on a two-week cycle except that the documentation is in electronic format. The student folders and records must be easily accessible and be aligned with the EPE audit guidelines explained in section of this chapter entitled, "Steps to Implement a Distance Learning Program". Both the teacher instructional log and the student logs may be in electronic format. In this delivery modality, teacher feedback may be electronic with the use of e-mail and instant messaging. Agencies using the electronic packet delivery modality must also keep a hard copy folder for each distance learning student in the program. Refer to the Career Achieve training manual. Refer to Appendix 9 for the Career Achieve Personal Computer Specifications.

EDP (External Diploma Program) – The External Diploma Program is a distance learning program, but does not use the packet delivery modality. (Reference EPE Manual Section 303.01)

Assessment/Intake/Orientation

Learners are required to attend an initial face-to-face assessment through the administration of the Test of Adult Basic Education (TABE) in reading and math or the oral BEST Plus test and are required to be post tested at minimum every 100 hours or 16 to 17 weeks. The learner also will participate in a face-to-face intake and orientation session, explained in greater detail in the Assessment/Intake/Orientation section in Chapter 4.

Motivation/Retention

Students working at a distance have limited contact with the teacher. This can present a challenge for both the teacher and student. DL teachers use a variety of techniques to help motivate and retain students such as written positive feedback and praise and contact by phone or e-mail when needed. Successful distance learning students are self-motivated, have the ability to work independently, and possess good study habits and organizational skills.

Chapter 4: Program Administration

- Administrator Responsibilities
  - Program Startup
- Teacher Responsibilities
  - EPE Funding/NRS Reporting/ALIES
  - Development of an Education and Employment Plan (EEP)
  - Assessment/Intake/Orientation
  - First Packet
  - Student Assignment Log and Teacher Instructional Log
  - Operating Instructions When Using the Packet Delivery Modality
- Student Responsibilities
  - Options for Students Not Eligible for Distance Learning Programs

Administrator Responsibilities

The Program Administrator has several responsibilities in running a distance learning program. First and foremost is the responsibility for preparing and submitting, with the assistance of the Adult Education and Workforce Development (AEWD) Team, an Employment Preparation Education (EPE) application. The State Education Department (SED) regional will review the application and give approval for the initiation of a distance learning program. This application can be downloaded from the Adult Education and Workforce Development website at www.emsc.nysed.gov/workforce/offices/adult

In addition, the EPE Manual and EPE claim forms may be downloaded at the website address noted in the above paragraph. Refer to the EPE Manual Section 400 to become familiar with the EPE program requirements. These are general requirements to be followed by all programs that generate EPE state aid. Refer to Section 402.06 of the EPE Manual to obtain information regarding the general requirements for distance-learning programs. The EPE nontraditional formula for distance learning must be used correctly and consistently.

Prior to beginning a distance learning program, Program Administrators must attend training provided by a New York State certified trainer. The Program Administrator should become familiar with the Program Manager & Instructor Guide for Distance Learning and training manuals such as the GRASP manual, establish partnerships and agency collaborations, assign or hire teachers certified in Adult Education or K-12, and provide financial resources for the proper maintenance of program services.

The Program Administrator has the responsibility for choosing an SED approved individual data system and must include data to evaluate the effectiveness of specific distance learning programs. The database must be compatible with the SED information system, ALIES. The State Education Department provides software for the ALIES database free of charge to SED funded programs to use to track demographic data as well as student goals and TABE and BEST Plus assessment scores. Data must be correctly entered into the database, which

Program Year 2006 –2007

provides performance reports that administrators use for quality management and continuous improvement. Both EPE and NRS reporting must be timely and accurate to satisfy both the National Reporting System (NRS) and Employment Preparation Education (EPE) requirements. Beginning July 1, 2007, all agencies will be required to use the ASISTS data system which is presently under development.

Program Administrators must maintain a central office with support staff, supervise the program, organize teacher meetings and conduct yearly teacher observations and evaluations, mentor new teachers, and support the use of technology in the teaching and learning process such as providing instructors access to computers.

Program Startup

In addition, the basic office supplies needed to run a program using a traditional packet delivery modality include: labels, pocket folders, file folders, 9" x 13" clasp envelopes, postcards, legal size envelopes and postage. A folder must be maintained for each student to provide a record of student performance as well as important documentation for EPE purposes.

If using the library delivery system, a procedure for sending and receiving packets must be in place. Two separate logs tracking teacher instructional hours and the sending/receiving of packets must be maintained.

When using the Career Achieve electronic distance learning platform, all student assignments and folders may be kept electronically as long as they have the same information as those used in the traditional packet delivery modality.

See **APPENDIX 3** for sample forms:

Library Information Sheet

Program Year 2006 –2007

Teacher Responsibilities

The teacher has several responsibilities in the process of implementing a distance learning program. The teacher must attend an appropriate training session provided by a New York State certified trainer, and become familiar with the Program Manager & Instructor Guide for Distance Learning and training manuals such as the GRASP manual.

Teachers should work with the Program Administrator and other appropriate agency staff to determine a potential student's level of self-motivation, ability to work independently, and organizational and study skills, to ensure that the program can help the students attain their identified academic goal. Potential distance learning students must be screened to determine whether they possess the characteristics that will make them a good distance learner.

The teacher is responsible for selecting appropriate instructional materials and supplies, assembling the required forms, preparing appropriate assignments and reviewing completed assignments, designing return evaluation sheets, ensuring that the student receives a Student Handbook prepared by the agency, and ensuring that TABE/BEST Plus testing materials are available and used.

The teacher will respond to all student communication in a timely manner, recommend post testing when appropriate, maintain agency collaborations, and review and update forms and materials as needed.

A student folder must be maintained for participants. These folders must contain at minimum: TABE/BEST Plus results, an Individual Student Record Form (ISRF), student/teacher contract, an Education and Employment Plan (EEP) along with the student's educational and employment goals, completed work-time record sheets, student assignment logs, samples of student work, and student/teacher correspondence.

EPE Funding/NRS Reporting/ALIES

The teacher must understand the National Reporting System (NRS) and Employment Preparation Education (EPE) requirements. The NRS Manual may be downloaded from the Literacy Assistance Center website at www.nyclac.org/ALIES/NRS_support/#nrs-manual-nys

The teacher must become involved with the NRS goal setting process to assist with changes in goal setting throughout the program year and follow up for secondary goal outcomes. The teacher is responsible for providing documentation for NRS, and participating in both NRS and ALIES training in order to provide accurate and consistent data. NRS requirements are the same for both traditional classroom and distance learning and are described in the

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NRS Manual. Refer to Chapter 5 of this manual for more detailed information about keeping a distance learning program NRS compliant.

Development of an Education and Employment Plan (EEP)

The teacher or other staff will work with the student to develop an EEP (formerly called the Individual Education and Employment Preparation Plan IEEPP), which will include student assessment scores, both short-term goals for NRS requirements and long-term career goals along with a plan to meet these goals. This plan addresses educational, employment and/or personal goals. Refer to Appendix 4 for a sample EEP.

Assessment/Intake/Orientation

Agencies are responsible for student assessment in order to determine educational levels attained. To be in a distance learning program, each learner must attend a face-to-face assessment through administration of the TABE (Tests of Adult Basic Education) in reading, math computation and applied math or BEST Plus test. Other relevant tests may be administered.

Distance-learning policy requires that students are post tested a minimum of every 100 contact hours or every 16 to 17 weeks. The initial assessment, the collection of demographic information, and the identification of goals necessary for National Reporting System requirements are part of the intake process. Teachers are responsible for making sure that trained assessors administer the TABE.

Teachers or other staff is responsible for providing students with an orientation session to further define short and long term goals, explain teacher/student responsibilities, sign a teacher/student contract, and become familiar with the instructional packet delivery modality and learning materials. Intake may be an appropriate time to survey student's ability to learn independently. Both the teacher and student begin the program by signing a contract. Refer to a sample contract in Appendix 5.

The student agrees to work a minimum of six hours per week and to return a time sheet and all completed assignments every two weeks. Teachers agree to provide adequate and appropriate materials for individualized work and to refer students for post testing when ready. Students must be placed in the appropriate distance learning program based on intake assessment results.

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First Packet

All students will receive an introductory packet. The *First Packet*, is prepared by the teacher and includes: an information sheet on program delivery; instructions for maintaining a Work Time Record Sheet; requirements for maintaining ACTIVE student status; instructions on returning materials, contacting the instructor and what to do when their packet does not get picked up on time or an assignment cannot be completed within the two week cycle.

The first packet also contains two units of work containing 12 hours of work to be completed by the student in a two-week time period. The first packet is important, as it will set the tone for the student's future success. (Make sure that only one packet is sent out at a time).

After the student reads the material in the packet, he/she will complete the assignment sheets designed by the program. This sheet is used by the instructor to determine the student's level of understanding.

Student Assignment Log and Teacher Instructional Log

Teachers are responsible for maintaining a student assignment log and a teacher instructional log. In the packet delivery modality, a student assignment log tracks the packets sent out and completed packets received, the assignments, and the results of the assignments. The teacher instructional log tracks teacher instructional time for EPE funding purposes. Refer to the EPE Manual Section 303 and Section 303.02 for more information on teacher instructional time.

Each student using the packet delivery modality maintains a Work Time Record Sheet, which records the assignments and the amount of time spent working on them.

Note: *When using the packet delivery modality, the teacher is responsible for identifying ACTIVE students. The student is considered ACTIVE when completed assignments have been sent back to the teacher, reviewed and new assignments sent out. The teacher must also identify noncompliant students, send a REMINDER NOTICE FOR PACKET RETURN post card to students who have failed to return their packets, and drop students from the log when they become INACTIVE.*

Operating Instructions When Using the Packet Delivery Modality

Teachers are responsible for following the operating instructions when using the packet delivery modality, which must include:

1. The teacher must become familiar with the student assignment sheets. For example, a student who advances to a GED level from an ABE program will take the log with her/him. The new instructor can see from the assignment sheet what the student has already accomplished ensuring the student consistent instruction. The curriculum log is a picture of the student's complete educational history. (*Sample sheets given in the appendix must be modified to accommodate educational materials in each of the distance learning programs)*

2. Each assignment sheet needs to be written at or below the actual reading level of the book/workbook. The reading level of the assignment is critical to the student's success. Poor student performance and/or student dropout may be the result of directions that are too difficult for the student to understand.

3. Assignments may be written in two ways. Some materials may be consumable, while others must be returned to be able to be used again. This is a staff decision based on subject matter, cost of materials, etc.

4. When students do not return a scheduled packet, the teacher needs to respond as soon as possible. Phone calls are appropriate if students can be reached. If a call is not possible, the Reminder Notice for Packet Return and postcard should be sent to the student.

5. If students cannot be reached or do not respond to the Reminder Notice for Packet Return, a Drop Letter should be sent. A copy of all correspondence should be kept in the student folder. No EPE is generated if a student's return packet is not received. The packet is then removed from the monthly roster. Only completed packets are counted.

See **APPENDIX 4** for sample forms*:*

Curriculum Log
Student Assignment Log
Teacher Instructional Log
Hourly Employee Payroll Record
Work Time Record Sheet
Assignment Sheet
Reminder Notice For Packet Return
Drop Letter
NRS Educational Functioning Levels
NRS Education and Employment Plan (EEP)
ALIES Individual Student Record Form (ISRF)

Student Responsibilities

The distance learning student must participate in a face-to-face intake and orientation session and work with staff to develop an EEP.

During the intake process, the student will provide demographic data and work with appropriate personnel to set short and long-term goals (personal, educational, and employment) as identified by NRS guidelines and participate in a screening process to determine whether or not he/she is a good distance learner. The student will also attend an information session to become familiar with the range of services offered in the area of residence. Students will be administered the TABE/BEST Plus test. In addition to the initial assessment, students must post test at regular intervals (at minimum every 100 hours or 16-17 weeks) in person.

The student is required to complete and sign the Student/Teacher Agreement. The student contracts with the teacher to arrange a delivery modality, to complete assignments in a timely manner, complete two units of work or 12 hours of work on a two-week cycle, and notify the instructor of any changes or problems with the program.

The student agrees to continue to work for the duration of the program, to return completed work on each of the assigned return dates, and to continue to work on assignments not completed in this agreement. The student also agrees to take the post tests when the teacher determines the student to be ready.

Options for Students Not Eligible for Distance Learning Programs

Students who do not meet the requirements to enter a distance learning program must be offered other options for programming available in the community to meet their needs. A sheet/list should be designed detailing all available options.

See **APPENDIX 5** for sample forms*:*

Student/Teacher Contract
Options for Students Not Qualifying For a Distance Learning Program
Library Information Sheet

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Chapter 5: Keeping a Distance Learning Program NRS/EPE Compliant

- EPE (Employment Preparation Education) vs. NRS (National Reporting System)
- Database Necessities for EPE Compliance
- Database Necessities for NRS Compliance

EPE vs. NRS

These two NYSED initiatives overlap in terms of required compliance factors; however, they are different elements of the database system. EPE is a funding source and as such must meet particular criteria set forth by the New York State Education Department in the EPE Manual. A student eligible for a Distance Learning Program supported by EPE funds:

- Must be 21 years of age or older
- Does not posses a valid High School Diploma or GED

  Or

- Must be 21 years of age or older
- Does posses a valid High School Diploma or GED
- Tests below 9.0 Grade Equivalent on a valid TABE Test or below 473 on the BEST Plus test (EPE reimbursement for students falling under this category is limited. See current EPE application or the SA160 forms for details)

Students meeting these criteria are also included in the population reported under NRS Guidelines.

National Reporting System Guidelines provide direction and criteria for reporting students on program, state, and federal reports for student achievement and outcomes. All aspects of the NRS system may be found in the New York State NRS Policy Manual located in electronic format at the Literacy Assistance Center website at www.lacnyc.org/ALIES/NRS_support/#nrs-manual-nys.

Database Necessities for EPE Compliance

Each Distance Learning curriculum and accompanying teacher must be assigned its own Instructional Activity. The Instructional Activity must be coded correctly in the database to support the correct calculation of EPE reimbursable contact hours. (see Screen Shot of ALIES below)

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- Instructional Type = GE, BE, or ES
- Level = 6
- Lowest Level = 1
- Hours per week = 6
- Format = I Distance Learning
- Special Program = GED Connections, GRASP, Crossroad's Café, SMART, pre-GED Connections, Learn to Read
- *Funding Source* = EPE

Instructional Offering Details & Schedule

Lookup Instructional Offering:

Look up Personnel:

Look up Student:

Agency	Practice Agency

Instruction Code	GE6IGRASP CANTOR, C

1 Details | 2 Additional Staff | 3 Staff Hours

Course ID GRASP

Start Date 7/1/2006   End Date 6/30/2007

Instruction Type GE

Primary Instructor CANTOR, C

Level 6

Lowest Level 1   □ CAI

Sessions/week 1   Meet Time

Site

Hours/session 6   Hours/week 6.0

Seats   Room

Format I Distance Learning

Special Program
▶ D GRASP
*

Projected Services

# of Students   Contact Hours   In

ADA 0   Equivalent Instructional

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Instruction Hours Tab
- This section must be completed; without it, the EPE calculations will not be accurate. It's very helpful to see the screens for p. 36-41.
- The hours should be calculated in the following manner – for every two-week packet that is completed, a 1 is recorded for the teacher's Instructional Hours. Example, a teacher is providing Distance Learning packets to 20 students, 15 are returned completed therefore 15 x 1 = 15 is entered under Instructional Hours for that teacher.

Instructional Activity

Lookup Instructional Offering

Look up Personnel:

Look up Student:

| Agency | PRACTICE AGENCY |

1 Enrollment | 2 Contact Hours | 3 Instructional Hours | 4 Goals/Outcomes & Assessment

Instruction Code | GE6IGRASP   CANTOR, C | Program

Period   7/1/2005 - 9/30/2005

	Instructor	Inst. Hours	Testing Inst. Hours	Testing Cont. Hours	Cumulative Lab Hours	Cumulative Hours LT 12
✎		15.00	0.00	0.00	0.00	0.00
✱		0.00	0.00	0.00	0.00	0.00

- Contact Hours Tab
  - Student contact hours for Distance Learning Instructional Activities must be recorded
  - For every completed packet, a "2" is recorded on the daily or monthly contact hour screen

Program Year 2006 –2007

Daily Attendance

Instruction Offering   GE6IGRASP   CANTOR, C

Class Dates   7/1/2005 - 6/30/2006

Period Dates   7/1/2005 - 7/31/2005   Period Month   July 2005

Meeting Days   Monday ☐   Tuesday ☐   Wednesday ☐   Thursday ☐   Friday ☐   Saturday ☐   Sunday ☐

Attendance

Student Name	Total Hours
ABREU, JOSELINE A	2

- For students who do not return the first two packets that a teacher has prepared for them, a "9999" is recorded under contact hours. In this way, the student hours "24" will be added to the EPE calculations but no hours will be accrued toward NRS inclusion

Daily Attendance

Instruction Offering   GE6IGRASP   CANTOR, C

Class Dates   7/1/2005 - 6/30/2006

Period Dates   7/1/2005 - 7/31/2005   Period Month   July 2005

Meeting Days   Monday ☐   Tuesday ☐   Wednesday ☐   Thursday ☐   Friday ☐   Saturday ☐   Sunday ☐

Attendance

Student Name	Total Hours
ABREU, JOSELINE A	9999

Program Year 2006 –2007

In addition to the Instructional Offering for each Distance Learning Packet Program being offered, an additional Instructional Offering for Tutoring Hours must be created in ALIES.

- *Instructional Type* = GE, BE, or ES
- *Level* = 6
- *Lowest Level* = 1
- *Hours per session* = 3
- *Hours per week* = 1.5
- *Format* = I Class
- *Special Program* = GED Connections, GRASP, Crossroad's Café, SMART, pre-GED Connections, Learn to Read
- *Funding Source* = EPE

Instructional Offering Details & Schedule

Lookup Instructional Offering:

Look up **P**ersonnel:

Look up **S**tudent:

| Agency | Practice Agency |
| Instruction Code | C CANTOR, C |

1 Details

Course ID GRASPTUTORIAL

Instruction Type GE

Level 6

Lowest Level 1   ☑ CAI

Hours/ session 3   Hours/ week 1.5

Format C Class

Special Program

D GRASP

Start Date 7/1/2005 End Date 6/30/2006

Primary Instructor CANTOR, C

Sessions/week   Meet Time

Site

Seats   Room

Projected Services

# of Students   Contact Hours   Instructi

Program Year 2006 –2007

Database Necessities for NRS Compliance

- Valid Pre-test for every student within first 12 hours of contact

    - TABE for BE/GED Students
    - BEST Plus for ESL Students

- Goal Selection (see NRS Manual)

    - Maximum 3 Primary Goals (including Education Gain)
    - Unlimited Secondary Goals

- Packets completed = minimum of 3 completed and returned
- EPP
- Valid Post-test as evidence of Education Gain Achievement

How to generate the EPE SA 160.1 and the SA 160.2 in ALIES

- Open "Funding Reports" section in ALIES
- Off the Main Menu, select "Prepare Report Data"
- From the reports selection menu, select "Prepare EPE Report 160.1" or "Prepare EPE Report 160.2"
- Under "Class Funding Source", select EPE
- Select "Prepare EPE Data" button
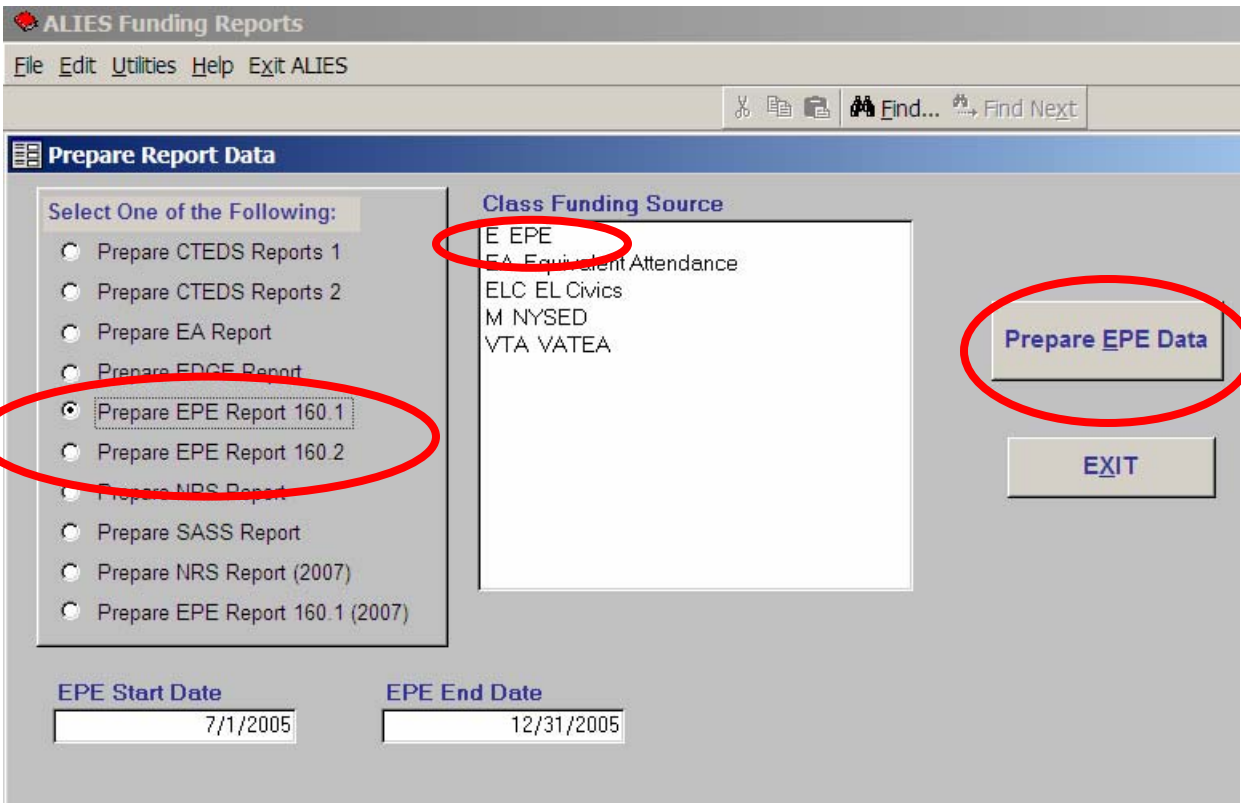
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APPENDIX 1

Library Procedural Outline
Flyer to Bookmobile Staff
Flyer to Library Staff
Community Library Information Sheet

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Library Procedural Outline Sample

Instructors prepare an instructional packet and put the student's name, community library name and the student date of pick-up on the outside of the envelope. Staff then delivers it to the regional library system designated pickup center at least two days before the assigned pickup date.

COMMUNITY LIBRARY

1.   Designates a location for packets.
2.   Hands out labeled packets upon request.
3.   Places student returned packets with GREEN labels in the courier delivery system.
4.   Places green PACKET NOT CLAIMED label on any packet not picked up within one week of the date on the packet.
       IMPORTANT: Do not keep packets in the libraries longer than one week. Instructors need to know that a student has not picked up a packet as quickly as possible.

REGIONAL LIBRARY SYSTEM

1.   Delivers any packets to designated library and/or bookmobile stops.
2.   Carries all packets with green labels back to the regional library center to be picked up by the staff.

BOOKMOBILE CLERK

1.   Hands out labeled packets.
2.   Places the green PACKET NOT CLAIMED label on any packet that was not picked up during the weekly bookmobile stop and send it back to the regional library center.

Program Year 2006 –2007

Flyer to Bookmobile Staff

Sample

[Date]

[Inside address]

ATTENTION: Bookmobile

Your bookmobile has been chosen as a pickup and delivery site for the assignment packets, which are delivered for our home study students by the courier system. We suggest that you designate an area where packets being delivered and returned by the students can be placed. Packets being returned to Adult Education now have GREEN LABELS.

If the student, or any person sent by the student, has not picked up the packet after one week from the date written on the packet, please put one of the enclosed PACKET NOT CLAIMED green labels on the packet and return it to the courier. It is vital to our programming that we are aware of a student's failure to pick up a packet as soon as possible.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We are pleased that the services provided by your library and staff enables us to continue our home study program.

Program Year 2006 –2007

Flyer to Library Staff

Sample

[Inside Address]

ATTENTION: Library Staff

Your library has been chosen as a pickup and delivery site for the assignment packets, which are delivered for our home study students by the courier system. We suggest that you designate an area where packets being delivered and returned by the students can be placed. Packets being returned to Adult Education now have GREEN labels.

If the student, or any person sent by the student, has not picked up the packet after one week from the date written on the packet, please put one of the enclosed PACKET NOT CLAIMED green labels on the packet and return it to the courier. It is vital to our programming that we are aware of a student's failure to pick up a packet as soon as possible.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We are pleased that the services of your library and staff are enabling us to continue our home study program.

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Community Library Information Sheet

Library Information Sheet

Public Library Information Sheet
[Address]

[Telephone Number]

Librarian: Kelly Smith

Days	Hours	
Monday	9:00 AM	9:00 PM
Tuesday	9:00 AM	9:00 PM
Wednesday	9:00 AM	9:00 PM
Thursday	9:00 AM	9:00 PM
Friday	9:00 AM	9:00 PM
Saturday	9:00 AM	9:00 PM
Sunday	12:00 AM	5:00 PM

Check with Librarian for summer hours

Holidays (Closed):

New Year's Day
Easter Sunday
Memorial Day
Independence Day
Labor Day
Veterans Day

Close at 5 PM the day before Thanksgiving
Christmas Eve Day
Christmas Day
Close at 5 PM New Year's Eve

Program Year 2006 –2007

APPENDIX 2

Letter to Agency Counselors
Agency Questionnaire
Agency Procedure for Referral
Client Referral Sheet
Client Evaluation Sheet

Letter to Agency Counselors

[Date]

[Inside Address]

Sample

Dear Agency Counselor:

The agency/school Adult Education Literacy Staff would like to inform you of our onsite classes and home study programs, which might be of interest to your clients. We offer a number of free educational services, including program placement and educational evaluations in reading, writing and math. Placement is determined after completion of our assessment and orientation classes.

The onsite program serves all students 19 through 20 in onsite classes only. All home study students must be 21 years or older.

We are also pleased to tell you that our programs run 12 months. We will accept and process referrals during the summer so your client will be included in our programs in a timely manner. We have enclosed an information sheet to explain our referral system.

Our staff is available for trainings and individual agency staff meetings. If you would like additional information about our services, or if you have questions, please call 274-2222.

Please have the appropriate staff complete the enclosed questionnaire and return it within two weeks, so that we may consider your agency's needs in our programming.

Sincerely,

Literacy Specialist

Agency Questionnaire

<u>AGENCY QUESTIONNAIRE</u>

NAME _____ DATE _____

1. Name of Agency _____
    Address _____
    _____

2. List all CONTACT PERSONS who might be interested in receiving the
 services of this project.

          NAME   POSITION IN AGENCY

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

3. Would you like to arrange for a staff member to meet with your agency for
 additional program information?
          ____ Yes   ____ No

4. Would you like additional Client Referral Sheets?
          ____ Yes   ____ No

5. Would your agency provide transportation to an informational
 screening meeting or to class if transportation is a major problem for
 clients you refer?
          ____ Yes   ____ No

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Agency Procedure for Referral

Agency procedure for referring a client to adult programming.

1. Complete all of the information asked for on the Client Referral Sheet.
2. Check to see that clients have dropped out of high school and are at least 18 years of age.
3. Mail the completed sheet to the Adult Literacy Program so that we may contact your client.

Literacy procedure for processing clients into programming.

1. Your client will be sent a letter of invitation to attend the next available assessment and orientation sessions. No student may enter programming without attending these days.
2. The client is given reading, math and writing assessments. Results of these tests will determine program placement.
3. The client will be placed in a DL program. Home study will be offered to students who are 21 years or older.
4. The agency receives a follow-up report indicating the student's current status.

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Sample

CLIENT REFERRAL SHEET – (Name of Distance Learning) HOME STUDY PROGRAM

DATE _____

NAME OF AGENCY _____

ADDRESS _____

CONTACT PERSON _____

TELEPHONE _____

NAME OF CLIENT REFERRAL _____

ADDRESS _____

TELEPHONE _____

AGE _____

AGENCY/SCHOOL USE ONLY:
Scheduled assessment date _____

Program Year 2006 –2007

Client Evaluation Sheet   Sample

CLIENT EVALUATION SHEET

Prepared by: _____ For: _____

Name(s) of Referral(s)

   1. _____

   2. _____

   3. _____

   4. _____

The following indicates the status of your client:

_____ Client was notified of screening and attended.
_____ Client was notified of screening and did not attend or notify
       School/Agency.
_____ Client should contact School/Agency at 746-2221 if interested in
       programming.

The following options were presented to your client:

_____ Met eligibility for DL program and is now working in program.
_____ Met eligibility for DL program and did not respond to invitation to begin
       program.
_____ Did not meet DL program eligibility.
_____ Invited to attend onsite classes at School/Agency and has enrolled.
_____ Invited to attend onsite classes and did not respond.
_____ Referred to Literacy Volunteers.
_____ Invited to a (Name of DL Program) Distance Learning Program _____
and is working in the program.
_____ Invited to a (Name of DL Program) Distance Learning Program
_____and did not respond to invitation.

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APPENDIX 3

Library Information Sheet

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(Name of Distance Learning Program) Home-Study Program

Sample

Library Information Sheet

Library   _____

Address   _____

                    _____

Phone   _____

Librarian   _____

Hours and Days _____

                    _____

                    _____

                    _____

                    _____

                    _____

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APPENDIX 4

Curriculum log (Modify form for Each DL program)
Student Assignment Log
Teacher Instructional Log
Hourly Employee Payroll Record
Work Time Record Sheet
Assignment Sheet
Reminder Notice for Packet Return
Drop Letter
NRS Educational Functioning Levels
NRS Education and Employment Plan (EEP)[formerly an IEEPP]
ALIES Individual Student Record Form (ISRF)

Curriculum Log

Sample

Name: _____

Initial Testing Date_____Reading Form_____Math Form_____

Posttest   Date_____Reading Form_____Math Form_____

             Date_____ Reading Form_____Math Form_____

             Date_____ Reading Form_____Math Form_____

Language Arts Reading

<ins>**PRE GED MATERIALS:**</ins>		**Date Sent**	**Returned**	**Scores**
Cambridge:	Pre Ged Threshold	_____	_____	_____
Contemporary:	Pre GED Language Arts Reading	_____	_____	_____
	Reading and Critical Thinking Content Area	_____	_____	_____
	Breakthrough in Critical Reading	_____	_____	_____
	Breakthrough in Critical Reading Exercise Book	_____	_____	_____
Jamestown Comprehension Skills: Middle Level				
	Understanding Literary Forms	_____	_____	_____
	Drawing Conclusions	_____	_____	_____
	Understanding Significant Details	_____	_____	_____
	Understanding Main Idea	_____	_____	_____
	Making Inferences	_____	_____	_____
	Making Judgments	_____	_____	_____
	Recognizing tone	_____	_____	_____
	Understanding Characters	_____	_____	_____
	Understanding Vocabulary	_____	_____	_____
	Understanding Organization	_____	_____	_____
	Critical Reading Series:	_____	_____	_____
	Phenomena	_____	_____	_____
	Monsters	_____	_____	_____
	Heroes	_____	_____	_____
	Eccentrics	_____	_____	_____
	Apparitions	_____	_____	_____
	Calamities	_____	_____	_____
	Disasters!	_____	_____	_____
	Aliens and UFOs	_____	_____	_____
	Deceptions	_____	_____	_____
	Daredevils	_____	_____	_____
	Eureka!	_____	_____	_____
	Rescued	_____	_____	_____
Steck Vaughn:	Connections	_____	_____	_____
	Strategies for Success	_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____

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GED MATERIALS: (Reading Cont.)　　　　　　　　　　　　**Date Sent　　Returned　　Scores**

GRASP Handbook:　　　　　　　　　　　　　　　　　　_____ _____ _____
Contemporary:　　　Expressions I　　　　　　　　　　_____ _____ _____
　　　　　　　　　　Expressions II　　　　　　　　　　_____ _____ _____
　　　　　　　　　　View Points I　　　　　　　　　　　_____ _____ _____
　　　　　　　　　　View Points II　　　　　　　　　　_____ _____ _____

　　　　　　　　　　Jamestown Comprehensive Skills Series: Advance Level
　　　　　　　　　　Understanding Literary Forms　　　_____ _____ _____
　　　　　　　　　　Drawing Conclusions　　　　　　　_____ _____ _____
　　　　　　　　　　Understanding Significant Details　_____ _____ _____
　　　　　　　　　　Understanding the Main Idea　　　_____ _____ _____
　　　　　　　　　　Making Inferences　　　　　　　　_____ _____ _____
　　　　　　　　　　Making Judgments　　　　　　　　_____ _____ _____
　　　　　　　　　　Recognizing Tone　　　　　　　　_____ _____ _____
　　　　　　　　　　Understanding Characters　　　　_____ _____ _____
　　　　　　　　　　Understanding Vocabulary　　　　_____ _____ _____
　　　　　　　　　　Understanding Organization　　　_____ _____ _____

New Readers Press: Literature I　　　　　　　　　　　_____ _____ _____
　　　　　　　　　　Literature II　　　　　　　　　　　_____ _____ _____
Cambridge:　　　　　GED Language Arts, Reading　　_____ _____ _____
　　　　　　　　　　GED Language Arts, Reading
　　　　　　　　　　　Exercise Book　　　　　　　　　_____ _____ _____
Contemporary:　　　GED Language Arts, Reading　　_____ _____ _____
　　　　　　　　　　GED Language Arts, Reading
　　　　　　　　　　　Exercise Book　　　　　　　　　_____ _____ _____
Steck Vaughn:　　　GED Literature and the Arts
　　　　　　　　　　　Literary Texts　　　　　　　　　_____ _____ _____
　　　　　　　　　　GED Literature and the Arts
　　　　　　　　　　　Non-fiction Texts　　　　　　　_____ _____ _____
　　　　　　　　　　GED Language Arts, Reading　　_____ _____ _____
　　　　　　　　　　GED Language Arts, Reading
　　　　　　　　　　　Exercise Book　　　　　　　　　_____ _____ _____
_____　　　_____ _____ _____
_____　　　_____ _____ _____
_____　　　_____ _____ _____
_____　　　_____ _____ _____

Steck Vaughn:
GED Official Practice Test: Form PA　　　　　　　　　_____ _____ _____
　　　　　　　　　　　　　Form PB　　　　　　　　　　_____ _____ _____
　　　　　　　　　　　　　Form PC　　　　　　　　　　_____ _____ _____
　　　　　　　　　　　　　Form PD　　　　　　　　　　_____ _____ _____
　　　　　　　　　　　　　Form PE　　　　　　　　　　_____ _____ _____

1/2 Test Summary Sheet Sent　_____　　_____ _____ _____

GED Application Date: _____ Date Scheduled for Exam _____

Passed: _____

Scores　　　_____ _____ _____ _____ _____

STUDENT ASSIGNMENT LOG

Sample

_____   ___11-8-04____   Cohoes_____   TABE Level ___ Form ____
NAME   ENTRY DATE   LIBRARY   SCORES
                                                                                                         TR__9.2____ TM __7.1____

PACKET NUMBER	SUBJECT	ASSIGNMENT	DATE ASSIGNED	DATE CORRECTED	NOTES/COMMENTS
1	Reading	DL Guidelines/ Questions			
	"	Study Skills/Library Info			
	WRITING	Essay	11-8-04	1-5-05	
	READING	Understanding What You Read		1-11-05	
		Finding Hidden Meaning		1-11-05	
	MATH	Placement Inventory	11-08-04	1-20-05	1-5-05 Spoke with Thomas - discussed his Math work and goals
2	SCIENCE	Earth and Space Science	1-8-05	1-20-05	
	SOCIAL STUDIES	Interpreting Graphic Materials		1-20-05	Good
	READING/ WRITING	Viewpoints		1-20-05	Good
3	MATH	Contemporary Whole Nbr. And Money	1-10-05	2-2-05	98%
	LAW	Cambridge Units 122 Horizons Writing	1-10-05	2-2-05	VG
4	MATH	NRP Level 1 Book 5 Division	1-04-05	2-11-05	100%
	LAR	SV strategies for Success Pre Test Pg-1-4b	1-24-05	2-11-05	Pretest 80% meaning from content
5	MATH	Number Sense Decimal = & -	2-7-05	3-2-05	90%
	LAW	Cambridge Horizons Writing Units 3 - Review units	2-7-05	3-2-05	V.G.
	LAW	Essay	2-7-05	3-2-05	V Good

REPORTING REQUIREMENT

a. Teacher Instructional Log (Instructional Hours) Time preparing the
assignment or activities related to instruction.

Name of DL Program _____ _____
                                                        Month/Year

Student Name	Date	Date	Date	Total

HOURLY EMPLOYEE PAYROLL RECORD

Sample

Name _____

Soc. Sec. Number _____

Position _____

Location_____

Payment For _____
i.e. Overtime, Adult Education, Extra Days, etc.

DATE	FROM (Specify A.M. & P.M.)	TO (Specify A.M. & P.M.)	NUMBER OF HOURS
3/5/98	9 A. M.	3 P. M.	6
3/12/98	9 A. M.	3 P. M.	6
3/19/98	9 A. M.	4 P. M.	7
3/26/98	9 A. M.	3 P. M.	6

_____   _____

Employee's Signature   Total Number of Hours

_____

Supervisor's Signature

Supervisor's Insert Budget Code _____

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WORK TIME RECORD SHEET   FOR THE MONTH OF_____

YOU MUST PICK UP NEW WORK AND RETURN FINISHED WORK ON EACH OF THESE DATES:

_____   _____   _____

SAMPLE
1. Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

   <u>GED-Social Studies Book</u>   _____

2. List the dates and amount of time you worked   List the dates and amount of time you worked
   on this assignment: on this assignment:

   Date   Time Worked   Date   Time Worked
   <u>3/6</u>   <u>1 ½ Hours</u>   ____   _____

   <u>3/8</u>   <u>1 ½ Hours</u>   ____   _____

   <u>3/10</u>   <u>3 ½ Hours</u>   ____   _____

3. Total time worked: <u>6 ½</u>   Total time worked: _____

4. Date Assignment completed: <u>3/14</u>   Date Assignment completed: _____

PLEASE COMMENT ON YOUR PACKET.

Does your sheet add up to 6 hours a week or 24 hours for the entire month?_____

THIS SHEET MUST BE RETURNED ON_____

You have agreed to work on this program 6 hours a week. This time sheet needs to total 24 hours for the month.

<u>Signature</u>   Date _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

_____   _____

List the dates and amount of time you worked   List the dates and amount of time you worked
on this assignment: on this assignment:

Date   Time Worked   Date   Time Worked

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

Total time worked: _____   Total time worked: _____

Date Assignment completed: _____   Date Assignment completed: _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

_____   _____

List the dates and amount of time you worked   List the dates and amount of time you worked
on this assignment: on this assignment:

Date   Time Worked   Date   Time Worked

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

Total time worked: _____   Total time worked: _____

Date Assignment completed: _____   Date Assignment completed: _____

Program Year 2006 –2007

Assignment Sheet

Sample

(Name of DL Program) Home-Study Program   Name _____

Date _____

Code ____RGD GED_____

ASSIGNMENT SHEET:

Subject: _____

Name of Book: _____

Instructor: _____

Assignment:

1. Read ALL the material included with the first packet.
2. Read and become familiar with the information in the handbook. All information on (Name of DL Program) Home Study is included. Many answers to questions you might have will be found here.
3. Read and answer ALL questions on the return sheet. It is necessary to use the handbook to locate the answers. ALL answers can be found in the handbook, so do not leave questions unanswered.
4. Keep this handbook. You will need to read the last section again before you test.
5. RETURN only the ANSWER SHEET. New assignments will be prepared for you when your instructors have received and corrected the return sheets. Both the corrections and new assignments will be returned to you.

Program Year 2006 –2007

Reminder Notice for Packet Return

Date _____

Sample

Dear Distance Learning Student,

     We are concerned because we have not received your last scheduled packet returns. In order to keep on our schedule, it is important that your assignment returns and pick-ups be made on the scheduled dates.

     Your next pick-up and return date is _____

     In order for us to continue preparing and sending your packets, we are required to have a written commitment from you. Please read the statements on the enclosed postcard and check those statements that apply to you. Put the stamped postcard in the mail immediately (do not put it in your packet), so that we can help you get back on schedule. If the postcard is not returned within one week, you will be dropped from the Home Study Program.

Sincerely,

Distance Learning Staff

Lack of Return Postcard

Name_____Date_____
CHECK ONE of the following:

_____ 1.   I wish to continue in Home Study

_____ 2.   I do not wish to continue in Distance Learning,
           I will return all my books to the library.

My library is _____.

I understand that I must pick-up and return work in order to stay in the program by the Date written on the monthly Work-Time Record Sheet.

My next date is _____

Name (printed) _____Phone _____

Address _____

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Drop Letter

Sample

[Date]

[Inside Address]

Dear _____,

      The (Name of DL Program) Home Study Program operates on a regular schedule of deliveries and returns through your local library system. You have not followed the schedule by making the necessary returns. It is necessary at this time to drop you from our program.

      Would you please return all materials you still have to the library (in a packet) or to the Adult Education Office at 21 Bay Street, Glens Falls. We do need your books to use with other students in our program.

      If you are interested in continuing in Adult Education classes, you may contact us at 746-2221 for further information. You may wish to take the next onsite test scheduled at Sunnyside High School. Applications may be obtained from our Adult Education Offices.

Sincerely,

Distance Learning Staff

Program Year 2006 –2007

EDUCATIONAL FUNCTIONING LEVELS

National Reporting System

Educational Functioning NRS Levels	Instructional Type	Grade Equivalents
1	ABE Beginning Literacy	0 – 1.9
2	ABE Beginning Basic Education	2 – 3.9
3	ABE Intermediate Low	4 – 5.9
4	ABE Intermediate High	6 – 8.9
5	ASE Low	9 – 10.9
6	ASE High	11 – 12.9

Sample

Program Year 2006 –2007

Individual Education & Employment Preparation Plan

General Information

Name: _____   Entry Date: _____   Program: _____

Assessments Completed

Basic Literacy Assessment

| TABE (Test of Adult Basic Education) | Initial Test Date:
Post Test Date: | Reading Score:
Reading Score: | Reading skills to Improve: |
| | Initial Test Date:
Post Test Date: | Math Score:
Math Score: | Math skills to Improve: |

Career Exploration Assessment

| Choices | Date: | Results:
Career clusters identified: _____
Related education and training: _____ |
| Career Exploration Inventory | Date: | Results:
Interest clusters identified: _____
Related occupations identified: _____
Related education and training: |

Job Readiness Assessment

Employability Assessment Checklist   Date:

Barrier:	Action Steps:
Barrier:	Action Steps:
Barrier:	Action Steps:
Barrier:	Action Steps:

WorkKeys Assessments

	Initial Test:	Initial Results:	Post Test:	Update Results:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level

Skills Assessment

Rate your skill level   1 – least developed, 2 – need improvement, 3 – adequately developed, 4 – above average, 5 – highly developed

		Entry	Exit
Basic Skills: Read, write, listen and speak to others	Rating:		
Thinking Skills: Identify and solve problems.	Rating:		
Personal Qualities: Plan, organize and work independently.	Rating:		
Interpersonal Skills: Teamwork and getting along with others.	Rating:		
Technology: Identify and use the technology needed to complete a task.	Rating:		
Managing Information: Find and use information.	Rating:		
Managing Resources: Manage time, money, and materials.	Rating:		
Systems: Identify a system and its parts.	Rating:		

Career Goals and Education Plan

Career Goal and Action Steps

Date:

| Career Goal:

_____ | Action Steps:
Entry level jobs that are related: _____
Skills I need to obtain: _____
Education I need to pursue: _____
Training I need to pursue: |

Signed: _____   Date: _____

Career and Education Plan Progress Checks

Steps achieved	Evidence of achievement (Post-test scores, obtained job, completed course, passed exam, college acceptance, etc.)	Date and Initial

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Individual Student Record Form (ALIES)

Sample

Program Year 2006 –2007

INDIVIDUAL STUDENT RECORD FORM

Check only if returning student ☐

Agency Code ☐

1. Contact Information

First Name: _____ Last Name: _____

DOB: _____ Original Program Start Date: _____

Address: _____ Apt.#: _____

City: _____ State: _____ Zip: _____ Phone: _____

Social Security #: _____

2. Sex ( ) M ( ) F

3. Race/Ethnicity Identity
( ) A1 Native American
( ) A2 Alaskan Native
( ) B1 Asian
( ) B2 Pacific Islander
( ) C1 African American
( ) C2 Afro-Caribbean
( ) C3 African
( ) D Latino/a
( ) E1 White (nor Latino/a)

4. Employment Status (check one)
( ) A Employed full-time
( ) B Employed part-time
( ) C Unemployed 1 year or more and available to work
( ) D Unemployed less than 1 year and available to work
( ) E Not available for employment

5. Funding Source: _____

6. Public Assistance
( ) Not Receiving Public Assistance
( ) A TANF
( ) B Food Stamps
( ) C Refugee Cash Assistance
( ) D Old-age Assistance
( ) E Safety Net
( ) F Aid to the Blind or Totally Disabled
( ) O Other, specify _____
Case Number _____

7. Nationality
Country of Birth: _____
Date of US Settlement: __/__/__
Immigrant? Yes___ No___
Refugee? Yes___ No___

8. School-Aged Children
Is the student the parent or guardian of children under the age of 21?
Parent/Guardian Yes___ No___
Single Parent Yes___ No___
If yes to above, enter number of children at each level
PreS___ Elem___ JHS___ HS___

9. Highest Grade Completed
In US _____
In other countries _____

10. Population Categories
( ) A Homeless
( ) B In Correctional Facility
( ) C Other Institurionalized
( ) D High School Graduate or Equivalent
( ) E Displaced Homemaker
( ) F Head of Household
( ) G Disabled
( ) H Enrolled in Other Education/Training
( ) I Veteran
( ) J Dislocated Worker
( ) K Employed at 200% Poverty Level
( ) L Rural Area Resident
( ) M Low Income
( ) Q Learning Disabled
( ) U In Community Correctional Facility

11. Referral Source: _____
( ) A Another Student
( ) B TV
( ) C Newspaper
( ) D Friend or Relative
( ) E Social Service Agency
( ) F Education Program
( ) G Training Program
( ) H Recruitment Poster/Flyer
( ) I GED Program
( ) J One-Stop
( ) K Radio
( ) L Library
( ) M Phonebook
( ) N Web Site
( ) O Other Literacy Organization
( ) P Returning Student
( ) Q Literacy Hotline
( ) R Workers Union
( ) S Employer
( ) W Walk In
( ) X Other, specify _____
( ) Y Church

12. Short-term Student Goals
( ) 1 Improve Basic Literacy Skills
( ) 2 Improve English Literacy Skills
( ) 3 Obtain a Job
( ) 4 Retain Current Job
( ) 5 Improve Current Job
( ) 6 Earn GED Certificate
( ) 7 Earn a Secondary School Diploma
( ) 8 Enter Post-Secondary Education
( ) 9 Enter Training

Other Student Goals
( ) 10 Obtain Citizenship Skills
( ) 11 Reduce Public Assistance
( ) 12 Get Involved in Community Activities
( ) 13 Get Involved in Children's Educaion
( ) 14 Get Involved in Children's Literacy Activities
Other: _____

14. Initial Classes

Class Code	Date of Enrollment
	__/__/__
	__/__/__
	__/__/__

13. Pretest Information

Test Name	Test Type		Test Date	Subscores	GE	Total
	Level	Form				

Form Completed By _____ Date: __/__/__

APPENDIX 5

Student/Teacher Contract (Modify for Each DL Program)
Options for Students Not Qualifying for a Distance Learning Program

New York State Distance Learning Programs
Home Study Programs
Distance Learning Program Name
Student-Teacher Agreement

Sample

Program Agency: _____
Please check all that apply:

_____ I **AM** interested in the Home Study.
_____ I **WILL** follow the student-teacher agreement below.
_____ I **AM NOT** interested in Home Study. (You need not continue)

Student:

I accept the invitation to Home Study, and I agree to the following:

1.   I will work a minimum of six (6) hours per week in the Home Study program and record the time each week on my Work Time Record sheet.
2.   I will complete all work assigned to me. I understand that is it necessary to work in each of the following areas to be best prepared to test for the GED: reading, math, English, reading in the content fields of social studies   and science, and English composition.
3.   I will return some finished work on each assigned date.
4.   I will contact my instructor as soon as possible if there are important changes that may affect my program such   as moving, illness, new telephone number, etc.
5.   I will complete and return an official predictor GED test when assigned.
6.   I will take the GED exam when recommended by my instructor at the most available time and location.

_____   _____
Signature   Date

Teacher:

1.   I will provide you with materials to do 6 hours of individualized work every week.
2.   I will contact you through the mail or by phone if any changes are made in the program.
3.   I will respond to phone or written messages from you as soon as possible.
4.   I will refer you to the GED test when the official predictor test indicates success.

_____   _____
Signature   Date

Student:

Please check to show you understand what you must do next.

_____ I understand that I must return work by the assigned dates.

_____ I will return one copy of this signed agreement and keep the other for my records.

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Options for Students Not Qualifying for Distance Learning Program

Sample

We are pleased to offer you the following options for adult literacy programming:

_____ Literacy Volunteers (free tutoring)

_____ English for Speakers of Other Languages (ESOL)
      [Telephone Number]

_____ Onsite classes [Address]

_____ Onsite classes [Address]

_____ TV Distance Learning (You must have a TV and a telephone).
      [Telephone Number]

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APPENDIX 6

Academic Curriculum
Non Academic Resources
Distance Learning Curriculum Description

ACADEMIC CURRICULUM

ACADEMIC PROGRAM	ACADEMIC CURRICULUM	GRADE LEVEL EQUIVALENT/NRS LEVEL
Adult Basic Education (ABE)	• Learn to Read • Pre GED Connection • SMART (Skills to Make Adults Ready to Succeed)	0 – 4 grade level equivalent 6 – 8.9 grade level equivalent 4 – 7 grade level equivalent
Adult Secondary Education (ASE)	• GRASP (Giving Ready Adults a Home Study Program) • GED Connection	9 – 12 grade level equivalent 9 - 12 grade level equivalent
English as a Second Language (ESL)	• Crossroads Café	NRS level 4 and above

NON ACADEMIC RESOURCES

NON ACADEMIC RESOURCE	SKILL FOCUS
Workplace Essential Skills (WES)	Work readiness
Citizenship Home Study	Citizenship
On Common Ground	Citizenship
Health Promotion Home Study	Health Literacy
Career, Family and Life Skills (CFLS)	Life Skills
SMART (Skills to Make Adults Ready to Succeed)	Life Skills
Lifelines	Life Skills
Madison Heights	Family Literacy
TV411	Motivational supplemental materials (ABE)

In program experience, no one curriculum is totally sufficient and works best when supplemented with other materials. For example, Project IDEAL research has found that academic curriculum like GED Connection has strength in content areas to assist the learner to pass the GED exam, but works best when used with a remediation tool such as Skills Tutor, Pass Key or PLATO to build skills sets and fill in knowledge gaps.

In the example explained in the preceding paragraph, GED Connection would be the primary curriculum and you should choose GED Connection when entering data into the ALIES database.

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Distance Learning Academic Curriculum Description

There are three distance learning programs: Adult Basic Education, Adult Secondary Education and English as a Second Language. The Adult Basic Education program serves learners under a ninth grade reading level. Academic curriculum used for this program are Pre GED Connection (reading grade level equivalent 6 - 8.9 with supplements for level 5), Learn to Read (reading grade level equivalent 0 - 4) and Skills to Make Adults Ready to Succeed (SMART) (reading grade level equivalent 4 – 7). Adult Secondary Education serves learners at a ninth grade level of reading or higher. Academic curriculum used for this program is GED Connection, or GRASP. English as a Second Language students who have a National Reporting System (NRS) level four may participate in distance learning. The academic curriculum used in this program is Crossroads Café. All distance learning programs will use the packet delivery modality as explained earlier in this guide. Teachers must be trained in the academic curriculum by a certified New York State trainer and must take a refresher training session in every three years thereafter. SED will issue certificates upon completion of the training session.

- **GED/PreGED Connection** – A home study course offered on public television that prepares participants to take the GED test and offers instruction in the five GED content areas. GED Connection includes three workbooks and 43 program tapes published by Kentucky Educational Television (KET). Students using this curriculum must have a ninth grade level in reading. Pre GED Connection includes three workbooks and 29 program tapes. It is recommended that students using this curriculum have a sixth to eighth grade level in reading. Teachers may use supplemental materials for grade level 5 in reading. Students view the videotapes either on television, from the Ed Video Online website or by playing copies of the videotape on their VCR/DVD, after which they complete assigned work. EPE can be claimed for this program only when certified teachers provide instruction. SED is working toward providing these educational materials on the Career Achieve website in order to utilize the interactive workbook capability.

- **Learn to Read –** A televised beginning reading program that is used to help adult students develop the reading skills needed to enter the PreGED/GED Connection curriculum. Learn to Read is designed for students reading 0 – 4 grade level

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equivalent. This home study course is offered on public television or video and can only be used to generate EPE aid when a certified teacher employed by the school provides instruction.

- **Skills to Make Adults Ready to Succeed (SMART) -** This is a curriculum developed by the Yonkers Curriculum Development Team to assist the learner with life management and career skills. It also provides curriculum to improve basic skills in reading, writing and math. These skills will assist the learner with everyday living and the workplace. Included in this series are five themes: Communication Smart, Consumer Smart, Eating Smart, Family Smart and Living Smart. Each theme has four packets. This series also has a "star level" of difficulty to include: One star easy activities, two star moderate activities, and three star difficult activities. This curriculum may be used for ABE students with a reading grade level equivalent 4 – 7 and may also be used as a nonacademic resource.

- **Giving Ready Adults a Study Program (GRASP)** – Designed for adults with a minimum reading grade level equivalent of 9.0 who are seeking a high school equivalency diploma. Students must be able to work independently and devote at least 6 hours per week to studying. Individualized home study packets are delivered twice a month via the regional library network, by mail or by hand.

- **Crossroads Café –** This curriculum may be used in both the "traditional" classroom and in distance learning. The distance learning model would generate EPE contact hours using the distance learning formula (see section 303 of the EPE Manual). A special application form (see Appendix C of EPE Manual) requesting specific program information must be submitted with the EPE comprehensive plan of service. This video/workbook series includes 26 lessons focusing on English language skills development for ESOL learners ranging from low intermediate to advanced learners. The curriculum will assist learners develop their communication skills and understand elements of the American culture. Each video includes a culture clip. Two workbooks accompany the video series including lessons in listening, reading, writing, grammar, speaking and pronunciation. The photostories workbook is designed to support lower-level learners. The Crossroads series is available with a wraparound instructional feature which can be accessed on the Career Achieve electronic distance learning platform. When this series is used for distance learning, a telephone component is a programmatic requirement.

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Distance Learning Non Academic Resources

Distance learning teachers can supplement instruction with non-academic resources that have been approved by the State Education Department after it has been determined by the field that they will assist learners in achieving National Reporting System (NRS) goals for program performance along with short and long term career goals as established in the Education and Employment Plan (EEP). These resources include: Workplace Essential Skills (WES); Career, Family, and Life Skills (CFLS); Citizenship Home Study; Health Promotion Home Study; TV411, Madison Heights, Lifelines and On Common Ground. These resources are not designed to produce educational gain as measured by the NRS. If used, they must be integrated with one of the above mentioned academic curriculum. Nonacademic content should never be more than 50% of the work assigned. A learner is allowed one packet at a time.

- **Workplace Essential Skills** - This is a resource published by KET enterprise designed to teach the skills required to obtain and retain employment, and facilitate a job search. This program combines both video and Internet approaches to introduce the student to resume writing, job search processes, interviewing skills, business math, reading and communication. It is comprised of an orientation and 24 thirty minute videos which are linked to the workbook and internet activities.

- **Career, Family and Life Skills (CFLS) Home Study (Formerly Adult Life Management Home Study) –** This is a resource of materials to increase the learners ability in life management skills. This resource may be incorporated into another academic distance learning program offering.

- **Citizenship Home Study –** A resource designed to teach the skills needed to pass the test for US citizenship.

- **Home Study Component of Health Promotions for Adult Students –** Only available to agencies with an approved GRASP program. The components must be incorporated as part of the GRASP packet of lessons. Instructors must be trained in the GRASP program as well as in health promotions. Components include nutrition, first aid, health insurance, exercise, health care, resources, substance abuse, and child safety.

- **TV411 -** This is a video-print series that provides instruction in literacy and life skills for learners of adult basic education. Videos are modeled on popular television

format to provide an entertaining and motivational resource that includes sketches in which characters demonstrate literacy in everyday life. This series also includes workbooks and interactive online activities to provide practice in skills introduced in the series.

Pilot Programs

Both academic and nonacademic resources other then those cited above must be offered in a pilot approved in writing by SED. Examples of current online pilot programs in distance learning include: Skills Tutor, Pass Key, and PLATO. Pilot programs may run for a maximum of three years and must be evaluated for continuation on a yearly basis.

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APPENDIX 7

EPE Section 202
EPE Section 303.02
EPE Section 402.06

202 - DISTANCE LEARNING ADULT EDUCATION PROGRAMS

Distance learning programs are those that are not conducted in a traditional classroom format. Students who are able to attend programs in a traditional setting should be encouraged to do so whenever possible. Only distance learning programs approved by the New York State Education Department in the applicant's comprehensive plan of service may be used to generate EPE aid. To be approved to offer a distance learning program, agencies must submit information such as intake and assessment, record keeping, role of the teacher, documenting student activities, documenting teacher time, determining progress and completion, and program duration (see section 407.03). Teachers for all of these programs must have specific and appropriate training (see section 406).

303.02 - Calculating contact hours and EPE that can be claimed in distance learning programs

In the distance learning formula, it is actually the number of instructional hours that determines the amount of EPE generated. That is why the key documentation involves the instructor logs and records of packets received and sent out or student contacts. Time the teacher spends in academic activities related to delivery of the program can be counted as instructional hours. This includes activities such as reviewing or preparing lessons, phone or personal contacts with students related to instruction, student assessment, or lesson planning. In no event can more instructional hours be claimed than the maximum. Time spent in non-academic counseling or transporting packets cannot be considered instructional hours.

The formula works as follows:

1.   Identifying Active Enrollment

Using the definitions in section 303.01, identify the number of students that fulfill the requirements for being considered "active".

2.   Calculate Maximum Instructional Hours per Week

Multiply the active enrollment for the week by .5 to determine the <u>maximum</u> number of instructional hours that can be claimed.

> Active Enrollment x .5 = Maximum Instructional Hours

3.   Calculate Allowable Instructional Hours per Week

Determine how many hours the teacher can document that they <u>actually</u> worked (see above). If the actual number was less than the maximum, then the actual hours should be used (rounded to the nearest 15 minutes or .25 hours). If the actual number was equal to or more than the maximum, then the maximum should be used.

4.   Calculate EPE That Can be Claimed

Multiply the allowable instructional hours by 12. This will determine the number of EPE contact hours that can be claimed.

> Allowable Instructional Hours x 12 = EPE Contact Hours

5.   Calculate EPE that can be Claimed

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Example 1 - Active enrollment of 10 and teacher worked <u>5 or more hours</u> in a given week:

- Use maximum instructional hours - active enrollment of 10 x maximum allowable instructional hours per student of .5 = 5 instructional hours.

- Multiply maximum instructional hours of 5 x 12 = 60 total EPE contact hours that can be claimed.

- Multiply total EPE hours that can be claimed of 60 x agency's EPE rate (hypothetical rate for this example) of $4.00 per hour = $240 in EPE aid that can be claimed.

Example 2 - Active enrollment of 10 and teacher documents 4 hours and 40 minutes of work in a given week:

- Round actual hours worked (4 hours and 40 minutes) to nearest quarter hour or 4.75 hours.

- Multiply the actual hours of 4.75 x 12 = 57 total EPE contact hours that can be claimed.

- Multiply total EPE hours that can be claimed 57 x agency's EPE rate (hypothetical rate for this example) of $4.00 = $228 in EPE aid that can be claimed

So the maximum this agency could claim for 10 students would have been $240 (10 students x .5 x 12 x $4.00) if the teacher had actually worked 5 hours or more. Since the teacher worked 4.75 hours to the nearest 15 minutes the school can only claim $228.

Since there are 52 weeks in a year, and a maximum of .5 instructional hours can be claimed per week for an active student, a maximum of 26 instructional hours can be claimed per year per student. Multiplied by 12 this means that a maximum of 312 contact hours can be claimed for an individual student per year.

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402.06 - General Requirements for Distance Learning Programs

While distance-learning programs provide the flexibility for students to participate who may not otherwise be able to, the administration of these programs requires scrupulous record keeping. This manual is not intended to provide all of the information needed to operate any of these programs. Complete information regarding these programs is a part of the training that is available from the Technical Assistance Team for each program or through the Adult Education Staff Development Consortia. However, there are several requirements that all distance learning programs must adhere to:

1. All teachers must be certified and have specific and appropriate training available through the Regional Staff Development Consortia (see section 406). For continuity and to maintain a consistent level of quality, it is recommended that program administrators also participate in distance learning training.

2. All distance learning programs must have the following components: an intake process, The development of an EEP, instructional intervention, a homework or home study component, and a procedure for reviewing the student work and progress.

3. A student roster must be maintained containing the names of all enrollees.

4. Student logs must be kept indicating the hours that students worked at home for each packet/subject area/episode.

5. The instructor must maintain a record of all assignments completed by all students on the roster. For Crossroads Café home study, the record must detail which episodes were completed each week (see section 408.08).

6. The teacher must keep detailed records of hours of instruction provided (i.e. reviewing, correcting, or handling student materials, planning, etc.) and other activities as well as a record of all student packets reviewed.

7. New programs must reflect the standards-based approach to curriculum development as provided in the 1998 edition of the Adult Education Resource Guide and Learning Standards and supplements.

APPENDIX 8

Project IDEAL Distance Learning Survey

Intake Survey for Distance Students (2005)

People learn in different ways: what works well for one person might not work well for someone else. Your answers to these questions will help you and your teacher figure out if distance learning is a good choice for you.

For each question, choose only one (1) answer from the choices listed for that question.

When you have finished answering all the questions, give the survey to your instructor

1. At home, I have a quiet place where I can study for this course:
    a. Rarely available
    b. Sometimes available
    c. Always available

2. I am someone who:
    a. Puts things off until the last minute
    b. Needs reminding to get things done on time
    c. Often gets things done ahead of time

3. When I think about all the things I do in a typical week (e.g., work, family, social activities, etc.), the amount of time I have each week for a distance learning class is:
    a. Less than 5 hours
    b. 5-9 hours
    c. 10 hours or more

4. In my daily life, there is a lot of routine (for example, getting kids to school, going to work, taking part in community or church activities):
    a. Not at all true
    b. Sometimes true
    c. Very true

5. I have access to the technology (VCR, computer, etc.) I will need for this course:
    a. I'm not sure where I will find the technology I need for the course
    b. Easily available, but not at my home
    c. At my home

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6. When I am asked to use a computer:

    a. I put off using it until later
    b. I feel a little nervous, but use it anyway or find someone to show me how to use it
    c. I look forward to using it

7. Feeling that I am part of a class is:

    a. Very important to me
    b. Somewhat important to me
    c. Not particularly important to me

8. Discussions in a class are:

    a. Very useful to me. I almost always take part in class discussions
    b. Somewhat useful to me. I sometimes take part in class discussions
    c. Not very useful to me. I don't usually take part in class discussions

9. When an instructor hands out directions for an assignment, I prefer to:

    a. Have the directions explained to me
    b. Try to follow the directions on my own, then ask for help when I need it
    c. Figure out the instructions myself

10. When I have a reading assignment for class or for work, I think of my reading skills as:

    a. Lower than average. I usually need help to understand the text
    b. Average. I sometimes need help to understand the text
    c. Good. I usually understand the text without help

11. When I have a writing assignment for class or work, I think of my writing skills as:

    a. Weak. I find it hard to express myself in writing
    b. Average. I can express myself fairly well in writing, but sometimes have difficulty
    c. Good. I am comfortable expressing myself in writing

12. Face-to-face interaction with my instructors and other students is:

    a. An essential part of my educational experience
    b. An important part of my educational experience, but not essential
    c. Not important to my educational experience

A Few Questions About Who You Are

13. Circle the name of the state in which you live:

Arizona
Arkansas
Idaho
Illinois
Kentucky
Maine
Maryland
Massachusetts
Michigan
Missouri
New York
North Carolina
Ohio
Pennsylvania
Rhode Island
Texas
Other (please specify)

14. **People have different reasons for taking a distance learning course. For each reason listed below, circle Yes or No to indicate whether it is a reason why YOU want to take this course at a distance.**

I live too far from any adult schools	Yes	No
I need to take care of my family at the time classes are held at school	Yes	No
I work at a job during the times classes are held at school	Yes	No
I can only study nights or weekends	Yes	No
I don't have transportation to get to classes	Yes	No
I have medical problems that make it hard for me to attend classes	Yes	No
I learn better by myself, rather than in a group	Yes	No
I don't want anyone to know I am taking classes	Yes	No
I like using computers and I thought this might be a good way to learn	Yes	No
I don't feel comfortable in a classroom I like studying alone	Yes	No

15. If this course was not available to study at a distance, would you take a classroom course instead?

Yes   No   Maybe, I'm not sure

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16. In the last five (5) years, have you taken a classroom course in an adult school where you studied reading, writing, or math?

    Yes   No

17. Circle gender ...

    Male   Female

19. About how far away is the nearest adult school from where you live? (Circle)
    Less than 5 miles
    6 -10 miles
    More than 10 miles

20.   First Name _____
21.   Last Name _____
20.   Name of the adult education center where you are completing this survey.
        _____

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APPENDIX 9

Career Achieve Personal Computer (PC) Specifications

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CAREER ACHIEVE PC SPECIFICATIONS
PC CONFIGURATION
December 26, 2007

OVERVIEW

In general most PCs purchased in the last five years will work without problems.
Macintosh and Linux PCs will not work unless 100% Internet explore emulation can be
achieved. Career Achieve has only been tested on a Microsoft Windows platform.
Below are the actual minimum requirements for Career Achieve and recommended
optional software.

Desktop PC Minimum Hardware Requirements

➢ Intel Pentium 4 or Intel Celeron or AMD equivalent.
➢ 256MB memory
➢ 40GB hard drive
➢ mouse & Keyboard
➢ Basic Windows keyboard
➢ Ethernet 10/100 networking port (or NIC card).
➢ 15 Inch CRT monitor (or better)

Desktop PC Software Requirements

➢ Microsoft XP home edition or XP Professional
➢ Microsoft Internet Explorer Version 6 or higher
➢ Java(TM) 2 Runtime Environment, Standard Edition 1.4.2
➢ Microsoft Windows Media Player 9.0 or higher
➢ Macromedia Flash Player 7 or higher
➢ Adobe Reader 6.0 or higher
➢ Active X Control

Optional Recommended Software

➢ Microsoft Word
➢ Anti-virus software
➢ Anti-spyware software
➢ Latest Microsoft product and system updates
➢ Google Toolbar for its pop-up blocker

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