



*Bureau of Postsecondary and Adult Education
Division of Adult Education Policy*

Subject: **Distance Learning**
Number: D.130
Effective: April 23, 2020
Expires: Indefinite
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POLICY STATEMENT

All agencies with Adult Basic Education Direct Service grants must provide supplemental computer-based distance learning opportunities to their students attending face-to-face instruction. Agencies must use division-approved distance learning curricula for these services in order to report the hours in e-Data v2. Distance learning must be supplemental instruction aligned with the students' classroom instruction; it may not be offered in lieu of face-to-face classroom instruction. Agencies with Integrated English Literacy and Civics Education Program grants and Family Literacy Direct Service grants are strongly encouraged, but not required, to provide supplemental computer-based distance learning opportunities. The guidance provided below applies to all agencies providing these distance learning opportunities.

Agencies should refer interested and qualified students who are unable to attend face-to-face instruction to the Statewide Distance Learning Project using the procedure and practices described below.

PURPOSE

Supplemental Computer-Based Distance Learning Opportunities Provided by Local Programs

Adult basic education programs must provide a flexible schedule of instruction of sufficient intensity and quality so that students can achieve educational gains and earn a high school equivalency credential and transition to employment or postsecondary education/training, as appropriate. Supplemental computer-based distance learning opportunities provide students with greater intensity of instruction focused on their specific needs and interests to help them achieve outcomes more quickly. They also support students in honing digital literacy skills necessary for future educational and career opportunities.

Statewide Distance Learning Project

To provide educational opportunities to adults who do not have access to division-funded adult basic education services at a local program, the Division of Adult Education contracts with one agency to serve as the Statewide Distance Learning Project to provide adult basic education

services through distance learning. The Statewide Distance Learning Project will provide the following services:

- Adult basic education (ABE), adult secondary education (ASE), and high school equivalency (HSE) test preparation instruction to individuals who are unable to attend face-to-face instruction at a local program;
- English-as-a-Second Language (ESL) instruction to individuals who are unable to receive face-to-face ESL instruction at a local program; and
- High school level math instruction (*College and Career Readiness Standards Level E*) to supplement math instruction at local programs.

GUIDANCE

Distance learning is defined in the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: National Reporting System for Adult Education* as a formal learning activity in which the students and instructors are separated by geography, time, or both. The use of computer-based curricula or other computer-based learning activities that take place during classroom instruction are not distance learning activities. Homework assignments are not distance learning activities, either.

Supplemental Computer-Based Distance Learning Opportunities Provided by Local Programs

Adult basic education programs funded by the Division of Adult Education will provide blended learning to interested students. In blended learning, students participate in both face-to-face instruction and distance learning activities that are tied to and enhance the classroom instruction. Programs must inform all students about the opportunity to receive supplemental computer-based distance learning services and provide appropriate distance learning activities to all students who want to participate. Programs may not limit distance learning opportunities to students in specific classes.

Programs must have a process to prepare students for successful participation in supplemental distance learning activities. Classroom instructors should assign distance learning content that supports and enhances the content being covered in face-to-face instruction.

Local programs will be responsible for documenting, tracking, and reporting students' participation in division-approved supplemental computer-based distance learning opportunities separately from attendance in face-to-face instruction. Details on how to identify adults in e-Data v2 as distance learners and record the hours are in the *e-Data v2 Instruction Manual and Glossary*. Distance learning hours recorded in e-Data v2 count towards the recommended timeframes for administration of follow-up assessments. All students in distance learning must be assessed according the Policy D.100 Adult Learner Assessment.

Local programs may not provide distance learning to students who are not also attending face-to-face instruction at the program, with one exception. Local programs may provide exclusively distance learning to students who have been attending face-to-face instruction who are on a planned absence due to health, work, or personal circumstances and are scheduled to return to face-to-face instruction.

Statewide Distance Learning Project

To support access to distance learning instruction for adults who cannot attend classes at a local program or for whom needed services are not available at a local program, agencies will inform students about and refer them to the Statewide Distance Learning Project.

Local Agency Responsibilities for Students Referred to the Statewide Distance Learning Project:

- Provide information to students about the Statewide Distance Learning Project;
- Help potential distance learners determine if distance learning is an appropriate option;
- Refer students to Statewide Distance Learning Project, if appropriate;
- Share any data collected before the referral, such as data on the intake form or any standardized assessments, with the Statewide Distance Learning Project. Local programs are not required to enter that data into e-Data v2 if they are not providing any further services to the students; and
- Conduct their own intake, assessment, data entry, and support services for students who are referred to the Statewide Distance Learning Project for CCRS Level E math instruction while still attending the local agency for other adult education instruction.

Statewide Distance Learning Project Responsibilities:

- Provide orientation to the Statewide Distance Learning Project;
- Have students complete an adult intake form;
- Assess students according to Policy D.100 Adult Learner Assessment;
- Provide instruction using approved distance learning curricula and resources identified in this policy;
- Track all distance learning instructional hours;
- Enter student data into e-Data v2 per *e-Data v2 Instruction Manual and Glossary* within 14 days of collection;
- Maintain student files per Division guidelines;
- Coordinate with programs that refer students; and
- Provide case management to distance learning students.

The Statewide Distance Learning Project is responsible for ensuring complete data and records for all students receiving distance instruction from the project.

National Reporting System (NRS) Reporting

For federal reporting purposes, all participants receiving a minimum of 12 hours of distance learning will be reported in NRS Tables 4C and 5A as participants in distance education.

RESOURCES

The Distance Education Technical Assistance Project provides support to division-funded adult basic and family literacy programs to provide high-quality distance learning opportunities to students.

APPROVED DISTANCE LEARNING CURRICULA FOR PROGRAM YEAR 2019-20

Programs are only permitted to enter distance learning instructional time in e-Data v2 when they use distance learning curricula that have been approved by the Division of Adult Education. Approved curricula have been reviewed and determined to be acceptable in three areas:

1. They have an acceptable student interface;
2. They have an acceptable teacher or program interface; and
3. They have an acceptable level of instructional value.

The Division of Adult Education will review curricula on a regular basis. New curricula may be added during the program year. Outdated curricula will be removed annually. Agencies will be

notified of the removal of any curricula in a timely fashion.

Note: No official endorsement of the publisher or curriculum should be inferred.

Approved for Supplemental Computer-Based Distance Learning Opportunities Provided by Local Programs

ESL: Clock Time Model

Product	Assignment	Distance Learning Time
Burlington English	Online activities	Time on task as recorded by the website
Cell-Ed	Online activities	Time on task as reported by the company
Khan Academy	Online activities	Time on task as reported by the website
New Readers Press Online	Online activities	Time on task as reported by the website
Newsela Pro	Online activities	Time on task as reported by the website
Pearson English MyEnglishLab	Online activities	Time on task as reported by the website
Reading Horizons	Online activities	Time on task as reported by the website
Rosetta Stone	Online activities	Time on task as reported by the website
USA Learns	Online activities	Time on task as reported by the website
Voxy	Online activities	Time on task as reported by the website

ABE/ASE: Clock Time Model

Product	Assignment	Distance Learning Time
ALEKS	Online activities	Time on task as recorded by the website
Aztec	Online activities	Time on task as recorded by the website
Ebsco/Learning Express Library	Online activities	Time on task as recorded by the website
Edmentum Courseware	Online activities	Time on task as recorded by the website
Edmentum Study Island	Online activities	Time on task as recorded by the website
EdReady (by NROC)	Online activities	Time on task as recorded by the website
Essential Education's CASAS Academy	Online activities	Time on task as recorded by the website
Essential Education's CASAS GOALS Academy	Online activities	Time on task as recorded by the website
Essential Education's GED Academy	Online activities	Time on task as recorded by the website
Essential Education's HiSET Academy	Online activities	Time on task as recorded by the website
Essential Education's TABE Academy	Online activities	Time on task as recorded by the website
Fast Forward by KET	Online activities	Time on task as recorded by the website
IXL	Online activities	Time on task as recorded by the website
Khan Academy	Online activities	Time on task as recorded by the website
Learning Upgrade	Online activities	Time on task as recorded by the website
Lexia PowerUp Literacy	Online activities	Time on task as recorded by the website
New Readers Press On-line: Pre HSE, GED test prep, and HiSET exam prep courses	Online activities	Time on task as recorded by the website

Product	Assignment	Distance Learning Time
Newsela Pro	Online activities	Time on task as recorded by the website
Reading Horizons	Online activities	Time on task as recorded by the website
Townsend Press Learning Center	Online activities	Time on task as recorded by the website
WIN Courseware	Online activities	Time on task as recorded by the website

ABE/ASE: Teacher Verification Proxy Time Model

Read Theory

Assignment	Distance Learning Time*
Reading passage quiz passed	.16 hours (10 minutes)

Approved for the Statewide Distance Learning Project

The curricula approved for agencies to use to provide supplemental computer-based distance learning are also approved for the Statewide Distance Learning Project. In addition, the following print curricula and resources are approved for use as distance learning materials by Statewide Distance Learning Project only.

Curricula

ABE/ASE: Teacher Verification Proxy Time Model

Kaplan: New GED® Test Strategies, Practice, and Review

Assignment	Distance Learning Time*
Reasoning through Language Arts pretest or practice test	150 minutes
Mathematical Reasoning pretest or practice test	115 minutes
Social Studies pretest or practice test	90 minutes
Science pretest or practice test	90 minutes
Lesson	30 minutes
Content area test practice questions	45 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: HiSET Preparation Series

Assignment	Distance Learning Time*
Reasoning through Language Arts pretest or practice test	150 minutes
Mathematical Reasoning pretest or practice test	115 minutes
Social Studies pretest or practice test	90 minutes

Assignment	Distance Learning Time*
Science pretest or practice test	90 minutes
Lesson	30 minutes
Content area test practice questions	30 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

Resources

ABE/ASE: Teacher Verification Proxy Time Model

California Distance Learning Project: GED Video Partners Workbooks

Assignment	Distance Learning Time
Workbook chapter	2.5 hours= 50-74 percent of workbook chapter judged complete by teacher 4.5 hours = 75-100 percent of workbook chapter judged complete by teacher

Cambridge Adult Education: Exercise Books

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Pre-High School Equivalency

Assignment	Distance Learning Time*
Pretest	1 hour
Pretest with Language Arts extended response	1.5 hours
Lesson	0.5 hour
Posttest	1 hour
Posttest with Language Arts extended response	1.5 hours

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Score boost

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour

Assignment	Distance Learning Time*
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Writing Series 1-4

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

PBS LiteracyLink: GED Connection or Pre-GED Connection

Assignment	Distance Learning Time
Workbook program	2 hours = 50-74 percent of workbook chapter judged complete by teacher 4 hours = 75-100 percent of workbook chapter judged complete by teacher
Pretest/posttest	1 hour for each pretest or posttest completed

PBS LiteracyLink: Workplace Essential Skills

Assignment	Distance Learning Time
Workbook program	1 hour = 50-74 percent of workbook chapter judged complete by teacher 2 hours = 75-100 percent of workbook chapter judged complete by teacher
Skills preview or Skills review	1 hour for each pretest or posttest completed