



Wyoming Adult Education SEA: Wyoming Community College Commission

Policy #01202020R: Distance Learning Policy

Date: September 28, 2020

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance states “States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,⁹ that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment.¹⁰ The Department reminded Second Chance Pell participants that distance learning requires regular and substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor.”

Section II: State Mandates and Guidance

Wyoming Community College Commission

Part I: General Information

Introduction

The pandemic of 2020 resulted in many changes to the Adult Education programs in Wyoming. One of these changes saw the launch of virtual classrooms which incorporated a multitude of learning mediums. The intent of this policy is to clarify how to properly classify hours for a virtual classroom, proxy hours for distance learning, outline approved distance learning platforms/curricula, and establish a protocol for requesting new distance learning programs of study.

The policy further intends to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education

Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes and to address the need for virtual and/or hybrid classes as a direct result of COVID-19. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, “effectively use technology, services, and delivery systems, including distance

education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance.”

The definition from the NRS Guidelines was used:

Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive distance education and traditional/virtual classroom instruction during a program year (such as through a blended or hybrid distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

- Print
- Video
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners: Students who receive the majority of their instruction through traditional face-to-face instruction.

Distance Learners: Students who receive a majority (51%) of their instruction through distance education services.

Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities

Hybrid Learners: Students who receive instruction through a combination of virtual, traditional, and distance learning.

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting. Students are classified as distance learners if **fifty-one** percent of their hours are logged as distance education for NRS reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed-out after a preset period of inactivity.

Career Service Course

Participants who are enrolled in any of the curricula outlined in *Exhibit A* must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications, virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to identify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning. Total contact hours for a Career Service course may not exceed 15 hours.

Part II: Assessment, Contact Hours and Approved Curricula

Approved Distance Education Curricula

Wyoming recognizes the list in *Exhibit A* “Approved Curriculum for Distance Learning” for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students.

Most of the “new” print based materials outlined in this policy indicate that “up to 8 proxy hours” may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections Populations:

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print based curricula found in *Exhibit A* of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Requirements for Measuring Contact Hours

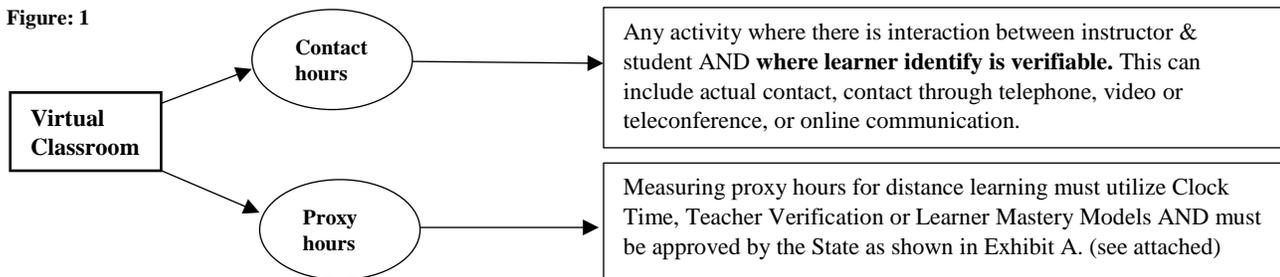
Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

- Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
- Live online discussions
- Telephone conversations
- Live video broadcast to remote locations
- Virtual classroom environments

Requirements for Virtual Classrooms:

The State recognizes that the concept of virtual classrooms are new to Adult Education and may combine traditional, and distance learning components. The hours a student works in a virtual classroom are to be identified as shown in the figure below:

Figure: 1



Hours earned in virtual classrooms must be recorded by the instructor and subsequently entered into the LACES database as direct contact hours or distance learning proxy hours, as applicable.

Wyoming’s Adult Education programs may develop unique virtual classrooms as appropriate for local needs as long as the model shown above clearly delineates how student hours are earned for reporting purposes.

Contact Hours

Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video/teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Proxy Hours

Proxy hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

- Clock Time Model – Assigns hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.

Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours calculated through the Clock Time Model must utilize curricula that *electronically tracks* time the student spends interacting with instructional material and disconnects

after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before disconnection.

- **Teacher Verification Model**-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are *pre-determined for each activity*. Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit A: Approved Curriculum for Distance Learning)

- **Learner Mastery Model** – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

Proxy hours in the Learner Mastery Model are awarded when the students pass a *test demonstrated mastery* of the course content. These proxy hours are predetermined as shown in Exhibit A “Approved Curriculum for Distance Learning”

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C. (See Exhibit C)

Instructional Time

Programs will count both contact hours and distance education proxy hours. These hours are entered into LACES to calculate instructional time with ‘proxy hours’ also being tracked in a student file. Contact hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for pre-test and post-test is required at a proctored program site within the state. Distance Learning students are to be pre tested in **the first 12 hours** and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of 40 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. English as a Second Language (ESL/ELA) students will be tested after 40 hours with TABE CLAS-E. TABE assessment tools will be administered by a trained TABE examiner/instructor using standardized assessment procedures either in person or virtually. Assessments not conducted through face-to-face interaction or virtually with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

All official practice tests will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.

The intake process, a career service course, a career pathways course (where applicable), and pre/post testing are to be administered on-site and face-to-face at a Wyoming AE center or virtually where learning identify is verifiable.

Part III: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom. Each AE program interested in offering a distance learning program will follow these procedures:

- Indicate in the grant application or apply for permission (See Exhibit B) to utilize distance education or a combination of distance learning and traditional classroom hours, hybrid, or virtual program of study.
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
- Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
- Coordinate marketing efforts to recruit additional potential distance learning students.
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software or if modifications/changes need to be made to pre-approved Learner Mastery or Teacher Verification model curricula.

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and the needs of Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning

The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning.

Local Program Contribution

Programs that implement distance learning must adhere to the Distance Learning Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report

Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C (See Exhibit C) will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

Section IV: Approval of New Distance Learning Curricula

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form found in the *Exhibit D*. The State will make every effort to accommodate local program requests; however, submission of the application does not necessitate approval.

Requests for new distance learning programs of study will be approved by a State Distance Learning Committee, comprised of the State Director and two local program directors. All applications will be completely and fairly reviewed by this committee.

The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Distance Learning Curricula

Programs wishing to add curricula to the approval list for distance learning in Wyoming must ensure the following:

1. Alignment to the College and Career Readiness Standards or the English Language Proficiency Standards for Adult Education must be evident.
2. Evidence and research based instructional techniques are to be used in all distance learning curricula.
3. OCTAE approved instructional models for distance learning are proposed with clear explanations of how proxy hours are to be awarded.
4. Pre/post testing follows OCTAE/NRS guidelines as outlined in the Wyoming Assessment Policy for Adult Education.
5. Proposed new print-based material must have been utilized by the local program for a period of not less than six months to establish a baseline from which proxy hours can be calculated.
6. Online instructional videos, such as those found on YouTube, may be utilized in conjunction with other learning models OR may only be used in isolation if using Learner Mastery model where participant is required to successfully complete an assessment at 70% or higher with no more than 1 proxy hour being awarded.
7. Applications for new distance learning curricula must be submitted to the State by October 1st each year so that OCTAE approval can be obtained. Submissions to OCTAE are due by December 1st each year and once approved will be allowed for use at the beginning of the following fiscal year.
8. Providers wishing to modify any approved curricula must notify the State of requested modifications. Major modifications will require approval by the State Distance Learning Committee. Curricula modifications which entail a 10% or less change do not need to seek re-approval. Minor changes may include changes to worksheets and instructor developed lessons or assessments.

Exhibit A: Approved Distance Learning Curricula

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description														
Aztec: -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours. Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/	Aztec assists adult learners with assessing and remediating their learning needs. Aztec's focus is to help identify a learner's deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.														
Bring Your 'A' Game	ABE/ASE	Clock time	The system records clock time for the eLearning modules, but the quiz at the end of the modules is mastery. The chart below, produced by the manufacturer indicates how proxy hours are to be awarded. <small>TASK AND TIME COMPLETION FOR BRING YOUR 'A' GAME ANYWHERE:</small> <table border="1" data-bbox="541 889 940 1023"> <thead> <tr> <th>Task</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Engaging in ten, 20-minute eLearning modules</td> <td>3 ½ hours</td> </tr> <tr> <td>Completing nine 10-item online knowledge checks</td> <td>1 ½ hours</td> </tr> <tr> <td>Posting to discussion boards (original posts, responses to classmates' posts, responses to responses) following the completion of each eLearning module</td> <td>2 ½ hours</td> </tr> <tr> <td>Facilitated virtual discussion sessions with instructor</td> <td>5 hours</td> </tr> <tr> <td>Completing final 35-question certification exam</td> <td>1 hour</td> </tr> <tr> <td>Total</td> <td>13 ½ hours</td> </tr> </tbody> </table>	Task	Time	Engaging in ten, 20-minute eLearning modules	3 ½ hours	Completing nine 10-item online knowledge checks	1 ½ hours	Posting to discussion boards (original posts, responses to classmates' posts, responses to responses) following the completion of each eLearning module	2 ½ hours	Facilitated virtual discussion sessions with instructor	5 hours	Completing final 35-question certification exam	1 hour	Total	13 ½ hours	online	Each learning module takes approximately 20 minutes with additional time on top for asynchronous or live discussion which is conducted either virtually through Zoom or similar technologies or face to face. The Center for Work Ethic Development 2907 Huron Street, Suite 200 Denver Colorado, 80202 303.433.3243 Josh Davis (jdavies@workethic.org)	Bring Your 'A' Game curricula is used to build the seven foundational workplace skills of Work Ethic. Curricula utilizes research-based instructional design with the goal of not just developing skills but creating lasting behavioral change.
Task	Time																			
Engaging in ten, 20-minute eLearning modules	3 ½ hours																			
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Facilitated virtual discussion sessions with instructor	5 hours																			
Completing final 35-question certification exam	1 hour																			
Total	13 ½ hours																			

Burlington English	ESL	Clock time Teacher Verification	<p>The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. After a preset period of inactivity, the system stops counting time on task.</p> <p>Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English may be used as proxy hours up to 1 hour per unit.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 3 hours for the entire booklet.</p>	online	<p>BURLINGTON ENGLISH INC. 4800 N. Federal Hwy, Suite E207 Boca Raton, FL 33431 https://www.burlingtonenglish.com/ Phone: (561) 672 7826 Fax: (561) 672 7827 Email: info@BurlingtonEnglish.us 1(855) USA-BURL / 1(855) 872-2875</p>	Burlington English offers 50 English language courses plus online training.
Common Core Achieve	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Achieve: Science ISBN: 9780021400157</p> <p>Common Core Achieve: Reading and Writing. ISBN: 9780021432561</p> <p>Common Core Achieve: Social Studies. ISBN: 9780021355648</p> <p>Common Core Achieve: Mathematics ISBN: 9780021432578</p> <p>McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987</p>	Common Core Achieve is a blended test-prep program that helps adult learners prepare for high school equivalency exams more quickly and retain more of what they learn. The text is aligned to the CCRS and is built upon the new standards and assessment targets for high school equivalency examinations. Contextualized skill instruction engages learners while preparing them for success on the HSEC, postsecondary credentials and family-sustaining careers.

Common Core Basics	ABE/HSE	Teacher Verification	<p>Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level.</p> <p>Up to six proxy hours can be awarded for completion of each chapter.</p>	print	<p>Textbooks include:</p> <p>Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527</p> <p>Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190</p> <p>Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220</p> <p>Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213</p> <p>Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206</p> <p>McGraw Hill Education P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.
Crossroads Café	Beginning Low to Intermediate High ESL	Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	<p>Access to videos: https://www.ket.org/series/XRDC/</p> <p>KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.</p>	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.

Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours. http://edmentum.com	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
ESL Library	ESL	Teacher Verification	Students receive up to 1 proxy hour for each lesson completed. Lessons are available in print and digital formats.	print	ESL Library Ben Buckwold, CEO 1-866-896-7123 Website: eslibrary.com	ESL Library provides instructors with a wide variety of topic-based lessons that are appropriately levelled from literacy to advanced. Each lesson integrates the four major ESL skills of reading, writing, listening, and speaking. Alignment to the ELA standards has been verified by WY's DL committee.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.

Essential Education - HiSET Academy	ABE/ASE	Clock time Teacher Verification	System tracks time on task for each activity completed and times students out after preset period of inactivity. Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education may be used as proxy hours up to 3 hours per chapter. Instructors may award partial proxy hours for completing individual units, but may not exceed 3 hours.	online	http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns. Workbooks are aligned to the CCRS.
Integrated Digital English Acceleration (I-DEA)	ESL	Mastery / Clock time	The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.	Online	I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com . Instructors, utilize https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx to build their courses on the LMS system.	I-DEA uses a flipped classroom model. Students complete pre-work through the web-based Canvas LMS on a device of their choice such as smartphone, tablet, laptop, or desktop computer. Pre-work contains pertinent vocabulary, grammar points, and other content to prepare students for the next day's face to face lesson.
KAHN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	www.kahnacademy.org Khan Academy P.O. Box 1630 Mountain View, CA 94042	The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.

<p>New Readers Press Scoreboost for HiSET</p>	<p>ABE/ASE HSEC students</p>	<p>Teacher Verification</p>	<p>Up to eight proxy hours are awarded for completion of each booklet in the series.</p> <p>Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.</p>	<p>print</p>	<p>Booklets in Series include:</p> <ol style="list-style-type: none"> 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN#: 978-1-56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 <p>New Readers Press 1-800-448-8878 https://www.newreaderspress.com/</p>	<p>Each of these booklets contains approximately 40 pages of targeted lesson strategies, which include a review of the strategy, practice by example, and practice questions. All questions model the thinking processes and the TESTWISE feature offers test taking tips.</p>
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New Readers Press Scoreboost for TABE	ABE/ASE HSEC students	Teacher Verification	Up to eight proxy hours are awarded for completion of each booklet. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.	Print	<p>Booklets in Series include:</p> <p>Level E: <u>Reading:</u> ISBN#: 978-0-929631-68-4 <u>Language:</u> ISBN#: 978-0-929631-50-9 <u>Math 1:</u> Number & Operations, Base Ten & Fractions: ISBN#: 978-0-929631-69-1 <u>Math 2:</u> Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7 <u>Math 3:</u>Geometry, Measurement & Data ISBN# 978-0-929631-71-4</p> <p>Level M: <u>Reading:</u> ISBN#: 978-0-929631-73-8 <u>Language:</u> ISBN#: 978-0-929631-72-1 <u>Math 1:</u> Numbers & Operations ISBN# 978-0-929631-74-5 <u>Math 2:</u> Measurement, Data & Geometry ISBN#: 978-0-929631-75-2 <u>Math 3:</u> Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9</p> <p>Level D: <u>Reading:</u> ISBN#: 978-0-929631-78-3 <u>Language:</u> ISBN#: 978-0-929631-77-6 <u>Math 1:</u> Number Systems & Function ISBN#: 978-0-929631-79-0 <u>Math 2:</u> Ratios & Proportional Relationships ISBN#: 978-0-929631-80-6 <u>Math 3:</u> Geometry, Measurement & Data ISBN#: 978-0-929631-81-3 <u>Math 4:</u> Statistics & Probability ISBN#: 978-0-929631-82-0</p> <p>Level A: <u>Reading:</u> ISBN#: 978-0-929631-84-4 <u>Language:</u> ISBN#: 978-0-929631-83-7 <u>Math 1:</u>Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1 <u>Math 2:</u>Algebra, ISBN#:978-0-929631-86-8 <u>Math 3:</u> Linear, Quad. & Exponential Models, ISBN#: 978-0-929631-87-5</p> <p>New Readers Press: 1-800-448-8878 https://www.newreaderspress.com/</p>	The series utilizes strategies aligned to the College and Career Readiness standards with examples depicting the strategy within the context of a text question. Guided practice activities activate critical thinking skills as student implement the strategy while independent practices provides learners with the opportunity to reinforce the concept.
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<p>Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Textbook & Workbook</p>	<p>ABE/ASE</p>	<p>Teacher Verification</p>	<p>Participants receive 8-16 proxy hours for completing each unit from the textbook chapter and/or workbook, when applicable.</p> <p>Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit.</p> <p>Instructors may award partial proxy hours, but may not exceed 16 hours for the entire textbook and workbook units.</p>	<p>print</p>	<p>Unit 1: Whole Numbers-pages 1-93 Unit 2: Integers & Introduction to Solving Equations-pages 95-159 Unit 3: Solving Equations & Problem Solving- pages 161-210 Unit 4: Fractions & Mixed Numbers-pages 212-327 Unit 5: Decimals-pages 329-410 Unit 6: Percent-pages 413-487 Unit 7: Graphs & Triangle Applications-pages 489-551 Unit 8: Geometry & Measurement-pages 553-645 Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723 Unit 10: Exponents & Polynomials-pgs 725-798 Unit 11: Factoring Polynomials-pages 801-868 Unit 12: Rational Expressions-pages 870-943 Unit 13: Graphing Equations & Inequalities- pages 946-1052 Unit 14: Systems of Equations-pages 1055-1102 Unit 15: Roots & Radicals-pages 1105-1158 Unit 16: Quadratic Equations-pages 1160-1223</p> <p>Publisher: Martin-Gay, University of New Orleans, Lakefront ISBN-13: 978-0321602459 ISBN-10: 0321602455</p>	<p>The workbook supplements the textbook used in the Adult Education managed classroom environment and/or in a virtual classroom.</p>
<p>Reading Horizons Elevate</p>	<p>ABE/ESL</p>	<p>Clock time</p>	<p>The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.</p>	<p>online</p>	<p>Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-7088 (Fax)</p>	<p>Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.</p>

Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Steck Vaughn Complete Test Preparation for the 2014 GED Test	ABE/ASE	Teacher Verification	Participants receive six proxy hours for completing each chapter. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9	Textbook is a comprehensive program of the skills, instruction, practice, and self-assessment needed to prepare for success on a high school equivalency examination. Each content area has an entry test at the beginning to assess a learner's initial strengths/weaknesses and a comprehensive test at the end assesses the student's preparedness for the actual HSE.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.
The Official Guide to the HiSET Exam	ABE/ASE, HSEC	Teacher Verification / Mastery	Participants receive six proxy hours for completing each chapter in the text. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	Print	Educational Testing Services (ETS) ISBN: 9780071845847	The text is authorized by Educational Testing Service and contains authentic HiSET exam questions, descriptions and explanations of every test section, official scoring information, and strategies to help students be successful on the test.

TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/.	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.
United States History & Geography	ABE/ASE, High level ESL	Teacher Verification	<p>Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10-20 minute instructional video.</p> <p>Video: .5 hours Workbook: 2 hours</p> <p>Instructors may award partial proxy hours for completing individual units within each text, but may not exceed 2.5 hours.</p>	print	<p>Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13</p> <p>Lesson 2: Founding the 13 Colonies: pages 16-22</p> <p>Lesson 3: Population & Economy: pages 23-28</p> <p>Lesson 4: The Colonies Fight for Their Rights pages 38-43</p> <p>Lesson 5: The Revolution Begins: pages 44-51</p> <p>Lesson 6: The Declaration of Independence: pages 52-62</p> <p>Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78</p> <p>Lesson 8: Ratifying the Constitution: pages 81-85</p> <p>Lesson 9: The Constitution-Connections to Today: pages 87-97</p> <p>Lesson 10: Early Industry: pages 145-149</p> <p>Lesson 11: The Land of Cotton: pages 150-154</p> <p>Lesson 12: The Spirit of Reform: pages 164-169</p> <p>Lesson 13: The Abolitionist Movement: pages 174-179</p> <p>Lesson 14: Sectional Conflict Intensifies: pages 210-218</p> <p>Lesson 15: The Civil War: pages 221-226</p> <p>Lesson 16: The Civil War: pages 226-244</p> <p>Lesson 17: Reconstruction: pages 247-253</p> <p>Lesson 18: Urban America, Immigration: pages 304-311</p> <p>Lesson 19: WWI & Its Aftermath: pgs. 376-382</p> <p>Lesson 20: A World in Flames: WWII: pags 376-382</p> <p>Lesson 21: The Civil Rights Movement- 1954-1968: pages 571-586</p> <p>McGraw Hill Publishing Company ISBN 978-0-07-660865-2 P.O. Box 182605 Columbus, OH 43218 800-338-3987</p>	Text is a high school leveled textbook aligned with the Common Core Standards.

USA Learns	Low Beginning to High Intermedia te ESL	Clock time	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	www.usalearns.org Sacramento County Office of Education PO Box 269003 Sacramento, CA 95826 408.449.1010	USA Learns is a free multi-course program that helps students learn beginning to intermediate English. The courses include videos, interactive activities, games, and quizzes to improve English skills in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking and life skills. A placement test is also available.
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Exhibit B: Application to Use DL



**Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process**

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: **Need for DL Program Services.** Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: **Use of AEFLA Funds.**

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Exhibit C: NRS Table 4C

NRS Table 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving MSG's (F)	Number Remaining in Program without MSG's (G)	Percentage Achieving MSG's (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with MSG's (J)	Percentage of Periods of Participation with MSG's (K)
ABE Beginning Literacy										
ABE Beginning Basic										
ABE Intermediate Low										
ABE Intermediate High										
ASE Low										
ASE High*										
ESL Beginning Literacy										
ESL Low Beginning										
ESL High Beginning										
ESL Intermediate Low										
ESL Intermediate High										
ESL Advanced										
Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$ Each row total in Column H is calculated using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing HSEC tests.

Exhibit D



**Wyoming Distance Education Application for New
Distance Education Curriculum Approval**

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	Curriculum Information – Instructional Model
Curriculum Product Name:	<p>___ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time.</p> <p>___ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment.</p> <p>___ Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.</p>
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (√) all that apply	Type of Course	Instructional Content e.g. speaking, listening, social studies
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Identify the lead person responsible for distance learning in the local program.
6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.
7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

1. Name of Text: _____
2. Publisher: _____ Copyright date: _____
3. Publisher address: _____
4. ISBN #: _____ Author: _____
5. Will the distance learning program combine both Learner Mastery and Teacher Verification? Yes No
(If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)
B. How many proxy hours will be assigned per module/activity/lesson? What is your rationale in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)
Please attach a full course syllabus.

Approved ___ yes ___ no	Date
Typed Name: Title:	
Comments:	