Program Manager & Instructor GUIDE for DISTANCE LEARNING

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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. Today the use of computers, smart phones, social media and web 2.0 technology in particular has made possible a host of new distribution and communication possibilities. The Internet is a new frontier using forums, discussion groups, blogging and wikis to share and create information allowing distance learning programs to incorporate this 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 is not available in the distance learning program, however, technology has allowed teachers the opportunity to create a social network through blogs, chat rooms, etc. so students do not feel so isolated and their learning can benefit others. 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 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 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's policies may affect state policies and guidelines in distance learning.

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

- Definition of Distance Learning (DL)
- Overview of the Distance Learning Guide

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 used are provided in the Appendices.

Employment Preparation Education (EPE) state aid funding supports Distance Learning in New York State. This manual will refer many times to specific things EPE agencies are required to do. It is expected that an agency running DL will follow processes explained in this manual. The DL policy is the same for all agencies running distance learning regardless of the funding source. EPE funded agencies, however, must follow specific procedures for calculating contact hours and entering data into our statewide database, ASISTS (Adult Student Information System & Technical Support).

This guide should only be used in conjunction with the National Reporting System (NRS) or Employment Preparation Education (EPE) manuals available at http://www.acces.nysed.gov/aepp/

Chapter 2: Introduction to Distance Learning

- Distance Learning Programs/Student Eligibility/Number Served
- Successful Distance Learning Programs
- Intake/Orientation
- Online Media Connection/KET FastForwardNY
- e-Literacy NY
- Distance Learning Policy Guidelines

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 Skills to Make Adults Ready to Succeed (SMART), Pre-GED Connection for ABE students; GRASP and GED Connection and Skills Tutor 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 and teachers may choose to use only academic materials. 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. 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/Common Core 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 a high school equivalency test such as TASC (Test Assessing Secondary Completion) or GED ® test, 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), HSE 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. 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.

Online Media Connection/KET FastForward NY

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.

The New York State Online Media Connection is a web-based application produced by Kentucky Educational Television (KET) to provide direct streaming adult education videos free of charge to all New Yorkers. This web address is www.fastforwardny.org Also on this website are links to additional web based resources and PBS broadcasting stations adult education web page.

Students enrolled in Distance Learning who have access to computers will be able to stream the videos for the educational products published by both Kentucky Educational Television (KET) (pre GED/GED Connection and Workplace Essential Skills) and Intelecom (Crossroads Café, Lifelines, Madison Heights and On Common Ground) to complete assignments given by their teachers.

e-Literacy NY

Adult Education is integrating technology into distance learning to provide online learning to our population. e-LiteracyNY, an administrative management system currently being developed using Moodle, 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 SMART (Skills to Make Adults Ready to Succeed), a link to the Online Media Connection which hosts digital videos to include: Intelecom products Crossroads Café, and Lifelines, Madison Heights and On Common Ground and Kentucky Educational Television (KET) products preGED/GED Connection, Workplace Essential Skills (WES), TV411 along with links to additional software and websites. Using e-LiteracyNY, will enable teachers to create an online virtual classroom for individualized instruction, and manage student assignments 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 e-LiteracyNY Personal Computer (PC) specifications.

Please Note: The moodle based e-Literacy NY platform is still in the developmental stage. Programs will be notified when it is ready for use through the Technology and Distance Learning Newsletter and through the RAEN Directors.

Distance Learning Policy Guidelines

Information from site visits, ASISTS 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 distance learning policy guidelines listed below:

1. All distance learning programs will use the assignment 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 e-LieracyNY administrative platform, the electronic packet delivery modality.

2. Packets may consist of all academic ABE, ASE 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. Teachers may choose to use all academic materials in their assignment packets. 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), Skills to Make Adults Ready to Succeed (SMART) (reading grade equivalent level 4-7) for ABE students; GRASP, GED Connection and Skills Tutor (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.

5. Students in a distance-learning program can be tutored in person for a maximum of three hours per week 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. Distance learning trainers and teachers must take the introductory distance learning training Distance Learning 101, which is an introduction to distance learning.

Chapter 3: Program Design and Requirements

- Steps to Implement a Distance Learning Program
- Program Approval Process
- Staff Development
- Instruction Modality/Packet Delivery Modality
- Documentation for EPE State Aid For the Packet
- Traditional Packet: Methods of Delivery of Materials - i.e., Libraries, Schools, or Mail
- Materials
- Marketing the Program/Networking and Partnerships
- Electronic Packet Delivery Modality
- Assessment/Intake/Orientation
- Motivation/Retention
- Procedure to Begin and Evaluate Pilot Distance Learning Programs
- EPE Guidelines for the National External Degree Program (NEDP)

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 in the EPE Manual online at http://www.acces.nysed.gov/aepp/epe.shtml This policy restricts distance learning services for students not residing in the 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.

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. Submit periodic reports after the program is up and running. Agencies will submit an EPE Interim Report and Claim Form and a Final Claim Form using the forms generated from the ASISTS database.

    a. EPE Claim Form SA 160.1 and Interim Report. This form must be submitted (emailed or faxed) to the AEPP Team on February 19th. An original signature copy is due 10 business days after the electronics submission. The form determines the EPE hours through December 31st that will be claimed for EPE aid and projects total EPE hours through June 30th. This form is only available through the ASISTS database. As of February 18th this form will be frozen in the ASISTS database, such that any amendments to the period from July 1st to December 31st must be documented in the EPE amendment log also found in ASISTS. Programs should include FULL YEAR PROJECTIONS in their submitted SA 160.1.

    b. Submit EPE Claim Form SA 160.2 (emailed or faxed) to the AEPP Team
    . to claim EPE hours. This form is only available through the ASISTS database. An original signature copy is due 10 business days after the electronic submission. (Check EPE application for exact dates for submission).

c. Provide the necessary documentation for distance learning programs. Refer to the EPE Manual and National Reporting System (NRS) Manual at http://adult-education-accountability.org/# .

8. Provide a minimum of twelve hours of professional development to each professional staff member serving in the EPE program. Refer to EPE Manual Section 409.

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 (ASISTS) website at https://www.asists.com/login.aspx

13. Use the distance learning formula for reimbursement of EPE State Aid. Refer to EPE Manual Section 303. 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 at http://adult-education-accountability.org/# .

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/Common Core Standards and the curriculum used in the instructor record logs.

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 http://www.acces.nysed.gov/aepp/epe.shtml 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 ASISTS 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. Refer to the Adult Literacy Self-Review/Monitoring Form located at http://www.acces.nysed.gov/aepp/forms.html for the guidelines for the student administrative folder and student work folder.

Program Approval Process

Program Administrators must submit an Employment Preparation Education (EPE) application to the State Education Department (SED) Adult Education Programs and Policy (AEPP) 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: http://www.acces.nysed.gov/aepp/epe.shtml First time applicants (Reference EPE Manual 403.02) are encouraged to contact the AEPP Team before applying. Applicants wishing to amend the Comprehensive Plan of Service refer to Section 403.03 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 twelve 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 [PreGED/GED Connection] and Intelecom [Crossroads Café] are included in the packet delivery modality. Refer to the EPE Manual at http://www.acces.nysed.gov/aepp/epe.shtml 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 408.08). 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 303.03 to reference calculating contact hours and EPE that can be claimed in distance learning programs.

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

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. Deliver packets to either the regional library center or 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.

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

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. Vocational Rehabilitation
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

Electronic Packet Delivery Modality

Agencies are allowed to maintain their records electronically when using the e-LiteracyNY 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 e-LiteracyNY training manual. Refer to Appendix 9 for the e-LiteracyNY Personal Computer Specifications.

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.

Procedure to Begin and Evaluate Pilot Distance Learning Programs

The SED approves distance learning pilot programs on a case-by-case basis. Requests to offer distance learning programs not currently approved should be submitted by March 1st of the program year proceeding the program year in which the agency wishes to begin offering the program. A proposal submitted as part of the annual EPE application will not be considered for the upcoming program year.

Agencies wishing to be approved to offer a distance learning program not listed in the Appendix of this manual must submit a detailed proposal to the appropriate regional adult education staff person and the Distance Learning Coordinator. The pilot proposal will be reviewed by an SED pilot review committee.

The steps to begin and evaluate pilot distance learning programs are as follows:

1. Identify the name of the pilot, purpose of the pilot, population and size of the program, and submit the curriculum. Submit proposed Distance Learning pilot to the regional with a cc to the Distance Learning Coordinator by March 1st to be used by July 1st of the program year. Pilot will follow guidelines and procedures set by SED. [Pilot programs are given on a case by case basis and are approved yearly for a maximum of three years.]

2. The SED Pilot Review Group, which should at minimum include the regional, Distance Learning Coordinator, Adult Education Director, Regional Supervisor and EPE Specialist, will meet to review and approve or disapprove the pilot program.

3. The pilot approval will be included in the EPE approval letter effective for implementation July 1st of the current program year.

4. The regional will notify the state NRS liasion of the approved pilot so that she can track the data in ASISTS properly.

5. The agency piloting the program will collect data separately, and document for EPE funding purposes and NRS requirements.

6. A report of the pilot outcomes should be sent on a yearly basis to be considered as part of the review for continuation of the pilot.

7. Pilot program information should be entered into the ASISTS database to include: Name of the program, software or video/workbook series; Agency Name and Address; Name of the Distance Learning Coordinator and the Program Manager, teacher, assessor, telephone numbers, Start Date, Reapproval Date, Pilot Review Date, Curriculum Approval Date, etc.

8. Folders will be kept, which will include: An Amendment to the Comprehensive Plan of Service, SED Letter of Approval, Pilot Review

Reports (yearly evaluation generated by ASISTS), final Curriculum Approval report when applicable.

9. The SED Pilot Review Group will meet to discuss and evaluate the pilot program on a yearly basis.
10. The new program or software will be considered for inclusion into the Distance Learning list of approved programs by a review of the SED Pilot Review Group.
11. Training for those pilots that have been accepted and reviewed will be coordinated through the RAEN (Regional Adult Education Network) Directors.

Refer to the EPE Manual for more information at www.acces.nysed.gov/aepp/epe.shtml

Employment Preparation Education (EPE) Guidelines for the National External Degree Program (NEDP) (Updated 7-5-13)

National External Degree Program (NEDP)

The National External Degree Program (NEDP), administered through Comprehensive Adult Student Assessment Systems (CASAS) is an assessment program that allows adults to demonstrate transferable skills for which a local high school equivalency diploma is awarded. NEDP is a competency-based, applied performance assessment system that expects adults to demonstrate their high school level ability in a series of simulations that parallel job and life situations. Participants are evaluated against a criterion of excellence, which requires 100 percent mastery. Advisors and Assessors work with students (clients) to help direct them toward the instruction needed to complete the 70 competencies required within the Generalized Assessment through existing community resources. In addition, each client must fulfill one Individualized Competency (for a total of 71 competencies). Only programs that have received training in NEDP may operate the program.

Employment Preparation Education (EPE) Reimbursement for the NEDP Program

In distance learning, all students (clients) should be assessed through an initial one-time only intake process, which is EPE reimbursed using the traditional EPE formula and should be recorded in a traditionally coded class and named appropriately as “Intake”. During this agency Intake, the TABE is administered to determine EFL level. Those who score in ASE levels 5 or 6 in reading and math can consider the NEDP program. Students (clients) who express an interest in NEDP or any distance learning program should be assessed using the Project IDEAL survey. The Project IDEAL survey is found in the distance-learning manual at www.acces.nysed.gov/aepp/dl.shtml and is required for all candidates prior to entry into the program to determine readiness. Entry into the NEDP program requires an additional CASAS assessment. Cut scores of 236 scale score in reading and 230 scale score in math must be attained in order to begin generalized assessment. Providers should enter the client at an NRS level #6 (six). Both TABE and CASAS Assessments are claimed as real time traditional EPE hours.

As per the EPE Manual, the one-hour face-to-face generalized assessment session is equivalent to the **.5** maximum allowable instructional hour per week per active student in the EPE distance learning formula (see section 303 of the Employment Preparation Education Manual). This **.5** instructional hour per NEDP client (**.5** x 12) is equal to six contact hours multiplied by the agency’s EPE rate. NEDP contact hours may be claimed on a one-week cycle (*EPE Manual* section 303.02). This claimed week is entered into the NYSED ASISTS data system by entering a “1 (one)” for attendance in the week when the face-to-face generalized assessment session occurs. NEDP instructional activities in ASISTS must be coded as distance learning, as such, the “1 (one)”, will automatically be multiplied by 6 to reflect the appropriate 6 contact hours. The Advisor makes the decision to move the client to generalized assessment once the client is able to demonstrate minimum required diagnostic assessment cut scores and

completes all other diagnostic phase requirements. In distance learning, teachers are required to keep a teacher log, which is explained in section 408.08 in the *EPE Manual* and in *Program Manager and Instructor Guide for Distance Learning*. NEDP staff should have clients sign an attendance log at their weekly appointment as proof the client has met with their NEDP Advisor. This log should document the specific competency.

A tutorial on claiming the EPE hours in NEDP is available at http://www.adult-education-accountability.org./# Select the button marked "Resources" and the "Tutorials". The first one on the list of tutorials is downloadable as a Power Point.

NEDP EPE Aid for Assessments - Claim real time traditional EPE hours

Students entering NEDP will need to complete two assessments, the TABE and CASAS. Claim real time traditional EPE hours into ASISTS for each assessment: entry into the adult education program (TABE) and entry into the NEDP program (CASAS).

NEDP EPE Aid for Orientation – Claim one week per client - DL formula (one time only)

The Advisor conducts the orientation and obtains demographic data on all applicants, if not already completed. He/she scores, or oversees the scoring, and evaluates the Reading, Math and Writing Diagnostic Instruments, completes remediation forms as required, and provides learning recommendations. The Advisor interprets writing diagnostic test results and provides learning recommendations according to NEDP Policies and Procedures. The Advisor identifies possible learning resources, and assists the client to identify the Individualized Assessment skill to be assessed. Lastly, the advisor facilitates applicant's entry into the generalized assessment phase, conducts the exit and follow-up evaluation, and assists clients in preparing for transition to post-secondary education and training. Some activities may be unnecessary if completed as part of a recent general intake process into Adult Education. As with all NYSED approved distance learning programs, NEDP candidates should be prepared to meet the challenges of an independent learning program. Clients who have not taken the Project IDEAL survey should be assessed with the survey at this time.

NEDP EPE Aid for Weekly Face-to-Face Generalized Assessment Sessions – Claim one week per client (weekly)

Responsibilities of the Assessor in Generalized Assessment:

The assessor arranges for the completion of Generalized Assessment Tasks, conducts In-Office Checks after appropriate Generalized Assessment Task areas have been completed, and evaluates assessment items completed by clients. The assessor reports the evaluation results to the candidate, designs, conducts, and evaluates Post-Task Assessment, as well as organizes and implements the Individualized Assessment process. The assessor also reviews and approves portfolios completed by other assessors following portfolio review procedures and guidelines.

The first Assessor works with the client on a weekly basis to complete 71 competencies, which includes the Individualized Competency. Each NEDP assessor should have his/her own "instructional offering" coded as an NEDP distance learning class to accommodate entering a "1 (one)" per week into ASISTS that will reflect 6 contact hours weekly.

The clients enrolled in NEDP may receive up to 3 (three) hours of in-person tutoring per week (see sections 202.01 of the *EPE Manual*). [Note: tutoring instruction cannot be completed by NEDP staff serving as an advisor/assessor for the client.] These hours can be claimed at the agency's traditional EPE rate. These hours must be documented in the same way that traditional program hours are documented in ASISTS. The assessor will thoroughly evaluate all 71 competencies for demonstration at 100 percent mastery.

NEDP EPE Aid for First Assessor Review of the 71 Competencies – Claim two weeks over a two week period per client (one time only)

The first assessor, who has been working with the client throughout the program, will make a 71 competency comprehensive review of the portfolio for 100 percent mastery before giving it to the second assessor, the Portfolio Reviewer. In ASISTS, for this Assessor review, a "2 (two)" should be recorded in that two week period.

NEDP EPE Aid for Portfolio Reviewer Comprehensive Evaluation of 71 Competencies – Claim two weeks per client (one time only).

Once the initial assessor has reviewed the portfolio and agrees that the portfolio has been done at 100 percent mastery, this Assessor then turns the portfolio to a trained NEDP Portfolio Reviewer to perform a cold review of the client's portfolio. After this second review, if it is determined that the portfolio is completed at 100 percent mastery, the client is ready to receive the local high school equivalency diploma from the Local Education Agency.

If the second review by the Portfolio Reviewer determines that all work is not demonstrated at 100 percent mastery, the student's work is returned to the first assessor. Continue the following two procedures.

NEDP EPE Aid for Weekly Face-to-Face Generalized Assessment Session – Claim one week per client (weekly)

If the second assessor, Portfolio Reviewer, determines that all competencies are not demonstrated at 100 percent mastery, the entire portfolio is returned to the first Assessor and the client. The client must continue to work in weekly face-to-face generalized assessment sessions until all competencies are completed at the required

100 percent mastery. A “1 (one)” should be recorded in ASISTS for each week following the similar procedure given for the Face-to-Face Generalized Assessment Session.

The clients enrolled in NEDP may receive up to 3 (three) hours of in person tutoring per week as described in the *Employment Preparation Education (EPE) Manual* Section 202.01 if needed. [Note: tutoring instruction cannot be completed by NEDP staff serving as the assessor/advisor to the client.]

NEDP EPE Aid for Final Review – Claim two weeks per client (one time only)

A second review is conducted, which includes the reevaluation of the non-demonstrated competencies for completion and graduation. A “2 (two)” is added in ASISTS. After this final review, if it is determined that the portfolio is completed at 100 percent mastery, the student is ready to receive the local high school equivalency diploma from the Local Education Agency.

If the client has not demonstrated all competencies at 100 percent by the second and final review, the client may continue in the NEDP program but the agency may no longer claim EPE contact hours for this client. Thus, if the Assessor/Reviewer/Student finds it necessary to re-evaluate for the third time plus continue face-to-face generalized assessment sessions again, these two activities are NO longer claimable in EPE for this client. However, the agency may continue these activities at their own expense or with another funding source.

Thus, it is critical within the NEDP program that Assessors are accurate when they determine that the competencies have been “demonstrated”. It is advisable to validate any questionable rating with a third NEDP practitioner (Advisor) for certainty before moving the portfolio to the final rater. CASAS staff is also available for any questions in rating.

Chapter 4: Program Administration

- Administrator Responsibilities
  - Program Startup
- Teacher Responsibilities
  - EPE Funding/NRS Reporting/ASISTS
  - 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 Programs and Policy (AEPP) 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 Programs and Policy (AEPP) website at http://www.acces.nysed.gov/aepp/epe.shtml

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, training manuals such as the GRASP manual and e-Literacy NY 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 understanding the agencies documentation requirements obtained from the SED approved individual data system ASISTS and must provide the data necessary to evaluate the effectiveness of specific distance learning programs. The State Education Department provides software for the ASISTS 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 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.

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. The agency must maintain an individual student record folder accessible to the teacher and the student, which includes an Education and Employment Plan (EEP), student educational and employment goals, test results, an Individual Student Record Form (ISRF), student/teacher contract, learning plans, and/or lists of skills, sample assignments that demonstrate academic progress, completed work-time record sheets, student assignment logs, and student/teacher correspondence. These folders must be kept in a secured area. (Demographic information, test scores, and Learning Disability assessments are confidential). The agency must also maintain a student work folder accessible to the teacher and student, which includes student assignments, student assignment logs and student goals. These folders 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 e-LiteracyNY 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. A sampling of completed student assignment work should be kept in the student hard copy folder.

See **APPENDIX 3** for sample forms:

Library Information Sheet

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 and e-Literacy NY 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.

The agency must maintain an individual student record folder accessible to the teacher and the student, which includes an Education and Employment Plan (EEP), student educational and employment goals, test results, an Individual Student Record Form (ISRF), student/teacher contract, learning plans, and/or lists of skills, sample assignments that demonstrate academic progress, completed work-time record sheets, student assignment logs, and student/teacher correspondence. These folders must be kept in a secured area. (Demographic information, test scores, and Learning Disability assessments are confidential). The agency must also maintain a student work folder accessible to the teacher and student, which includes student assignments, student assignment logs and student goals. These folders provide a record of student performance as well as important documentation for EPE purposes.

EPE Funding/NRS Reporting/ASISTS

The teacher must understand the National Reporting System (NRS) and Employment Preparation Education (EPE) requirements. The NRS Manual may be downloaded from the Accountability for New York State Adult Education website at http://adult-education-accountability.org/ located under the “Resources” link.

The teacher must become involved with the NRS goal setting and follow up process. The teacher is responsible for providing documentation for NRS, and participating in

both NRS and ASISTS (Adult Student Information System & Technical Support) 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 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.

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 303.01 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 an ASE 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 (Modify form for each DL program)
Student Assignment Log
Teacher Instructional Log
Hourly Employee Payroll Record
Packet Sign In Sheet
Work Time Record Sheet
Assignment Sheet
Reminder Notice For Packet Return
Drop Letter
NRS Educational Functioning Levels
NRS Education and Employment Plan (EEP)
ASISTS Individual Student Record Form (ISRF)
NEDP Assessor Log
Hardware and Software Requirements for the New NEDP

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 (Modify for each DL program)
Options for Students Not Qualifying For a Distance Learning Program

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

- EPE (Employment Preparation Education) and NRS (National Reporting System)
- Electronic Data System EPE Compliance
    - Setting up a DL Instructional Offering in ASISTS
    - Adding Contact Hours for DL in ASISTS
    - Managing Contact Hours for Students who do not return ANY Packets
    - Managing Tutoring in ASISTS for DL Students
- ASISTS Database Necessities for NRS Compliance

EPE and NRS

EPE is a NYS funding source and as such must meet particular criteria set forth by the New York State Education Department as indicated in the NYSED 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 the equivalent (providing the high school equivalency diploma was issued prior to the current fiscal year
- Scores below 9.0 Grade Equivalent (below NRS Level 5) on a valid TABE Test or below 473 (below NRS Level 5)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.

The 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 on the NYS Accountability website: http://www.adult-education-accountability.org

Electronic Data System Requirements for EPE Compliance

Setting Up a Distance Learning Instructional Offering in ASISTS:

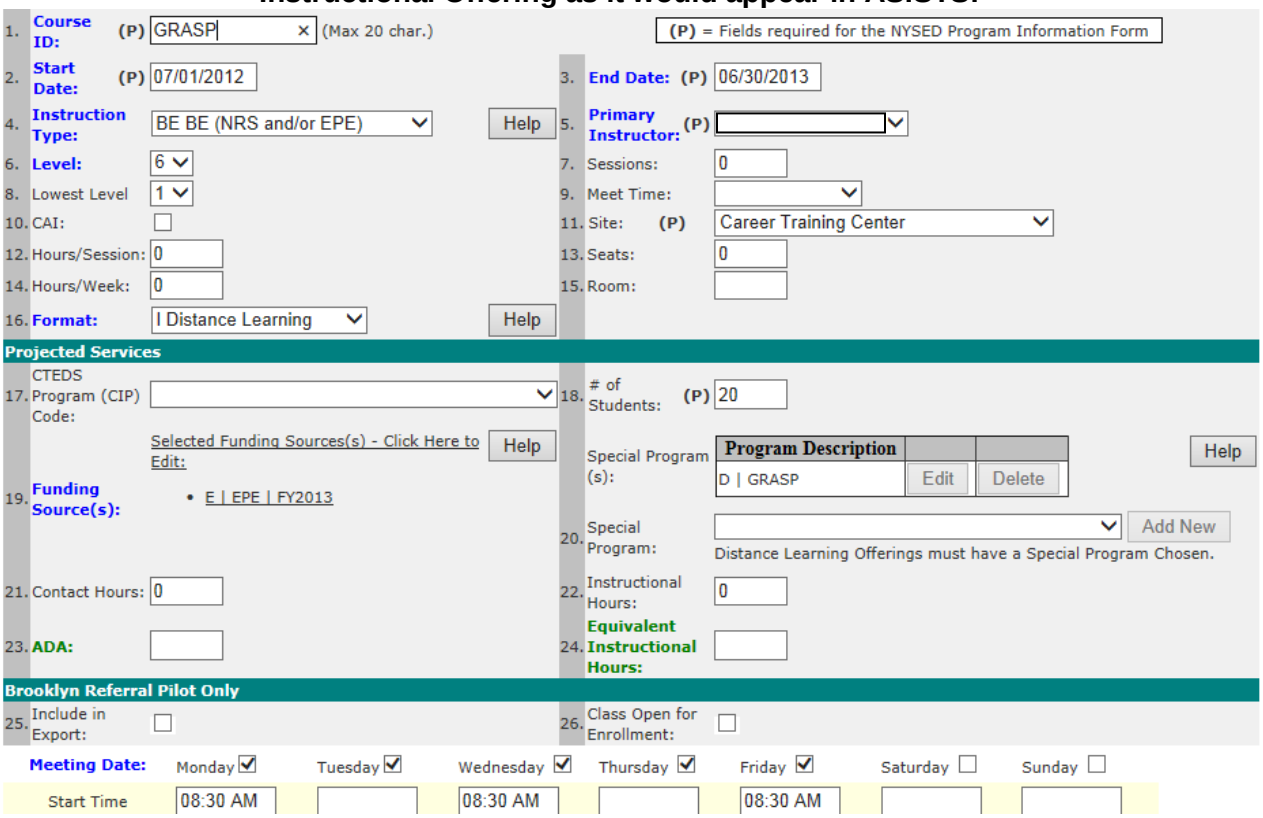
Each Distance Learning program and teacher must be assigned a unique Instructional Offering (class) in the ASISTS data system. The Instructional Offering must be coded correctly in the database to trigger the correct calculation of EPE reimbursable contact

hours. The following numbers correspond to the fields in ASISTS that must be completed as follows:

- **Course ID:** GRASP (or whichever Distance Learning Program being offered)
- **Start Date:** Must be within the current fiscal year
- **End Date:** Must be within the current fiscal year
- **Instructional Type:** GE, BE, or ES
- **Primary Instructor:** Each teacher/instructor assigned to a Distance Learning Program must also have a Tutoring class
- **Level:** 6
- **Sessions:** optional
- **Lowest Level:** optional (advise a 1)
- **Through 15:** optional

16. **Format:** I Distance Learning
    Special Program: GED Connections, GRASP, Crossroad's Café, SMART, pre-GED Connections, NEDP, etc.
19. **Funding Source:** EPE

The following is a snapshot of a Distance Learning Instructional Offering as it would appear in ASISTS:



Adding Contact Hours for Distance Learning in ASISTS:

Contact Hours associated with Distance Learning Instructional Offerings are calculated internally in ASISTS. Program staff should record the number of completed packets in ASISTS when they are returned to the teacher.

- For every completed packet, a “2” is recorded on the daily or monthly contact hour screen
- As seen in the sample screen shot below, a Distance Learning Program will usually have either a 2 or a 4 each month symbolizing the number of completed packets in each month per student
- ASISTS will multiply these numbers by 6 so each program is credited the correct number of reimbursable EPE contact hours
- It may occur in a maximum of two months per fiscal year a maximum of three completed packets may be returned in which case the program records a 6 for returned packets in those two months

Save Cancel

Student Name	Date of Birth	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
[illegible], Richard	07/20/1974							2	2				
[illegible], Sultan	04/28/1990		2	2	6		4			4			
[illegible], Nickole	05/25/1970	2	4	2	4	2	2		4		2		
[illegible], Shaina	06/22/1986	2		2	2	4				2	2		
[illegible], Christopher	05/01/1981							4					
[illegible], Michael	12/03/1991						2	2	2	2			

<u>Managing Contact Hours for Students who do not return ANY packets:</u>

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 the student is not included in any NRS reports. Should the student return at a later date within that fiscal year, the 9999 should be removed.

Save Cancel

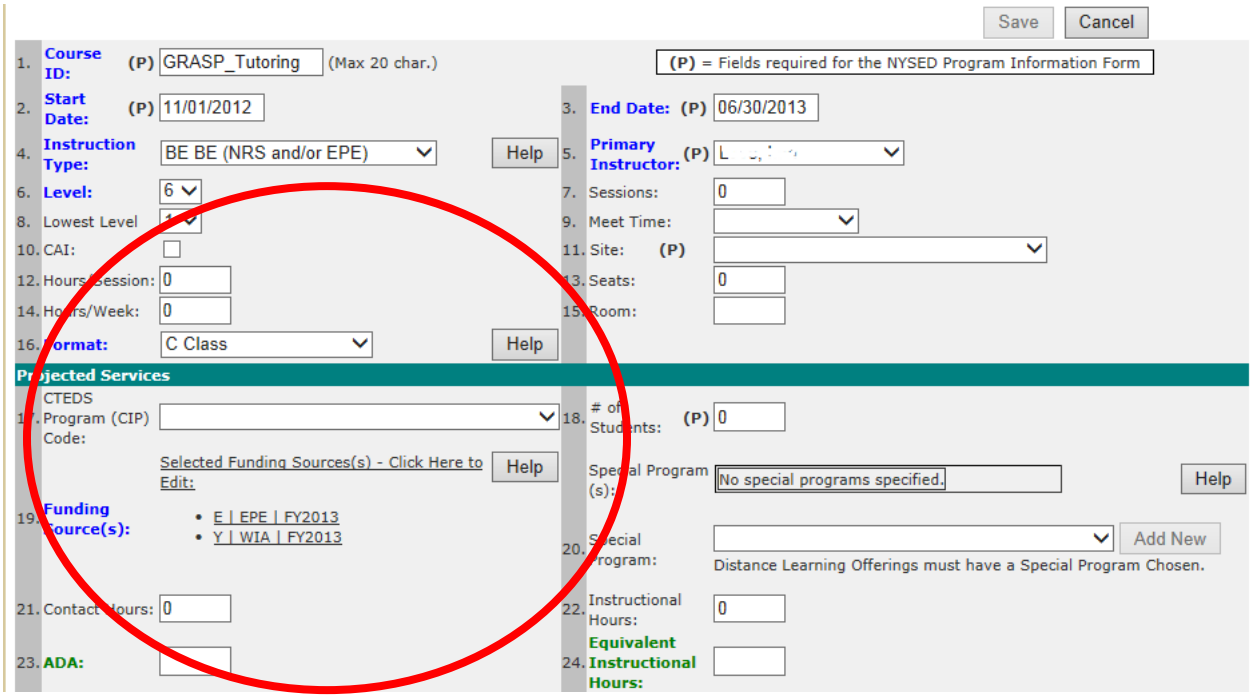
Student Name	Date of Birth	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
[illegible], Richard	07/20/1974								9999				
[illegible], Sultan	04/28/1990			2	4		4			4			
[illegible], Nickole	05/25/1970	2	4	2	4	2	2		4		2		
[illegible], Shaina	06/22/1986	2		2	2	4				2	2		
Baxter, Christopher	05/01/1981							9999					
[illegible], Michael	12/03/1991						2	2	2	2			

Managing Tutoring in ASISTS for Distance Learning Students:

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 ASISTS.

1. **Course ID:** GRASP_Tutoring (or whichever Distance Learning Program being offered)
2. **Start Date:** Must be within the current fiscal year
3. **End Date:** Must be within the current fiscal year
4. **Instructional Type:** GE, BE, or ES
5. **Primary Instructor:** Each teacher/instructor assigned to the Distance Learning Program
6. **Level:** 6
7. **Sessions:** optional
8. **Lowest Level:** optional (advise a 1)
9. **Through 15:** optional
16. **Format:** C Class or G Small Group
19. **Funding Source:** EPE

The following is a snapshot of a Distance Learning Tutoring Instructional Offering as it would appear in ASISTS:



ASISTS Database Necessities for NRS Compliance

- Valid Pre-test for every student within first 12 hours of contact
- Any Pre or Post test must be administered in person
    - TABE for BE/GED Students
    - BEST Plus for ESL Students
- EPP
- Valid Post-test as evidence of Education Gain Achievement

APPENDIX 1

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

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.

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.

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.

Community Library Information Sheet

Library Information Sheet

Public Library Information Sheet
[Address]

[Telephone Number]

Librarian: Kelly Smith

Sample

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

APPENDIX 2

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

Letter to Agency Counselors

Sample

[Date]

[Inside Address]

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

Sample

AGENCY QUESTIONNAIRE

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

Agency Procedure for Referral

Sample

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.

Client Referral Sheet

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 _____

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.

APPENDIX 3

Library Information Sheet

(Name of Distance Learning Program) Home-Study Program

Sample

Library Information Sheet

Library _____

Address _____

_____

Phone _____

Librarian _____

Hours and Days _____

_____

_____

_____

_____

_____

APPENDIX 4

Curriculum log (Modify form for Each DL program)
Student Assignment Log
Teacher Instructional Log
Hourly Employee Payroll Record
Packet Sign In Sheet
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]
ASISTS Individual Student Record Form (ISRF)
NEDP Assessor Log
Hardware and Software Requirements for the New NEDP

Sample

Curriculum Log **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

PRE GED MATERIALS:		**Date Sent**	**Returned**	**Scores**
Cambridge:	Pre ASE Threshold			
Contemporary:	Pre ASE 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			
_____				
_____				
_____				
_____				

HSE 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:	ASE Language Arts, Reading	_____	_____	_____
	ASE Language Arts, Reading Exercise Book	_____	_____	_____
Contemporary:	ASE Language Arts, Reading	_____	_____	_____
	ASE Language Arts, Reading Exercise Book	_____	_____	_____
Steck Vaughn:	ASE Literature and the Arts Literary Texts	_____	_____	_____
	ASE Literature and the Arts Non-fiction Texts	_____	_____	_____
	ASE Language Arts, Reading	_____	_____	_____
	ASE Language Arts, Reading Exercise Book	_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
_____		_____	_____	_____
Steck Vaughn:				
Official Practice Test:	Form PA	_____	_____	_____
	Form PB	_____	_____	_____
	Form PC	_____	_____	_____
	Form PD	_____	_____	_____
	Form PE	_____	_____	_____
1/2 Test Summary Sheet Sent _____		_____	_____	_____

TASC Application Date: _____ Date Scheduled for Exam _____

Passed: _____

Scores _____ _____ _____ _____ _____

8/10/2005

Sample

STUDENT ASSIGNMENT LOG

_____ 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

Sample

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	AssignmentPrep/Activities	Total Hrs

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 _____

Distance Learning Assignment Packet Sign In Sheet

Agency Name _____

Student Name	DL Program	Date Sent Out	Date Returned

Full Screen

Close Full Screen

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:

   TASC-Social Studies Book _____

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

Date	Time Worked	Date	Time Worked
3/6	1 ½ Hours	____	_____
3/8	1 ½ Hours	____	_____
3/10	3 ½ Hours	____	_____

3. Total time worked: 6 ½ Total time worked: _____

4. Date Assignment completed: 3/14 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.

Signature_____ Date_____

Write the name of the Book or Worksheet Title: _____

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

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Date Assignment completed: _____

Write the name of the Book or Worksheet Title: _____

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

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Date Assignment completed: _____

Write the name of the Book or Worksheet Title: _____

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

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Date Assignment completed: _____

Write the name of the Book or Worksheet Title: _____

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

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Date Assignment completed: _____

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.

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 _____

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

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

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 developec

		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

Sample

INDIVIDUAL STUDENT RECORD FORM (rev 9/2012)

Check only if Returning Student

1. Contact Information (Please Print Clearly)

First Name: _____ M.I. _____ Last Name: _____

DOB: **(Required)** _____ Original Program Start Date: **(Required)** _____ SS# _____

Address: _____ e-mail: _____

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

2. Sex /Gender (Required)

Male Female

3. Race/Ethnic Identity (Required)

One of the following MUST be checked:

Hispanic/Latino/a

Non-Hispanic/Latino/a

At least one of the following MUST be checked, more than one may be checked if appropriate:

Native Hawaiian
Native American
Alaskan Native
Asian
Pacific Islander
African American
Afro-Caribbean
African
Latino/a
White (not Latino/a)

4. Employment Status (Required)

NOTE: Beginning in FY2013, a student's Employment Status will be used to automatically set Employment-related Short-Term (NRS) goals.

Employed Full-time
Employed Part-time
Unemployed 1 year or more and available for work
Unemployed less than 1 year and available for work
Not Available for Employment

5. Funding Source(s):

6. Public Assistance: (If receiving)

Type: _____

Case #: _____

7. Nationality

Country of Birth: _____

Date of US Settlement: ____/____/____

Citizen Refugee Immigrant

8. School-aged Children

Is the student a parent or guardian of Children under the age of 21?

Parent/Guardian Y N
Single Parent Y N

If yes to above, enter number of children at each level:

PreS____ Elem____ JHS____ HS____

9. Educational Background (Required)

Highest Grade completed in US _____

Highest Credential in Other Countries:

High School or Sec School Diploma
Undergrad/Bachelor's/Baccalaureate
Master's/Graduate
PhD/Doctorate

Years of Schooling in Other Countries _____

10. Population Categories

A Homeless
B Adults in Correctional Facilities
C Other Institutionalized Adults
D High School Grad. or Equiv. (US)
E Displaced Homemaker
F Head of Household
G Adults with Disabilities
H Adults enrolled in Other Education or Training Programs
I Veterans
J Dislocated Worker
K Employed at 200% of Poverty Level
L Rural Area Resident
M Low Income
N Migrant
O Family Literacy
P Parole
Q Learning Disabled
R Student Edu History in NYS
U In community correctional facility
V Other: _____
W Non Native English Speaker

11. Referral Source/Notes:

12. Student Goals

NOTE: Beginning FY2013, Primary Short-Term (NRS) goals set automatically based on demographic, enrollment and test info. Guidance available in ASISTS Resources.

10 Obtain Citizenship Skills
11 Reduce Public Assistance
12 Get Involved in Community Activities
13 Get involved in Child's Education
14 Get involved in Child's Literacy Activities
15 Vote or Register to Vote

13. Pretest Information:

Test Date	Test Name (e.g. TABE or Best Plus)	Test Type		Subscores (2 for TABE Math, 1 for TABE Read)		Scale Score	GE	NRS Level	Test Admin
		Level	Form						

14. Initial Enrollment Information

Class Code	Enrollment Date

Form Completed by: (Please Print)

_____

Date: ____/____/____

REPORTING REQUIREMENT FOR THE NATIONAL EXTERNAL DEGREE PROGRAM (NEDP)

a. NEDP Assessor Log (EPE funding)

Sample

Agency Name _____ _____

Week/Year

Client Name	Date	Competency

Hardware and Software Requirements for the New NEDP

NEDP Online must meet minimum operating system and hardware requirements. Please refer to the following specifications and tables below.

The following are minimum hardware and software requirements:

- Windows XP SP2 or later; please refer to Table 1 for details
- Internet Explorer, Google Chrome, or Mozilla Firefox
- Internet access (high-speed is recommended)
- Microsoft Silverlight plug-in; please refer to Table 2 for details
  free download - http://www.microsoft.com/silverlight/
- Adobe Acrobat Reader; free download - http://get.adobe.com/reader/
- Screen (monitor) resolution of 1024 x 768 pixels or higher
- Microphone, either built-in or accessory (stand-alone desktop or headset)
- Video card
- Printer (recommended)

Table 1. Operating system

Minimal Requirements

Components	Requirement
Windows	X86 or x64 (Browsers must be in 32-bit mode) 1.6-gigahertz (GHz) or higher processor with 512-MB of RAM

Table 2. Internet browser, operating system, and Microsoft Silverlight compatibility

To verify your browser and operating system compatibility with NEDP Online and ability to support Microsoft Silverlight, please refer to the following table. First, identify the operating system that matches your computer, e.g., Windows Vista. Next, identify the browser version; the presence of a checkmark indicates a compatible combination.

Operating System	Internet Explorer 9	Internet Explorer 8	Internet Explorer 7	Internet Explorer 6	Firefox 3+	Safari 3+	Chrome 4+
Windows Vista	✓	✓	✓	-	✓	-	✓
Windows 7	✓	✓	-	-	✓	-	✓
Windows Server 2008	✓	✓	✓	-	✓	-	✓
Windows Server 2008 R2	✓	✓	-	-	-	-	✓
Windows Server 2003, Windows XP SP2, SP3	-	✓	✓	✓	✓	-	✓

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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 TASC: 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 TASC test when assigned.
6. I will take the TASC 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 TASC 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.

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]

APPENDIX 6

Academic Curriculum
Non Academic Resources
Distance Learning Academic Curriculum Description
Distance Learning Non Academic Resources

ACADEMIC CURRICULUM

ACADEMIC PROGRAM	ACADEMIC CURRICULUM	GRADE LEVEL EQUIVALENT/NRS LEVEL
Adult Basic Education (ABE)	• Pre GED® Connection • SMART (Skills to Make Adults Ready to Succeed) • Skills Tutor	6 – 8.9 grade level equivalent 4 – 7 grade level equivalent 4 – 8 grade level equivalent
Adult Secondary Education (ASE)	• GRASP (Giving Ready Adults a Home Study Program) • GED® Connection • Skills Tutor	9 – 12 grade level equivalent 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
On Common Ground	Citizenship
Health Promotion Home Study	Health Literacy
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 TASC (Test Assessing Secondary Completion) test, but works best when used with a remediation tool such as Skills Tutor 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 ASISTS database.

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), 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 TASC test and offers instruction in the five 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 New York Online Media Connection website at www.fastforwardny.org 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 e-LiteracyNY website in order to utilize the interactive workbook capability.
- **Skills to Make Adults Ready to Succeed (SMART) -** This curriculum was 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 life skills series are: Consumer Smart, Eating Smart, and Living Smart. Each theme is divided into assignment units. 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. The Life Skills Management component may 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 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 video series is available online on the New York State Online Media Connection website at www.fastforwardny.org . When this series is used for distance learning, a telephone component is a programmatic requirement.

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); 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. Teachers may choose to give students 100% academic assignments. 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. Online videos are available on the New York State Online Media Connection website at www.fastforwardny.org
- **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. The online videos are located at www.fastforwardny.org

APPENDIX 7

EPE Section 202
EPE Section 303.03
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). Refer to the Distance Learning Manual for a list of approved distance learning programs at http://www.acces.nysed.gov/aepp/ .

Like traditional programs, distance learning programs are also classified as academic and non-academic. Stand-alone non-academic programs are not allowed. A minimum of 50% of the course content in classes in which a student is enrolled in a given week must be academic. This policy does not apply to adult occupational programs.

303.03 - 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. Time spent in non-academic counseling or transporting packets cannot be considered contact 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 Number of Students per Week

In any given week, the number of packets created by a teacher cannot exceed the number of real time hours the teacher is paid to work. This calculation is spread over a two week period. For example, if a teacher works a 30 hour week, then a maximum of 30 packets may be generated in that week for 30 students. In week two, the teacher may then create 30 more packets for 30 different students. Within that two week period, a teacher, working 30 hours per week, may generate a total of 60 packets for 60 students. Multiply the active enrollment for the week by .5 to determine the maximum number of instructional hours that can be claimed.

Active Enrollment x .5 = Maximum Instructional Hours

3. Allowable Instructional Hours per Week are calculated as follows: Determine how many hours the teacher can document that they actually 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. EPE hours will be calculated by ASISTS based on active enrollment. *Active enrollment in ASISTS* is defined by a returned packet. For each packet completed by the student and returned, a two is entered into ASISTS for attendance purposes for every two week period after a packet has been returned completed. ASISTS will automatically multiply the two (representing a single packet completed and returned by the student) by six for a total contact hour tally of 12 contact hours per completed, returned packet.

5. EPE that can be Claimed is calculated as follows:

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

Example 1 - Active enrollment of 10 and teacher worked five or more hours 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 five hours or more. In

the second example, 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 (based on completed and returned packets). Multiplied by 12 this means that a maximum of 312 contact hours can be claimed for an individual student per year.

Programs should ensure that teacher instructional hours support the number of contact hours claimed.

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 SED Regional Liaison for each program or through the Regional Adult Education Network (RAEN). Additional information is available in the Distance Learning Manual at http://www.acces.nysed.gov/aepp/docs/Distance_Learning_Guide-Final-1-2-07.pdf. 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 RAEN (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 Education and Employment Plan (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. All testing, as well as the development of the EEP, must be done in person.

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

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

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.

_____

APPENDIX 9

e-Literacy NY Personal Computer (PC) Specifications

e-Literacy NY PC SPECIFICATIONS
PC CONFIGURATION
June 29, 2015

Hardware Requirements

- A Desktop PC, Laptop, or Mac
- Internet Connection

Desktop PC Software Requirements

- Windows XP or higher OR Apple Operating System
- Adobe Reader
- Internet Browser
    - Mozilla Firefox
    - Google Chrome
    - Internet Explorer

Optional Recommended Software

- Java
- A word processor such as Microsoft Word or Open Office for help with editing text.

APPENDIX 10

Checklist for Program Managers (Being Developed)