



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

Subject: **Distance Learning**
Number: D.130
Effective: February 15, 2023
Expires: Indefinite
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POLICY STATEMENT

The Division of Adult Education requires all grantees to incorporate distance education models and distance learning opportunities into the range of services they provide to students. In line with federal guidance and for the purposes of this policy, the division defines distance education as a formal learning activity in which the students and instructors are separated by geography, time, or both. The distance education models recognized by the Division of Adult Education are defined in the Guidance section of this policy. The use of computer-based resources or other computer-based learning activities that take place during in-person classroom instruction is not distance learning. Homework assignments are not distance learning activities, either.

Agencies funded by the Division of Adult Education will provide blended learning to students. In blended learning, students participate in both real-time instruction, which can be either in-person or remote, and supplemental distance learning activities that are tied to and enhance the content of the real-time instruction. Adult Basic Education Direct Service grant-funded programs must provide supplemental distance learning opportunities to their students. Integrated English Literacy and Civics Education programs and Family Literacy Direct Service programs should provide supplemental distance learning opportunities to their students. Programs must inform all students about the opportunity to receive supplemental distance learning services, provide appropriate supplemental distance learning activities to all students who want to participate, and prepare students for successful participation in distance learning activities. Programs may not limit supplemental distance learning opportunities to students in specific classes and may not offer supplemental distance learning activities in lieu of real-time instruction. Programs may use approved paper-based distance learning resources for supplemental distance learning activities with students who do not have access to necessary technology. Programs may provide teacher-assigned non-supplemental distance learning opportunities in addition to, but not in lieu of, supplemental distance learning opportunities.

Programs are responsible for documenting, tracking, and reporting students' participation in division-approved distance learning opportunities separately from attendance in real-time instruction. Programs must use division-approved distance learning resources in order to report the hours in eData. Details on how to identify adults in eData as distance learners and record the hours are in the *eData Instructional Manual and Glossary*. Distance learning hours recorded in eData count towards the recommended timeframes for administration of follow-up assessments. All students in distance learning must be assessed according to Policy D.100 Adult Learner Assessment.

PURPOSE

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 or training, as appropriate. Distance learning opportunities provide students with greater intensity of instruction that is aligned with real-time instruction and focused on their specific needs and interests to help them achieve outcomes more quickly. Computer-based distance learning opportunities support students in honing digital literacy skills necessary for future educational and career opportunities.

GUIDANCE

The Division of Adult Education recognizes the following types of distance education models:

Computer-based or technology-enhanced

Real-time remote instruction

Definition: A teacher or tutor uses telephone, teleconferencing, or video conferencing tools to conduct a live class, small group, or pair in real time with one or more students. The teacher or tutor must have a way to verify student identity and participation and precisely document each student's start and end time. Programs must develop standardized procedures for teachers and tutors to meet these requirements.

Acceptable materials: The content can be standard instructional content. Programs are encouraged to purchase books to give to students to use.

Determining distance learning time: Teacher verification model; programs report students' actual attendance time as they would for in-person instruction.

Supplemental distance learning

Definition: A teacher or tutor assigns activities from the approved computer-based resources listed in this policy. The content of the assigned activities aligns with and enhances the content of the real-time instruction, and the teacher or tutor reviews the content with the students, either in groups or individually.

Acceptable materials: [Approved computer-based distance learning resources](#) listed in this policy.

Determining distance learning time: Clock Time Model; report time on task as recorded by the website.

Teacher-assigned non-supplemental

Definition: A teacher or tutor assigns activities from approved computer-based distance learning resources, but the activities are not aligned with the content of real-time instruction. The teacher or tutor must review the activities with the students.

Acceptable materials: [Approved computer-based distance learning resources](#) listed in this policy.

Determining distance learning time: Clock Time Model; report time on task as recorded by the website.

Paper-based

Paper-based: NRS-reportable

Definition: A teacher or tutor assigns work from the paper-based distance learning resources and resources approved in this policy. Students complete the work, return it to the teacher or tutor for review, and the teacher or tutor provides feedback. Programs using the paper-based resources and reporting related hours must have written, standardized procedures for staff to follow.

Acceptable materials: [Approved paper-based distance learning resources](#) listed in this policy.

Determining distance learning time: Teacher Verification Proxy Time Model; refer to the [list of approved paper-based distance learning resources](#) below. Each approved resource has related assignments, and each assignment has an assigned *Distance Learning Time*. There are additional criteria for each of the resources on how much of the assignment students must complete in order for the program to report the assigned *Distance Learning Time*. Programs must have local documentation to support the times entered.

Paper-based: Not NRS-reportable

Definition: A teacher or tutor assigns work from resources not in the list of approved paper-based distance learning resources below.

Determining distance learning time: Not allowed. However, programs may track estimated time on task for these activities in a class, group, or pair assigned to an N-contract in eData.

National Reporting System (NRS) Reporting

For federal reporting purposes, the Division of Adult Education includes all participants receiving a minimum of 12 hours of distance learning in NRS Tables 4C and 5A as participants in distance education.

RESOURCES

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

APPROVED DISTANCE LEARNING RESOURCES

Programs are only permitted to enter distance learning instructional time in eData when they use distance learning resources listed in this section. The Division of Adult Education reviews resources on a regular basis. New resources may be added during the program year. Outdated resources will be removed annually. Agencies will be notified of the removal of any resources in a timely fashion.

The Division of Adult Education reviews and approves computer-based resources using the following criteria:

1. They are aligned with the College and Career Readiness Standards for Adult Education (CCRS).
2. They have an acceptable student interface.
3. They have an acceptable teacher or program interface.
4. They have an acceptable level of instructional value.

The Division of Adult Education reviews and approves paper-based resources using the following criteria:

1. They are aligned with the CCRS.
2. The design is effective for distance learning.
3. They have an acceptable level of instructional value.
4. They have an acceptable amount of practice and appropriate assessment.

The Division of Adult Education reviews and approves teacher-created lessons and materials using the following criteria:

1. They are aligned with the CCRS.
2. The lesson focus and materials are clearly stated and appropriate for adults.
3. They have an acceptable level of instructional value.
4. They have an acceptable amount of practice and appropriate assessment.

Teachers should submit lessons [here](#) for review and will be notified of approval or non-approval. Approved lessons will be posted on the Pennsylvania Adult Education Resources website.

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

Approved Computer-Based Distance Learning Resources

ESL: Clock Time Model – all online activities awarded time on task by the website.

Product	Assignment
Burlington English	
Cell-Ed	
Ellii	
Khan Academy	
Newsela	Essentials and Core Products
Pearson English MyEnglishLab	
Quill	
Reading Horizons	
Rosetta Stone	
USA Learns	
Voxy/Engen	

ABE/ASE: Clock Time Model – all online activities awarded time on task by the website.

Product	Courses
ALEKS	
Aztec	ACT Prep; Bridge Series; Foundation Series; Fundamental Series; Kaplan GED® Learning System powered by Aztec Software licenses
CK-12	
Ebsco/Learning Express Library	
Edmentum	Courseware, Study Island
EdReady (by NROC)	
Essential Education	CASAS GOALS Academy, GED Academy, HiSET Academy, TABE 11/12 Academy
Fast Forward by KET	
IXL	
Khan Academy	
Learning Upgrade	
Lexia PowerUp Literacy	
New Readers Press On-line	Pre HSE, GED test prep, and HiSET exam prep courses
Newsela Essentials and Core Products	
Quill	
Reading Horizons	
Townsend Press Learning Center	
WIN Courseware	

ABE/ASE: Teacher Verification Proxy Time Model

Product	Assignment	Distance Learning Time*
Read Theory	Reading passage quiz passed	0.16 hours (10 minutes)

Approved Paper-Based Distance Learning Resources

Unless otherwise noted, all times for the approved paper-based resources are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit must not be awarded for activity judged less than 80 percent complete by the teacher.

ABE/ASE: Teacher Verification Proxy Time Model Resources

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 hours
Unit Practice	0.5 hours
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hours

Kaplan: GED® Test Prep Plus 2022-2023 or New GED® Test Strategies, Practice, and Review

Assignment	Distance Learning Time
Reasoning through Language Arts pretest or practice test	2.5 hours
Mathematical Reasoning pretest or practice test	2 hours
Social Studies pretest or practice test	1.5 hours
Science pretest or practice test	1.5 hours
Lesson	0.5 hours
Content area test practice questions	0.75 hours

McGraw-Hill Education Common Core Achieve/High School Equivalency Achieve – Reading & Writing

Assignment	Distance Learning Time
Subject Module – Pre-Test	1.5 hours
Subject Module - Lesson	1 hour
Subject Module – Chapter Review	0.5 hours
Subject Module – Writer’s Workshop	0.75 hours
Subject Module – Post Test	1.75 hours
Subject Module – Extended Response Activity	1 hour

McGraw-Hill Education Common Core Achieve/High School Equivalency Achieve – Mathematics

Assignment	Distance Learning Time
Subject Module – Pre-Test	1.5 hours
Subject Module - Lesson	1.25 hours
Subject Module – Chapter Review	0.75 hours
Subject Module – Post Test	1.75 hours

McGraw-Hill Education Common Core Achieve/High School Equivalency Achieve – Science

Assignment	Distance Learning Time
Subject Module – Pre-Test	1.5 hours
Subject Module - Lesson	1.25 hours
Subject Module – Chapter Review	0.75 hours
Subject Module – Post Test	1.75 hours

McGraw-Hill Education Common Core Achieve/High School Equivalency Achieve – Social Studies

Assignment	Distance Learning Time
Subject Module – Pre-Test	1.5 hours
Subject Module - Lesson	1 hour
Subject Module – Chapter Review	0.25 hours
Subject Module – Writing about Social Studies	0.75 hours
Subject Module – Post Test	1.75 hours

McGraw-Hill Education Common Core Basics – Building Essential Test Readiness Skills for High School Equivalency Exams (5 Content Specific Workbooks: Mathematics, Science, Social Studies, Reading, and Writing)

Assignment	Distance Learning Time
Pretest	0.75 hours
Lesson	1 hour
Chapter Review and Check Your Understanding	0.75 hours
Chapter Application - Science	0.75 hours
Chapter Essay Writing Practice – Reading and Social Studies	0.75 hours
Posttest	1 hour

McGraw-Hill Education Contemporary Reading Basics – Introductory, Intermediate 1, and Intermediate 2: Student Edition and accompanying Reader

Assignment	Distance Learning Time
Student Edition – Pre-Test	1.75 hours
Student Edition – Lesson (including review of the Reader article and associated questions)	2.5 hours
Student Edition - Unit Review	1 hour
Student Edition – Post Test	1.75 hours

New Readers Press: HiSET® Preparation Series

Assignment	Distance Learning Time
Reasoning through Language Arts pretest or practice test	2.5 hours
Mathematical Reasoning pretest or practice test	2 hours
Social Studies pretest or practice test	1.5 hours
Science pretest or practice test	1.5 hours
Lesson	0.5 hours
Content area test practice questions	0.5 hours

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 hours
Posttest	1 hour
Posttest with Language Arts extended response	1.5 hours

New Readers Press Pre HSE Core Skills in: Reading & Writing, Mathematics, Social Studies, and Science

Assignment	Distance Learning Time
Pretest	1 hour
Lesson	0.50 hours
Unit Practice Test	0.50 hours
Posttest	2 hours

New Readers Press: Scoreboost for the GED® Test workbooks:

- Mathematics: Fractions, Decimals, Percents, and Proportions
- Mathematics: Measurement and Geometry
- Mathematics: Graphs, Data Analysis, and Probability
- Mathematics: Algebraic Reasoning
- Thinking Skills: Critical Thinking for Reading, Science, and Social Studies
- Thinking Skills: Data and Graphic Skills for Mathematics, Science, and Social Studies
- Language Arts: Sentence Structure, Usage, and Mechanics
- Language Arts: Extended Response and Reading Comprehension

Assignment	Distance Learning Time
Strategy	0.5 hours
Unit Practice	0.5 hours
GED Test Practice (except Language Arts: Extended Response and Reading Comprehension)	1 hour
GED Test Practice – Language Arts: Extended Response and Reading Comprehension	0.75 hours

New Readers Press: Scoreboost for the HiSET® Test workbooks:

- Mathematics: Number Operations, Decimals, Fractions, Proportions, and Percents
- Mathematics: Measurement and Geometry
- Mathematics: Algebraic Concepts
- Mathematics: Data Analysis, Probability, and Statistics
- Thinking Skills: Critical Thinking for Reading, Science, and Social Studies
- Thinking Skills: Graphic Skills for Science and Social Studies
- Writing: Sentence Structure, Usage, and Mechanics
- Writing: Essay Writing and Organization Skills

Assignment	Distance Learning Time
Strategy	0.5 hours
Unit Practice	0.5 hours
HiSet Test Practice (except Writing: Essay Writing and Organization Skills)	1 hour
HiSET Test Practice – Writing: Essay Writing and Organization Skills Part 1 or Part 2	0.75 hours

New Readers Press: Scoreboost for TABE

Assignment	Distance Learning Time
Level E and M Mathematics Strategy	0.75 hours
Level D and A Mathematics Strategy	1 hour
Level E Reading Strategy	0.75 hours
Level M, D, and A Reading Strategy	1 hour
Level E, M, D, and A Language Strategy	0.75 hours
Unit Review	0.75 hours
Practice Test	1 hour

New Readers Press: Social Studies for the GED® Test and Science for the GED® Test

Assignment	Distance Learning Time
Social Studies Unit 1	2.25 hours
Social Studies Unit 2	2.5 hours
Social Studies Unit 3	2.75 hours
Social Studies Unit 4	1.75 hours
Science Unit 1	6 hours
Science Unit 2	6 hours
Science Unit 3	4 hours
End of Workbook Practice Test	1.5 hours

New Readers Press: TABE Mastery (11 & 12)

Assignment	Distance Learning Time
Pre-Test	1.5 hours
Practice Test	1.5 hours
Unit Skill Check	1 hour
Level E and M Mathematics Lesson	1 hour
Level D and A Mathematics Lesson	1.5 hours
Level E Reading Lesson	1 hour
Level M, D, and A Reading Lesson	1.5 hours
Level E, M, D, and A Language Lesson	1.5 hours

New Readers Press: Writing Series 1-4

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

New Readers Press Writing for the GED Test 1 – Grammar, Usage, and Mechanics

Assignment	Distance Learning Time
Self-Test	1.25 hours
Lesson	0.5 hours
Stretch Your Skill	0.5 hours

New Readers Press Writing for the GED Test 2 – Reading Comprehension

Assignment	Distance Learning Time
Lesson (includes Skill Overview, Guided Practice, and GED Application)	1.5 hours
Cumulative Review	1 hour

New Readers Press Writing for the GED Test 3 – Extended Response and Short Answers

Assignment	Distance Learning Time
Read and Analyze Lesson (includes Skill Overview and Guided Practice)	1 hour
Read and Analyze Cumulative Review	0.5 hours
Plan and Write Lesson	1 hour
Check and Review Lesson	0.5 hours
Check and Revise Cumulative Review	0.5 hours
Time Extended-Response Practice	1 hour
Short Answers Responses Lessons (includes Skill Overview, Guided Practice, GED Practice)	1 hour
Short Answers Cumulative Review	1 hour

New Readers Press Writing for the GED Test 4 – Practice Prompts for Extended Response and Short Answers

Assignment	Distance Learning Time
Extended Responses	1 hour
Short Answers	0.5 hours

New Readers Press Writing for the HiSET Exam – Practice Prompts for the Language Arts – Writing Exam

Assignment	Distance Learning Time
Extended Responses	1 hour

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

Steck-Vaughn Mathematical Reasoning Test Preparation for the 2014 GED Test

Assignment	Distance Learning Time
Student Book Lesson	0.5 hours
Student Book Unit Review	1.75 hours
Workbook Lesson	1 hour

Steck-Vaughn Pre GED® Test Preparation Mathematical Reasoning

Assignment	Distance Learning Time
PreTest	1 hour
Lesson	1 hour
Lesson Review	0.50 hours
Unit Review	0.50 hours
Unit Mini Test	0.25 hours
PostTest	0.75 hours

Steck-Vaughn Pre GED® Test Preparation Science

Assignment	Distance Learning Time
PreTest	1 hour
Lesson	0.75 hours
Science Practice Focus	0.25 hours
Unit Science at Work	0.25 hours
Unit Review	0.25 hours
Unit Mini Test	0.25 hours
PostTest	0.75 hours

Steck-Vaughn Pre GED® Test Preparation Social Studies

Assignment	Distance Learning Time
PreTest	0.75 hours
Lesson	0.75 hours
Unit Social Studies at Work	0.25 hours
Unit Review	0.25 hours
Unit Mini Test	0.25 hours
PostTest	0.75 hours

Steck-Vaughn Pre GED® Test Preparation Reasoning through Language Arts

Assignment	Distance Learning Time
PreTest (Excl. extended response)	0.75 hours
PreTest Extended Response	0.75 hours
Unit 1 Lesson	0.25 hours
Units 2, 3, 5 Lesson	0.50 hours
Units 1, 2, 3, 5 Review	0.25 hours
Units 1, 2, 3, 5 Mini Test	0.25 hours
Unit 4 Lesson	2 hours
Unit 4 Review	0.75 hours
Unit 4 Mini Test	0.75 hours
Post Test Reading Comprehension	1 hour
Post Test Extended Response	0.75 hours
Post Test Language Skills	0.75 hours

Steck-Vaughn Reasoning through Language Arts Test Preparation for the 2014 GED Test

Assignment	Distance Learning Time
Student Book Lesson	0.5 hours
Student Book Unit Review	1.75 hours
Workbook Lesson	1 hour

Steck-Vaughn Science Test Preparation for the 2014 GED Test

Assignment	Distance Learning Time
Student Book Lesson	0.5 hours
Student Book Unit Review	1.25 hours
Workbook Lesson	1 hour

Steck-Vaughn Social Studies Test Preparation for the 2014 GED Test

Assignment	Distance Learning Time
Student Book Lesson	0.5 hours
Student Book Unit Review	1.25 hours
Workbook Lesson	1 hour

Steck-Vaughn/Paxen TABE Tutor with Pretest Reading (Hard copy or e-Book)

Assignment	Distance Learning Time
Pre-Test	1 hour
Lesson/Practice	0.5 hours
Unit Review	0.5 hours
Practice Test	1.75 hours

Steck-Vaughn/Paxen TABE Tutor with Pretest Language (Hard copy or e-Book)

Assignment	Distance Learning Time
Pre-Test	1 hour
Lesson/Practice	0.5 hours
Unit Review	0.5 hours
Practice Test	1 hour

Steck-Vaughn/Paxen TABE Tutor with Pretest Math (Hard copy or e-Book)

Assignment	Distance Learning Time
Pre-Test	1.25 hours
Lesson/Practice	0.5 hours
Unit Review	0.5 hours
Practice Test	1 hour