Distance Education

NYSED – Adult Education Programs & Policy
Employment Preparation Education
Webinar Etiquette

• Keep your phone line or electronic device on mute

• There are over 100 participants today so we need everyone’s cooperation

• The CHAT section on the webinar is activated for your convenience, please enter any questions/concerns in the Chat

• We will take breaks throughout the webinar to respond to the Chat questions

• A list of Questions and Answers will be collected over the week and shared at the conclusion of this week’s webinars
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New York State Director
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NYSED Lead Fiscal Associate
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Rosemary Matt
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Adult Education
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Program Managers/Directors will give final direction to teachers as to their work process over the next several weeks/months.
STUDENTS
Dealing with much more than just learning from home!

TEACHERS
Working Remotely

NYSED
Temporary Policy & Guidelines

School Districts & BOCES
Local Policies & Procedures
Today’s Training Webinar

- Stop-gate training
- Designed for very fast roll out
  - Not ideal but necessary
- Does not take the place of NYSED Certification Training for EPE Distance Education programs, GRASP, SMART, and Crossroad’s Café
- A temporary permission to generate EPE contact hours via Distance Education
- Process and protocol for Distance Education must remain in place to generate contact hours that are reimbursable
- No RAEN PD credits for today’s webinar
Today’s Training Webinar

• Must remain on the webinar for the entire time
• If you have only called in and not signed in via your email address, we have no way of knowing who you are
• At the end of the week, a list of those completing the training will be sent to every EPE program manager
• All participants will receive any of the fillable documents that are shared throughout the webinar
• All participants will receive the PowerPoint late Friday afternoon, March 27, 2020
• WIOA/ALE webinars are also necessary if your program receives that funding as well
Assessments

• No new pre tests can be administered during this temporary period

• No new post tests can be administered during this temporary period

• Teachers must use their best judgement when enrolling students in any of the 3 NYSED Distance Education programs

• EPE calculations in ASISTS will be lifted for the period beginning March 12, 2020 until this temporary period concludes

• All contact with students must be remote
## Educational Functioning Level Descriptions

<table>
<thead>
<tr>
<th>Outcome Measures Definitions</th>
<th>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Literacy Level</td>
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<tr>
<td>Beginning ABE Literacy Test Benchmark:</td>
<td>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</td>
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<td>Writing: 200 and below</td>
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<td>Math: 200 and below</td>
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3 Distance Education Programs

• GRASP
  • Giving Ready Adults a Study Program
  • NRS Levels 4, 5, and 6

• SMART
  • Skills to Make Adults Ready To Succeed
  • NRS Levels 2, 3, and 4

• Crossroad’s Café
  • NRS Levels 3, 4, 5, and 6
3 Distance Education Programs

All 3 Distance Education Programs are based on the following:

- Designed for a TWO WEEK period of assignments
- Customized to suit the needs of the student
- Students must be 21 years old or older
  - No High School diploma or equivalent
3 Distance Education Programs

• Can be emailed directly to a student

• Can be hard copies mailed to students (with a mechanism for the student to return the completed assignments)
  • Postage is a valid EPE expense for this purpose

• Remember the digital capability of your student
• Be sure to set expectations for your students
  • When can they expect to hear from you
  • How often?
  • Email or Text or Phone contact?
  • How often do you expect them to communicate with you?
  • What do they do if they need your help?
GRASP

• NRS Levels 4, 5, and 6
  • Teachers select materials customized to student needs
  • Materials can be a variety of modalities
    • Online platforms (Moodle, Blackboard, etc.)
    • Websites
    • Electronic documents
    • Paper documents
    • Workbooks (both electronic or paper)
  • Discuss with your program manager what may be available to you for this program

• Teachers design the assignments expecting a student to spend 6 hours per week on their assignment

• Each assignment is designed for a two week period
GRASP

• Resources can be paper (mailed) or electronic
• Possible electronic resources will be emailed to all participants later today
• If you find something that is not on the list and you are willing to share, please email any resource to Aris Bird (Abird@Cayuga-cc.edu)
• Before providing any online resource to your students, make certain they will not be encouraged to purchase instructional tools from vendors, that is not necessary!
• Bear in mind that every DE teacher is expected to CUSTOMIZE a two-week packet for every student
GRASP

Required documentation:

- Teacher/Student CURRICULUM Log
  - Two Parts

- WORK TIME RECORD SHEET (Student)
Teacher/Student CURRICULUM Log

Teacher/Student CURRICULUM Log

GRASP
NYSED Distance Education COVID-19 Guidance

Program:

Teacher’s Name:

Student’s Name:

<table>
<thead>
<tr>
<th>GRASP Materials</th>
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Teacher/Student CURRICULUM Log (Student)

GRASP
NYSED Distance Education COVID-19 Guidance

Assignment Sheet

Program:

Teacher’s Name:

Student’s Name:

ASSIGNMENTS:

Subject:

Name of Book:

Website:

Assignment Directions:
1. Read ALL the material included in the assignment.
2. A new set of assignments will be sent every two weeks.
3. New assignments will be prepared for you when your teacher has received and corrected/commented on the work you have sent to him/her.
4. Communicate with your teacher often, email with questions or concerns.
5. Check email/text regularly to see if your teacher is trying to communicate with
WORK TIME RECORD SHEET

1. Program Name: 

2. Student Name: 

3. FOR TWO WEEK Period FROM ______________ TO ______________

You must complete this section for each packet that you spend time working on:

1. Name of workbook/worksheet/website title:

2. List the dates and amount of time you worked on this assignment (add more dates if you need to):

<table>
<thead>
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<th>Date</th>
<th>Amount of time worked (approximate number of hours)</th>
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3. Total time worked:

4. Date Assignment completed:

   Please comment on your packet:

   You have agreed to work on this program 6 hours a week.
SMART

• NRS Levels 2, 3, and 4
  • Currently SMART includes Math and Writing lessons
  • SMART is managed online through Moodle
  • For this COVID-19 Temporary Guideline
    • SMART teachers will not be expected to use the Moodle classroom
    • SMART curricula will be available to all EPE programs
    • The writing and math can be supplemented with other appropriate (NRS Levels) materials
  • Materials can be a variety of modalities
    • Online platforms (Moodle, Blackboard, etc.)
    • Websites
    • Electronic documents
    • Paper documents
    • Workbooks (both electronic or paper)

• Teachers design the assignments expecting a student to spend 6 hours per week on their assignment
Teacher/Student CURRICULUM Log
(Student)

Teacher/Student Assignment Document
SMART
NYSED Distance Education COVID-19 Guidance

Assignment Sheet

Program: 

Teacher’s Name: 

Student’s Name: 

ASSIGNMENTS:

Subject: 

Name of Book: 

Website: 

Assignment Directions:

1. Read ALL the material included in the assignment.
2. A new set of assignments will be sent every two weeks.
3. New assignments will be prepared for you when your teacher has received and corrected/commented on the work you have sent to him/her.
4. Communicate with your teacher often, email with questions or concerns.
5. Check email/text regularly to see if your teacher is trying to communicate with
WORK TIME RECORD SHEET (Student)

WORK TIME RECORD SHEET
SMART
NYSED Distance Education COVID-19 Guidance

Program Name: ____________________________
Student Name: ____________________________

FOR TWO WEEK Period FROM ___________ TO ___________

You must complete this section for each packet that you spend time working on:
1. Name of workbook/worksheet/website title: ____________________________

2. List the dates and amount of time you worked on this assignment (add more dates if you need to):
   Date: ___________ Amount of time worked (approximate number of hours): ___________
   ____________________________
   ____________________________
   ____________________________

3. Total time worked: ___________
4. Date Assignment completed: ___________

PLEASE COMMENT ON YOUR PACKET.

You have agreed to work on this program 6 hours a week.
Crossroad’s Café

• NRS Levels 3, 4, 5, and 6
  • Teachers MUST use Crossroad’s Café materials
  • Discuss with your program manager what may be available to you for this program
  • Materials must be purchased directly from KET (Kentucky Educational Television)
  • Includes a combination of videos and workbooks
  • Videos can be live streamed from the KET website
    https://www.ket.org/program/crossroads-cafe/comings-and-goings/
  • NO OTHER ESL MATERIALS CAN BE USED FOR ESL STUDENTS

• Teachers design the assignments expecting a student to spend 6 hours per week on their assignment

• Each assignment is designed for a two week period
Crossroad’s Café

An Integrated Video and Print Series for ESL Students
Crossroads Café Print Materials

- Photo Stories A & B
- Worktexts A & B
- Teacher Resource Books
- Partner (Tutor) Guide
- Assessment Packages
- Video Transcripts
- Blackline Masters
Crossroads Café
Videos

• 26 half-hour video episodes

• Six ethnically diverse characters whose lives intersect at the Café

• Each episode features “Word Play” and “Culture Clips”

• Correspond directly to the Work Text workbooks

• Workbooks are calibrated by degree of difficulty
Teacher/Student CURRICULUM Log
(Teacher)

Crossroads Cafe
NYSED Distance Education COVID-19 Guidance

Program:

Teacher’s Name:

Student’s Name:

Crossroads Café Workbooks/Videos

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Name of Instructional Material</th>
<th>Date Sent</th>
<th>Date Returned</th>
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<td>KET</td>
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Teacher/Student CURRICULUM Log (Student)

Assignments:

1. Read ALL the material included in the assignment.
2. A new set of assignments will be sent every **two weeks**.
3. New assignments will be prepared for you when your teacher has received and corrected/commented on the work you have sent to him/her.
4. Communicate with your teacher often, email with questions or concerns.
5. Check email/text regularly to see if your teacher is trying to communicate with...
WORK TIME RECORD SHEET

1. Name of workbook/website/title: 

2. List the dates and amount of time you worked on this assignment (add more dates if you need to): 

<table>
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<th>Amount of time worked (approximate number of hours)</th>
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</table>

3. Total time worked: 

4. Date Assignment completed: 

PLEASE COMMENT ON YOUR PACKET.

You have agreed to work on this program 6 hours a week.
EPE
Recording Distance Education Packets

• When a teacher reports the student has returned the packet (the student’s work)

• Teacher reports on attendance roster a “2”

• ASISTS is already programmed to multiply the 2 by the 6 hours per week for a total of 12 contact hours
EPE TUTORING
Temporary Guidance

• All tutoring must be done Synchronously (Teacher led at a particular time)

• Teachers may create a mutually agreed upon time and place using electronic meeting platforms such as Zoom, GoToMeeting, Google HangOuts, or any other that does not cost the student any money (Record whenever possible)

• Maximum is 3 hours per week

• Traditional EPE contact hours will be recorded and entered into ASISTS for tutoring
Fast Track Math GRASP Packets
Temporary Guidance

- During this temporary period, students MAY be given Fast Track Math GRASP Packets while they are also enrolled in NYSED GRASP or NYSED SMART programming.

- One Fast Track Math GRASP Packet may be given every two weeks (ideally would be opposite the schedule for NYSED GRASP or SMART two week packets).

- Can be printed and mailed, if necessary, directly to students.

- Teacher MUST complete an Appendix 6 when the teacher has determined the student has mastered the skills contained in the packet.

- Appendix 6 should be saved and kept in an electronic folder and send directly to the program manager.
Appendix 6

FAST TRACK Math GRASP Packets

Student Record for Completion

School District or BOCES: __________________________
Student Name: ____________________________________
Packet was assigned: ___/___/____ ___ Electronically ___ Paper

Packet Name:
- Density
- Transformations: Shapes on a Plane
- The Power of Exponents
- Lines, Angles, & Shapes: Measuring Our World
- Evaluate Algebraic Expressions & Solve Simple Equations
- Linear Functions
- Non-Linear Functions
- Statistics & Probability

Date Packet was completed: ___/___/____

Student should list the dates and amount of time spent on the material in the packet:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (hours) Worked</th>
<th>Date</th>
<th>Time (hours) Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>/</strong></em></td>
<td>___Hours</td>
<td><em><strong>/</strong></em></td>
<td>___Hours</td>
</tr>
</tbody>
</table>

Approximate Total time spent on the packet: ___ hours

STUDENT COMMENTS ON THIS PACKET:

Teacher Signature: ______________________ Date ___/___/____
• Each Fast Track Math GRASP Packet is worth 24 contact hours when a teacher signs the Appendix 6.

• A “4” is entered into the Fast Track Math GRASP class.

• Each Appendix 6 represents 24 EPE contact hours.
Fast Track GRASP Math Packets

www.CollectEdNY.org

Fast Track Math GRASP Packets

Density, Part 2 (Density of Matter) · pdf (Dec 2018)
Description of NYSED/CUNY Fast Track GRASP Math Learning Modules · url (Nov 2018)
Rigid Transformations: Shapes on a Plane, Part 1 · pdf (Oct 2018)
Rigid Transformations: Shapes on a Plane, Part 2 · pdf (Jan 2019)
The Power of Exponents, Part 2 · pdf ()
Tools of Algebra: Expressions, Equations, and Inequalities, Part 2 · pdf
EPE Programs Operating in County Jail Facilities

• Can use GRASP, SMART, or Crossroad’s Café

• Print packets every two week packets

• Same for Fast Track Math GRASP Packets, pull down from CollectEDNY.org and print for students
ISRF

Individual Student Record Form

Fillable Form
Time for Questions