

Remote Education Guidelines

**PRESENTED BY: ADULT EDUCATION PROGRAMS &
POLICY, NYSED**

Aris Bird
Accountability Office
May 2025



REMOTE & HYBRID INSTRUCTION

1

Hybrid instruction was permitted to approved programs starting July 1, 2024.

2

It has been extended through June 30, 2026.

3

Upon approval from AEPP, may be conducted immediately.



Who is Eligible for Remote
or Hybrid Instruction?



EPE, WIOA and ALE Programs

WIOA and ALE Eligibility

AEPP Hybrid and Remote Instruction

WIOA Funded Programs



Students must be 16 years of age or older, not enrolled or required to be enrolled in a secondary school.



ABE/ASE students must be at NRS Level 1 on the TABE (11/12 or 13/14)

ALE Funded Programs



ALE ABE students must be at NYRS level 1 on the TABE (11/12 or 13/14) in both Math and Reading to participate in any AEPP Remote Educational Services .



ESOL students must be at NRS Level 1 on the Best Plus (2.0 or 3.0) or the Best Literacy (1.0 or 2.0) to participate in AEPP Remote Educational Services.

EPE TRADITIONAL FUNDED ELIGIBILITY



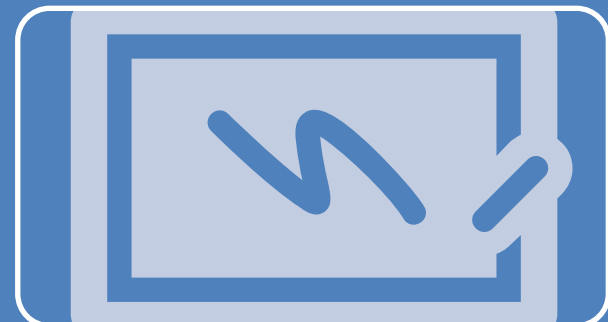
Adult Basic Education

- (ABE): NRS Levels 1 - 4



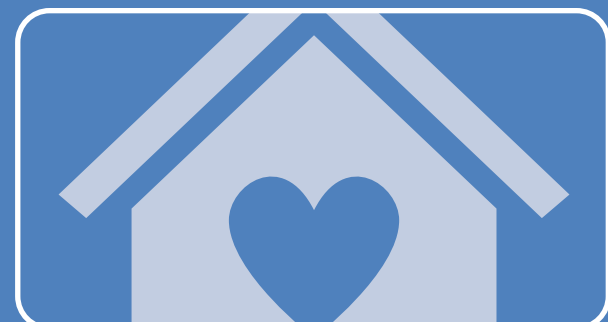
Adult Secondary Education (ASE)

- HSE Test Preparation
- NRS Levels 5 & 6



English as a Second Language (ESL)

- NRS Levels 1 - 6



Family Literacy

- Incorporate activities that include interactive literacy activities between parents and their children. Parents must be EPE eligible and attend teacher lead instruction.

EPE DISTANCE EDUCATION ELIGIBILITY

English as a second language (ESL): NRS Levels 1-6	Family Literacy: Incorporate Activities that include interactive literacy activities between parents and their children. Parents must be EPE eligible and attend teacher-lead instruction.
SMART (Skills to Make Adults Ready to Succeed): NRS Levels 1,2,3,4	
Fast Track GRASP Packets (Giving Ready Adults a Study Program): NRS Levels 4,5,6. HSE Readiness is required.	
Career and Technical Education (CTE): NYSED/K-12 Accredited Course – all programs must seek approval. (Microsoft Office/Computer Based/Non-Allied Health or any required in person instruction by supervising agency)	

Note: Level 1 is not allowed under traditional EPE Distance Education, and this is a special allowance. For approval through the hybrid application.

EPE **IN-PERSON** ELIGIBILITY



In-person tutoring is strictly for students enrolled in Distance Education Programs.



Tutoring may be offered one on one or in a classroom setting.

Students must receive up to three (3) hours of in-person tutoring per week. (Maximum 12 hours per month)



Students may not be co-enrolled in traditional and Distance Education programs concurrently.

If the student is not progressing remotely, the student should be offered traditional in person instruction instead.

Tutoring and packet hours are claimed accordingly and must be **DOCUMENTED IN ASISTS.**



TERMS & CONDITIONS FOR HYBRID & REMOTE INSTRUCTION

Apply

Program must apply for hybrid or remote instruction.

Approved

Program must be approved by AEPP before implementing remote instruction.

ISRF

Students must have completed and signed an ISRF.

Pre-Test

Students must be pre-tested within the first 12 hours.

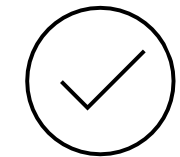
Post -Test

Students must be post-tested at the appropriate time.

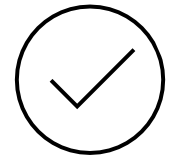
ASISTS

Approved programs must correctly code remote/hybrid classes in ASISTS.

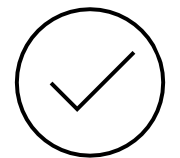
TERMS & CONDITIONS FOR HYBRID & REMOTE INSTRUCTION CONT.



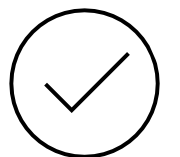
Programs must provide in-person instruction at a minimum of 50% of the total class time with the accompanying 50% remote instruction.



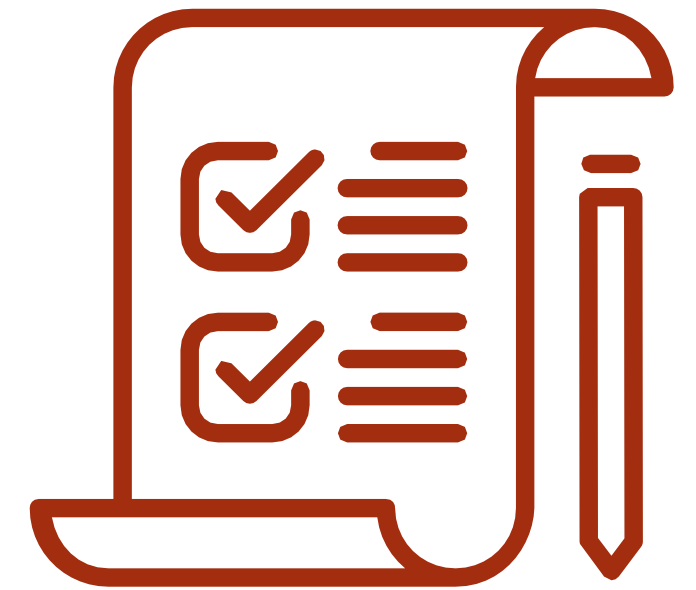
Programs are allowed one (1) 100% fully remote course. If a program needs more than one 100% fully remote course, they must demonstrate a need and apply for approval from AEPP.

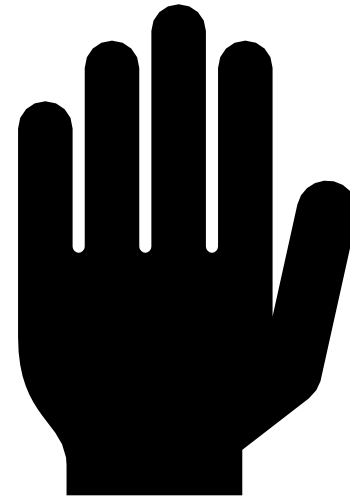


Individuals receiving hybrid services must have 12 hours of robust intake contact hours with the program before they can achieve student status for Federal and State reporting.



The Initial 12 contact hours for remote instruction learners can be any combination of in-person contact and contact through electronic modalities that can support video or any other synchronous online platform, where the participant and program staff can interact and through which participant identity is verifiable and documented and attendance recorded.





Post-Testing Reminder

Intensity of Program	Post Test Schedule
Six to Nine hours per week	Posttest after 40 – 60 contact hours
Ten or more hours per week	Posttest after 60 – 80 contact hours
Volunteer Tutorial Program	Posttest after 30 contact hours for students receiving services from a volunteer tutor



Not Approved?

**IF UPON REVIEWING STUDENT RECORDS,
AEPP/AUDITORS/NRS IDENTIFIES THAT A
PROGRAM PROVIDED REMOTE OR HYBRID
INSTRUCTION WITHOUT AEPP APPROVAL,
THE PROGRAM WILL FACE CORRECTIVE
ACTION.**

GETTING STARTED

EPE, WIOA, ALE



Application
AEPP Approval



Intake



Case
Management



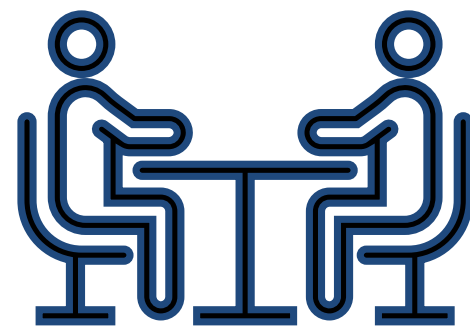
Assessment

FILLING OUT HYBRID APPLICATIONS

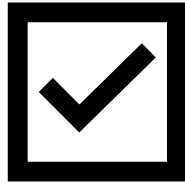
EPE, WIOA, ALE



EPE HYBRID APPLICATION

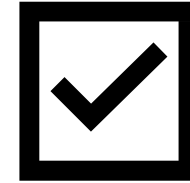


COMPLETING THE **HYBRID EPE** APPLICATION



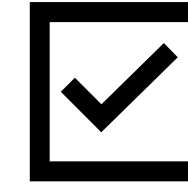
Training

Instructors and
program managers
attended EPE
Distance Education
Training



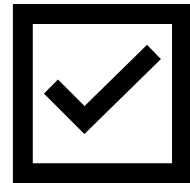
ISRF

Ability to have
students sign ISRF
electronically



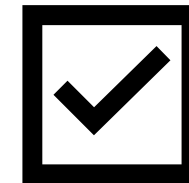
Plan

Plan to distribute
packets.



Platform

Platform that will be
used for class that
covers entire class.



Files

Ability to securely
maintain student
digital files.

EPE HYBRID & REMOTE INSTRUCTION APPLICATION



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Adult Career & Continuing Education Services (ACCES)
Adult Education Programs & Policy (AEPP)
89 Washington Avenue, EBA 480
Albany, NY 12234
Tel. 518 474-8940
<http://www.acces.nysed.gov/aepp/>

Updated: March 2025

Hybrid & Remote Instruction Application EPE – AEPP Funding

Program: _____ AEPP Project Number: _____
Program Director: _____ Address: _____
Email: _____ Instructor: _____

Applicable to EPE only programs:

EPE Distance Education programs must apply using the most-up-to-date Hybrid and Remote Instruction Application (Updated March 2025). If approved, per the program's EPE allocation letter, the program must be administered as directed in the current EPE Manual and adhere to any policy updates issued by AEPP. Updates have been made in the support of students; adult education programs must carefully review guidelines. If a program is deemed not to have sufficient experience with remote instruction, the program will be required to attend digital literacy training provided by the RAENs. The Hybrid and Remote Screening Tool must be completed as well and filed.

- Did the instructor and program manager attend the EPE Distance Education Training supported through the RAEN? Yes ☐ No ☐
 - If so, please explain:

- Does your adult education program use an AEPP approved electronic signature software to enable students to sign the ISRF electronically? Yes ☐ No ☐
 - If so which one/s:

Adobe Sign ☐ - DocuSign ☐ - HelloSign ☐ - SignNow ☐ - PandaDoc ☐ - eversign ☐
SignEasy ☐ - OneSpan Sign ☐ - Zoho Sign ☐ - SignRequest ☐
- Does your adult education program have experience conducting the following activities remotely?
Intake: Yes ☐ No ☐ ☆ Assessment: Yes ☐ No ☐ ☆ Case Management: Yes ☐ No ☐
- How will the student packets be distributed?
Emailed ☐ ☆ Google Classroom ☐ ☆ Mailed ☐ ☆ In-Person ☐ ☆ Other _____
- If paper packets are being used, how will packets be returned for review by the teacher?

6. What is the name of the platform that will be used for hybrid or remote instruction? Does the membership cover the entire duration of the class?

7. Who will manage the digital student files and how will they be securely maintained?

Hybrid and Remote Instruction Table						
AEPP Education Literacy Services	50% Hybrid <input type="checkbox"/>	100% Remote <input type="checkbox"/>	# of Classes & NRS Level	# Students to be served	# Contact Hours projected	Class Start & End Date
Adult Basic Education (ABE) NRS Levels 1 – 4						
Adult Secondary Education (ASE) NRS Levels 5 – 6						
English as a Second Language (ESL) Beginning Levels (NRS levels 1 – 4)						
English as a Second Language (ESL) Intermediate & High Levels (NRS levels 5 – 6)						
EPE Educational Programming Table						
Employment Preparation Education	Services Provided <input type="checkbox"/>	# of Classes	# Students to be served	# Contact Hours projected	Class Start & End Date	
Fast Track GRASP Packets (Giving Ready Adults a Study Program) – NRS Levels 4, 5 & 6						
SMART (Skills to Make Adults Ready to Succeed) – NRS Levels 1, 2, 3, and 4						
Family Literacy - Incorporate activities that include interactive literacy activities between parents and their children						
Career & Technical Education (CTE) – NYSED/K-12 Accredited Course Requests	Type of CTE Provided					
Total						

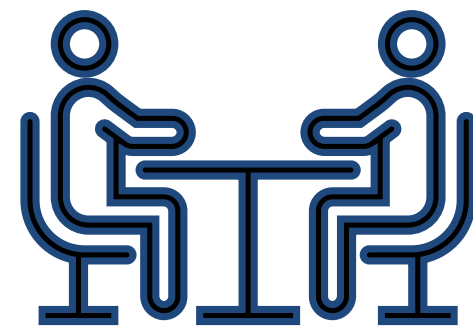
Program Attestation

I hereby certify that I am the agency's representative (Chief Administrative Officer, Program Director, District Superintendent, Superintendent), and on behalf of the agency I agree to the requirements and terms of approval. I acknowledge that all the items and guidelines provided will be adhered to and my agency will remain in compliance as such. I understand that issues of non-compliance could result in AEPP revoking my request to provide Hybrid and Remote Educational Services to participants.

Agency's Representative _____ Printed Name _____ Title _____ Date _____



WIOA/ALE HYBRID APPLICATION



COMPLETING THE **HYBRID WIOA/ALE** APPLICATION



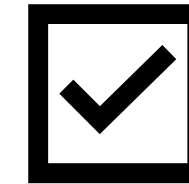
Training

Experience providing digital literacy to students.



ISRF

Ability to have students sign ISRF electronically



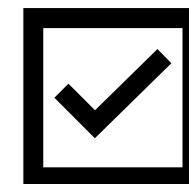
Plan

Method to distribute & collect materials.



Platform

Platform that will be used for classes that covers entire class.



Files

Ability to securely maintain student digital files.

WIOA & ALE APPLICATION

HYBRID & REMOTE INSTRUCTION

Hybrid & Remote Instruction Application
WIOA & ALE – AEPP Funding

Program: _____ AEPP Project Number: _____
Program Director: _____ Address: _____
Email: _____ Instructor: _____

Applicable to WIOA & ALE only programs

WIOA and ALE funded programs must apply using the most up to date Hybrid and Remote Instruction Application (Updated March 2025). If approved, per the program's Hybrid & Remote Instruction approval letter, the program must be administered as directed by the policy updates issued by AEPP. Updates have been made in support of students. Adult education programs must carefully review guidelines. If a program is deemed not to have sufficient experience with remote instruction, the program will be required to attend digital literacy training provided through the RAENs.

1. Does your adult education program have experience with digital literacy and supporting students in a remote instructional setting? Yes ☐ No ☐
1. If so, please explain:
- _____
- _____
- _____
2. Does your adult education program use an AEPP approved electronic signature software to enable students to sign the ISRF electronically? Yes ☐ No ☐
1. If so which one/s:
- Adobe Sign ☐ - DocuSign ☐ - HelloSign ☐ - SignNow ☐ - PandaDoc ☐ - everSign ☐
- SignEasy ☐ - OneSpan Sign ☐ - Zoho Sign ☐ - SignRequest ☐
3. Does your adult education program have experience conducting the following activities remotely?
- Intake: Yes ☐ No ☐ ☆ Assessment: Yes ☐ No ☐ ☆ Case Management: Yes ☐ No ☐
4. How will the student resources be distributed?
- Emailed ☐ ☆ Google Classroom ☐ ☆ Mailed ☐ ☆ In-Person ☐ ☆ Other _____

5. If paper packets are being used, how will packets be returned for review by the teacher?
- _____
- _____
6. What is the name of the platform that will be used for hybrid or remote instruction? Does the membership cover the entire duration of the class?
- _____
- _____
7. Who will manage the digital student files and how will they be securely maintained?
- _____
- _____

Hybrid and Remote Instruction Table						
AEPP Education Literacy Services	50% Hybrid <input type="checkbox"/>	100% Remote <input type="checkbox"/>	# of Classes	# Students to be served	# Contact Hours projected	Class Start & End Date
Adult Basic Education (ABE) NRS Levels 1 – 4						
Adult Secondary Education (ASE) NRS Levels 5 – 6						
English as a Second Language (ESL) Beginning Levels (NRS levels 1 – 4)						
English as a Second Language (ESL) Intermediate & High Levels (NRS levels 5 – 6)						
Total						

Program Attestation

I hereby certify that I am the agency's representative (Chief Administrative Officer, Program Director, District Superintendent, Superintendent), and on behalf of the agency I agree to the requirements and terms of approval. I acknowledge that all the items and guidelines provided will be adhered to and my agency will remain in compliance as such. I understand that issues of non-compliance could result in AEPP revoking my request to provide Hybrid and Remote Educational Services to participants.

Agency's Representative _____ Printed Name _____ Title _____ Date _____

REMOTE INSTRUCTION **FUNDED CONSORTIUM**

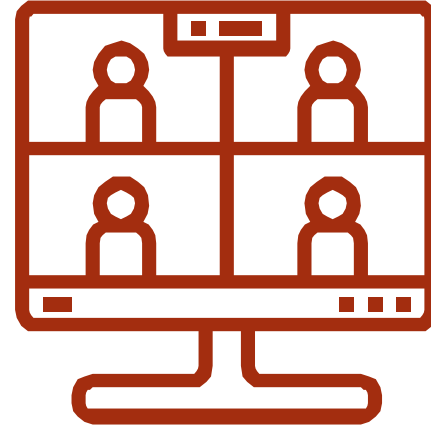
AEPP Remote Instruction is available to EACH consortium member per contractual agreement with AEPP. Should a program be funded to support multiple agencies, EACH agency may apply for and receive approval for AEPP Remote Instruction.

Example : Program ABC receives a WIOA Area 1 award

Program ABC consists of three consortium member agencies

- **Agency One**
- **Agency Two**
- **Agency Three**

If Program ABC is approved, EACH of the three consortium member agencies may offer AEPP Hybrid Instruction to their students per the aforementioned guidelines



Remote Intake & Case Management

For EPE, WIOA, ALE

**ROBUST INTAKE IS REQUIRED FOR ALL
PROGRAMS APPROVED FOR REMOTE
INSTRUCTION.**

REMOTE INTAKE & CASE MANAGEMENT GUIDELINES

12 HOURS

To be deemed a student, the student must complete 12 robust contact hours.

STATISTICS

Data demonstrates students who were provided 12 hours or more contact hours are more likely to persist and achieve measurable skill gains.

CAUTION

Adult Education programs that do not provide consistent and robust intake will not be permitted to offer remote instruction and adult education services.

REMOTE INTAKE & CASE MANAGEMENT

REQUIREMENTS

1

Apply to provide remote instruction.

2

Be approved by AEPP to provide remote instruction.

3

Ensure that the student has a computer with a camera and reliable internet.

4

Identify the student's needs and appropriateness by assessing the student with the Hybrid Remote Screening Tool. This must be included in the student folder for a period of 6 years plus the current year.

5

Complete the AEPP Intake Checklist and maintain it in the student's file.

6

Intake must be conducted via a video conference platform.

CASE MANAGER OR INTAKE COORDINATOR

STUDENT HYBRID SCREENING TOOL

☐ Does the student have a quiet place to work?

☐ Does the student have a computer available to them?

☐ Does the student have internet?

☐ Does student have the time to attend classes?

☐ Does the student have an email account?

☐ Does the student have a camera and audio on their computer?

☐ Is student willing to spend periods of time on the computer?

☐ Does student know how to use a web browser?
(Microsoft Edge, Google Chrome)

☐ Will the student attend in person classes?

HYBRID & REMOTE SCREENING TOOL



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Adult Career & Continuing Education Services (ACCES)
Adult Education Programs & Policy (AEPF)
89 Washington Avenue, EBA 460
Albany, NY 12234
Tel. 518 474-8940
<http://www.acces.nysed.gov/aepf/>

AEPP HYBRID/REMOTE EDUCATION SCREENING TOOL

Student's Name:		Contact:	
Email:	Start Date:	End Date:	
Course:			
Program Name:			
Program Address:		Case Mgr/Intake:	

**Must be completed with the student and maintained in the student file*

Your answers to the questions below will help you and the program decide if Hybrid/Remote Education may work well for you.

For each question, choose only one (1) answer from the choices listed for that question.

1. At home, I have a quiet place where I can connect to my teacher's remote class:

- ☐ Rarely available
☐ Sometimes available
☐ Always available

2. I am someone who:

- ☐ Sometimes gets busy with other things and puts things off until the last minute.
☐ I may need to be reminded to get things done on time.
☐ Always gets things done on-time or ahead of time.

3. When I think about all the things I do in a typical week (e.g., work, family, social activities, etc.), the amount of time I have each week for my education class is:

- ☐ Less than 6 hours
☐ 6-9 hours
☐ 10 hours or more

4. I am willing to attend in person classes part of each week:

- ☐ Yes
☐ No

5. I can communicate effectively without face-to-face interaction with my classmates or my instructor:

- ☐ Yes
☐ No

6. Feeling that I am part of a class is:

- ☐ Very important to me
☐ Somewhat important to me
☐ Not important to me

7. Discussions in a class are:

- ☐ Very useful to me. I almost always take part in class discussions.
☐ Somewhat useful to me. I sometimes take part in class discussions.
☐ Not very useful to me. I don't usually take part in class discussions.

8. When an instructor gives out directions for an assignment, I prefer to:

- ☐ Have the directions explained to me.
☐ Try to follow the directions on my own, then ask for help if I need it.

9. When I have a writing assignment for class or work, I think of my writing skills as:

- ☐ Weak. I find it hard to express myself in writing.
☐ Average. I can express myself fairly well in writing, but sometimes have difficulty.
☐ Good. I am comfortable expressing myself in writing.

10. My access to the internet:

- ☐ I have regular access to a computer at home (Desktop Personal Computer, Laptop Computer, or Tablet) that is connected to the Internet.
☐ I have easy, regular access, near my home, to a computer (Desktop Personal Computer, Laptop Computer, or Tablet) that is connected to the internet.
☐ My only internet access is my cell phone.

11. I have an email account, and I know how to send email and open email I receive:

- ☐ Yes
☐ No

12. I know how to attach documents to an email before I send it:

- ☐ Yes
☐ No

13. I know how to use a Web browser, like Fire Fox or Google Chrome:

- ☐ Yes
☐ No

14. I am familiar with and know how to use a word processing program, like Microsoft Word:

- ☐ Yes
☐ No

15. I can copy and paste text from one document to another:

- ☐ Yes
☐ No

16. I can save, find, and open a file on my computer:

- ☐ Yes
☐ No

17. I know how to create and how to use file folders on my computer:

- ☐ Yes
☐ No

18. I am able to download, upgrade, and install software on my computer:

- ☐ Yes
☐ No

19. I am willing to spend several hours at a time working on my computer:

- ☐ Yes
☐ No

20. People have different reasons for taking a remote class. For each reason listed below, check Yes or No to indicate whether it is a reason why you are interested in joining this hybrid class:

- | | |
|--|--|
| I live too far from this or any adult education program | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I need to take care of my family when classes are held at school | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I work at a job during the times classes are held at school | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I can only study nights or weekends | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I don't have transportation to get to classes | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I have medical problems that make it hard for me to attend classes | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I learn better by myself, rather than in a group | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I like using computers and I thought this might be a good way to learn | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| I don't feel comfortable in a classroom, I like studying alone | <input type="checkbox"/> Yes <input type="checkbox"/> No |

21. In the last five (5) years, have you taken an in-person class in an adult literacy program where you studied reading, writing, or math?

- ☐ Yes
☐ No

22. About how far away is the nearest adult literacy program from where you live? (Check one please)

- ☐ Less than 5 miles
☐ 6 -10 miles
☐ More than 10 miles

23. If this class was not available to study at home, would you take a class in person instead?

- ☐ Yes
☐ No

Student Hybrid/Remote Education Agreement

I agree to participate in hybrid or remote instruction and to abide by the policies as described by the adult education program. If I have any questions or concerns, I will address them with the program. I also commit to completing the program and the course assignments to the best of my ability.

Signature

Student's Signature

Date

Date

REMOTE INTAKE & CASE MANAGEMENT

ISRF REQUIREMENTS

All students must have an ISRF form completed and signed.

Adult Education Programs must adapt an electronic signature program such as DocuSign for the completion of the ISRF.

Options for Digital Signature:
DocuSign, Adobe Sign, HelloSign, SignNow, Pandadoc, eversign, SignEasy, OneSpan, Zoho Sign, SignRequest, Boxsign

The ISRF must indicate if the intake was conducted remotely by selecting the box on the right of the document.

Must be stored securely digitally in the student's folder and accessible by request for AEPP/audit

First Name*: M.I. Last Name*:
Birth Date*: Original Program Start Date*:
Address*: City*: State*: Zip*:
Home Phone: Mobile Phone:

e-mail:
Emergency Contact: Name/Relationship of Contact:

Social Security #: OR: ☐ Student was asked for SS# and cannot/will not provide.

NOTE: Data matching for Employment-related outcomes will not be available if SS# is not recorded. Manual follow-up will be required after exit.

Gender* (Required):
☐ Male ☐ Non-Binary/Gender Non-Conforming
☐ Female ☐ Did Not Answer
Employment Status* (Required):
☐ Employed Full Time
☐ Employed Part Time
☐ Employed but Received Notice of Termination
☐ Military Separation Pending
☐ Unemployed & Seeking Employment
☐ Not Available for Employment
☐ Inmate
Race/Ethnic Identity* (Required):
Choose ONE:
☐ Hispanic/Latino/a
☐ Non-Hispanic/Latino/a
AND Choose all that apply (Must Choose AT LEAST ONE):
☐ Native Hawaiian
☐ Native American
☐ Alaskan Native
☐ Asian
☐ Pacific Islander
☐ African American
☐ Afro-Caribbean
☐ African
☐ Latino/a
☐ White (not Latino/a)

WIOA Co-Enrollment* (Required): (Definitions available in the ISRF Instruction Guide.)
Student is currently receiving additional WIOA Services: ☐ Yes ☐ No
> If Yes, which type(s)? ☐ Title 1 (e.g. DOL, Job Zone, UI) ☐ Title 3 (e.g. Youth Empl) ☐ Title 4 (e.g. ACCES-VR, TANF)

Educational Background* (Required):
Highest Grade completed in US Highest Grade completed in NY State? Last School Attended (If NYS)?
Highest Credential Obtained: > Location Obtained: ☐ In US ☐ In Other Country (make one selection only, indicating highest credential obtained)
> Credential Obtained: ☐ Sec School Diploma ☐ HSE Diploma ☐ Some Post-secondary ☐ Post-Sec or Prof Degree
Years of Schooling in Other Countries

School-aged Children:
Is the student a parent or guardian of a child/children under 21? ☐ Yes ☐ No
Is the Student a Single Parent? ☐ Yes ☐ No
If yes to either question above, enter the number of children at each level:

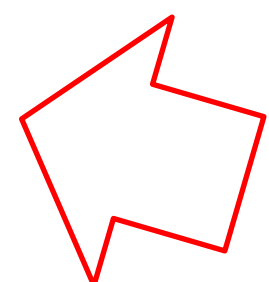
PreSchool	<input type="text"/>
Elementary	<input type="text"/>
JHS	<input type="text"/>
HS	<input type="text"/>

Transportation/Child Care/Dependent Care Assistance: ☐ Yes ☐ No If yes, which? ☐ Transport ☐ Child Care ☐ Dependent Care

Barriers to Learning/Employment*: (Please answer all items Yes or No)
Self-reported by student. Definitions available in the ISRF Instruction Guide.
Y N Y N
☐ Homeless ☐ Unsuccessful Outcome on HSE Subtest(s)
☐ Already has HS Diploma or Equiv in US or US Territory (incl. Puerto Rico, Guam, etc.) ☐ Non-Native English Speaker
☐ Displaced Homemaker ☐ Ex-Offender
☐ Disabled ☐ Youth in Foster Care/ Aged out of System
☐ Low Income ☐ Cultural Barriers to Learning
☐ Migrant/Seasonal Worker ☐ Long-Term Unemployed
☐ Learning Disabled ☐ Exhausting TANF within 2 years
☐ Runaway Youth ☐ Single Parent
☐ Low Levels of Literacy
☐ English Language Learner

Form Completed By: (Please Print):
Student Signature:
Date:

Where did you hear about this program?* (Required):
Was the Ad for the local prog or a NYSED/AEPP Ad?
Check all that apply, minimum one answer.
State Local
☐ Ad on bus
☐ Ad on train
☐ Ad on subway
☐ Social media (Facebook, Instagram, Twitter)
☐ Radio ad
☐ Flyer
☐ Other (please specify)
Release of Information: By participating in this state and/or federally funded adult education and/or family literacy program, I agree to the release of the information contained in my program records, including, but not limited to, social security number, assessment results and attendance, to the New York State Department of Education (NYSED). Required information for learner participation is indicated with an asterisk (*). This information may include follow-up with employment data and other educational records and will be used in aggregated or non-personally identifiable form, for reporting as required by state and federal laws. This information may also be used for research and analysis purposes during this year and/or subsequent years. Information provided will remain secure. Unless otherwise noted, only NYSED, its authorized contractors or the local program will have exclusive access to this information.



Click Remote Intake Here!

INDIVIDUAL STUDENT RECORD FORM (ISRF)

Updated March 2025

REMOTE INTAKE & CASE MANAGEMENT

REQUIREMENTS



Conduct outreach, recruitment, intake and enrollment for all students.



Conduct pre and post-testing for all participants, regardless of the modality in educational services being provided, in accordance with NYSED's Assessment Policy.



Student files **MUST** contain all required documentation per modality of educational services enrolled in.



It is the program's responsibility to ensure that they are familiar with the required documentation per the modality of the service being provided as determined by the respective funding source.

REMOTE INTAKE & CASE MANAGEMENT

REQUIREMENTS

Computer-based training such as Microsoft Office may be provided remotely upon approval by AEPP. Demonstrated student success in hybrid/remote instruction is required before approval will be considered.



Attendance policies must be adhered to as indicated on the WIOA, ALE, EPE, WEP Attendance Records Requirements Memo issued on January 10, 2024.



Student attendance regardless of the modality in educational services being provided, must be adhered to in accordance with NYSED’s data entry policy and must be recorded in ASISTS, backed by written documentation signed by the teacher.



Fully in-person educational services must be provided to those participants who have little or no access to technology.



In-person instruction is the required modality permitted for most of the training components of WIOA IET/IELCE or locally approved training agency programming that require hands-on experience and/or as required by the supervising agency, as in the case of the Allied Health Programs.



Remote Instruction Requirements

EPE, WIOA, ALE

100% REMOTE REQUIREMENTS

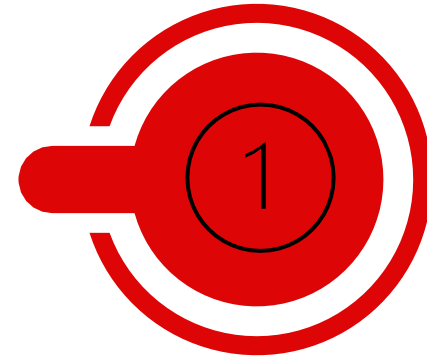
EPE, WIOA, ALE

- ❑ One (1) 100% completely remote class for eligible students, if additional remote courses are needed the program must demonstrate student need and apply.
- ❑ The class roster for the remote class may have up to 20 students in attendance at any given time. If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students
- ❑ Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week.
- ❑ NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support.

This fully remote class must be synchronous online instruction where the teacher is engaged with students on scheduled days and times selected by the program and published on the PIF generated by ASISTS.

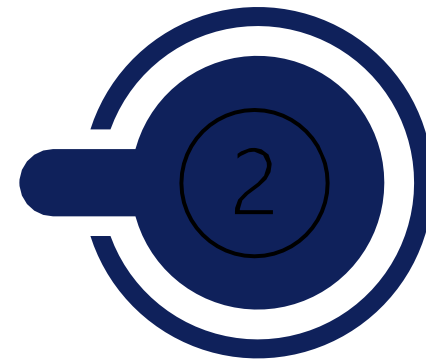
The link must be valid and made available to the RAEN/AEPP for access at anytime and submitted to the RAEN Office by the 20th of each month

In-person instruction 50% of each scheduled class time along with 50% remote synchronous instruction where the teacher is engaged with students on scheduled days and times selected by the program within the same week.

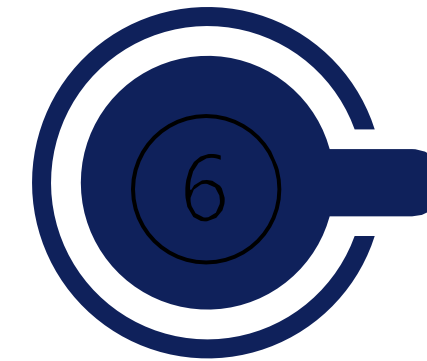


Students must actively attend both the remote and in-person classes. If students miss 3 consecutive classes of either modality, they should be transferred to traditional classroom programming. If the student does not participate in remote or in person classes, the student must be contact to assist in the removal of barriers.

NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support.



50/50% Remote Instruction



All students included in Remote Instruction must have a signed Hybrid Remote Screening Tool in their student folders. The form must be completed with the help of the program.

Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week and published on the Program Information Form (PIF) generated from ASISTS.

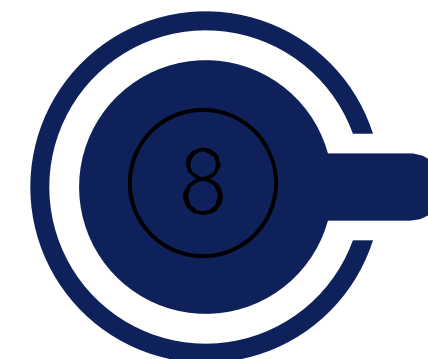
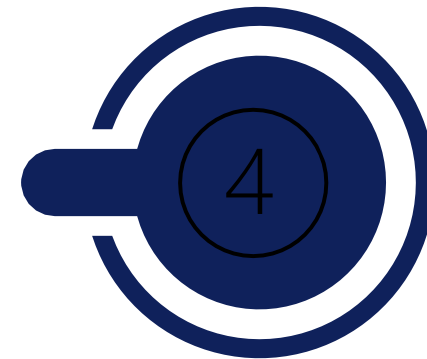


Requirements WIOA/ALE



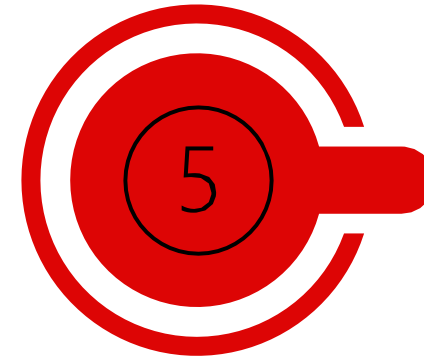
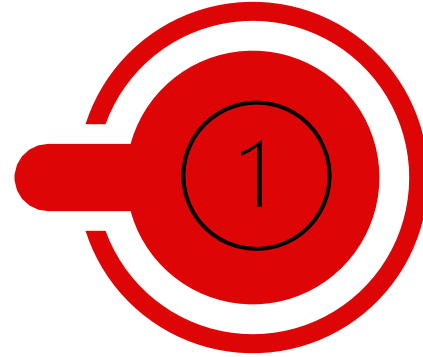
All synchronous remote instruction requires that students and instructors use a computer, audio and have cameras on during remote classroom instruction.

The maximum number of active students may not exceed 25 students per class. Special consideration must be taken for Level 1 students that may require additional support.



All performance benchmarks for Post-Testing, Measurable Skill Gain, and Follow Up Outcomes must be met. Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in termination of the program's remote option.

In-person instruction 50% of each scheduled class time along with 50% remote synchronous instruction where the teacher is engaged with students on scheduled days and times selected by the program within the same week.

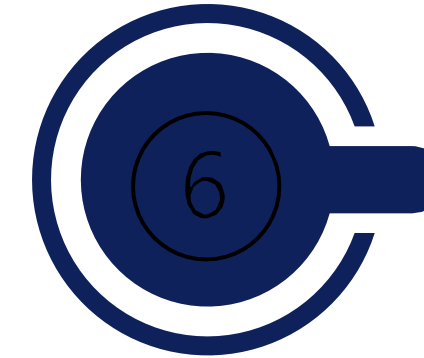


Students must actively attend both the remote and in-person classes. If students miss 3 consecutive classes of either modality, they should be transferred to traditional classroom programming. If the student does not participate in remote or in person classes, the student must be contact to assist in the removal of barriers.

NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support.



50/50% Remote Instruction



All students included in Remote Instruction must have a signed Hybrid Remote Screening Tool in their student folders. The form must be competed with the help of the program.

Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week.

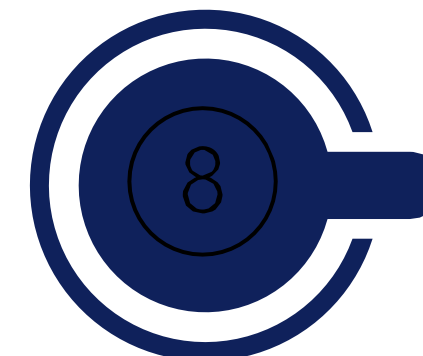


Requirements EPE



Class roster for hybrid classes may have up to 20 students in attendance at any given time. If the program is approved for a class waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students.

Each class must be published in the Program Information Form (PIF) from ASISTS.



All performance benchmarks for Post-Testing, Measurable Skill Gain, and Follow Up Outcomes must be met. Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in termination of the program's remote option.



Remote Program Performance Requirements

EPE, WIOA, ALE

PERFORMANCE ACCOUNTABILITY REQUIREMENTS

- ❑ Regardless of the instructional modality a program uses, in-person, hybrid or one completely remote class, the program will be held to AEPP state performance benchmarks in the areas of Measurable Skill Gain (MSG), Post-Test Rates , Follow Up Outcomes and Enrollment.
- ❑ Programs should refer to their individual funding grants/contracts for compliance with enrollment expectations.

POOR PERFORMANCE

- ❑ AEPP funded Adult Education Programs that do not adhere to the Hybrid Policies and do not demonstrate effectiveness for student performance and attainment will not be permitted to offer remote instruction.
- ❑ Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in termination of program's remote option.

RECORD RETENTION FOR REMOTE ASSESSMENT

The state Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in the monitoring of programs, shall have access to the Records during normal business hours at the adult education program.

Patterns of record violations and evidence of fraud may result in discontinuing of services and program funds.

REMOTE ASSESSMENT GUIDELINES

- ❑ AEPP funded programs are allowed to assess students remotely using the approved assessments DRC's TABE (11/12 Level L or 13/14) and CAL's Best Plus (2.0 and 3.0) and Best Literacy (1.0 and 2.0).
- ❑ It is the program's responsibility to ensure that students have a computer, working camera, reliable internet and digital literacy skills necessary to achieve academic success.
- ❑ Programs must review the Remote Assessment Tutorial PowerPoint prior to assessing students remotely.
- ❑ TABE 11/12 Level L cannot be administered remotely at this time.

REMOTE ASSESSMENT REQUIREMENTS

1

Test Administrators must be certified on the assessment being provided to the student with the most up -to -date trainings.

2

The assessment administrator must verify the ability, availability, location, and identity of the student.

3

The program must ensure that the program or software required by the assessment vendor is available and ready for use.

4

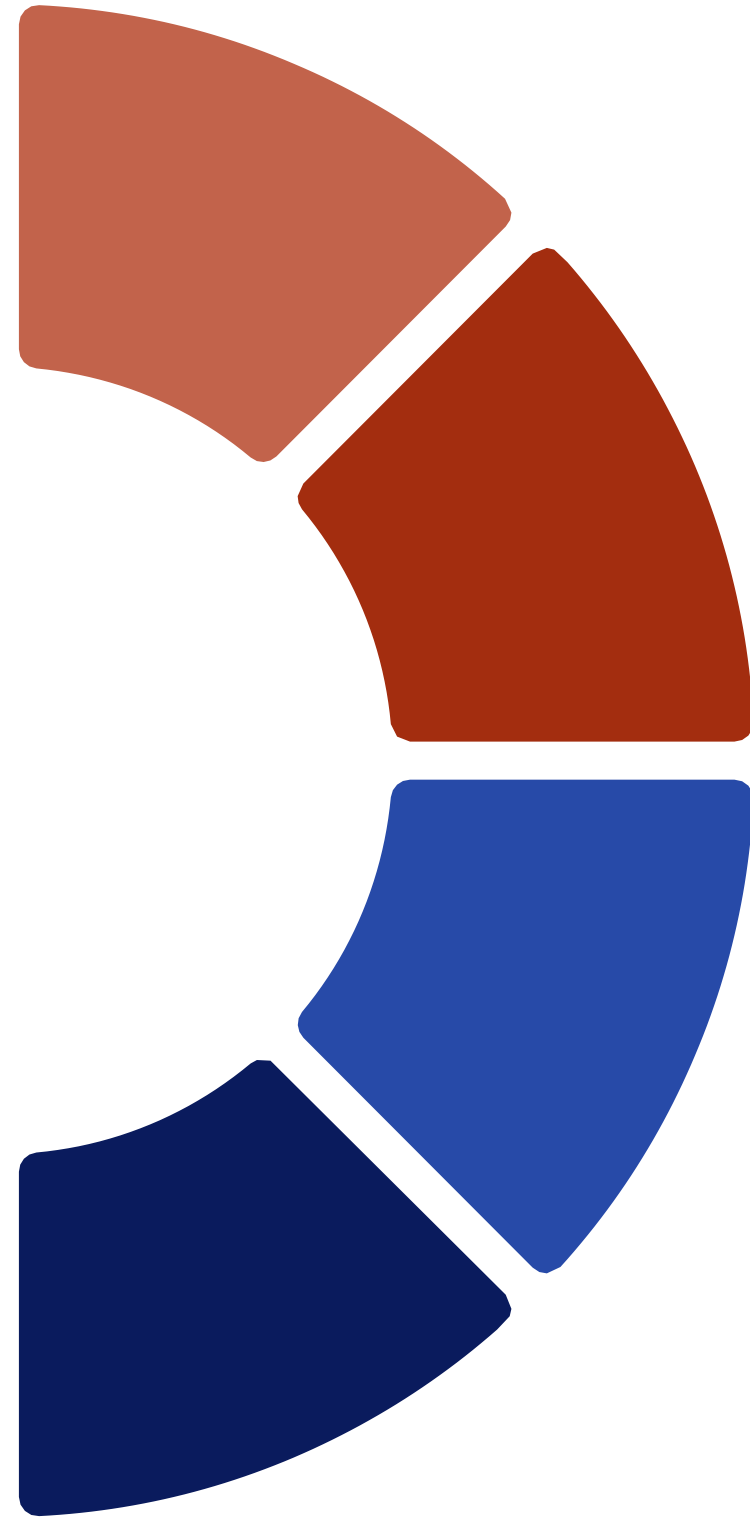
Assessments must be safely guarded within the student’s file and located within the adult education program.

5

The assessment administrator must use a computer, audio and camera to assess students, and the student must have a computer, audio and camera to be assessed.



TABE 13/14 Level L



For TABE 13/14 - Level L is not available at this time.

Continue use of TABE 11/12 Level L for FY 25-26.

TABE 11/12 Level L screening requires use of a word list to determine appropriateness.

TABE 11/12 Level L may not be appropriate for remote proctoring as it is intended for paper-based testing.

REMOTE ASSESSMENT ADMINISTERING TABE

Set up TABE Remotely

Step 1: In the DRC Insight Portal

- Click My Applications
- Click Test Management
- Click Manage Test Sessions
- A test monitoring code will be automatically generated.

Note: test monitoring must be set up for each test session you wish to monitor.

Step 2: Create a new code.

The Code will be valid until 11:59pm on the day the session was created. To create a new code or extend the date, click generate new code. This code can be activated for up to 5 days.

- If the code expires while students are taking the test, students can continue taking the test and a new one may be generated. When the proctor logs in under the new code, the students under the old code will not show up and will need the new code the next time they login.

Step 3: Settings

At the Restricted Access drop down menu

- Select True – this will place a student in the waiting room once they have submitted their valid code until the proctor admits them to the test.

Step 4: Students Login

Step 5: Students put in monitoring code into the prompt.

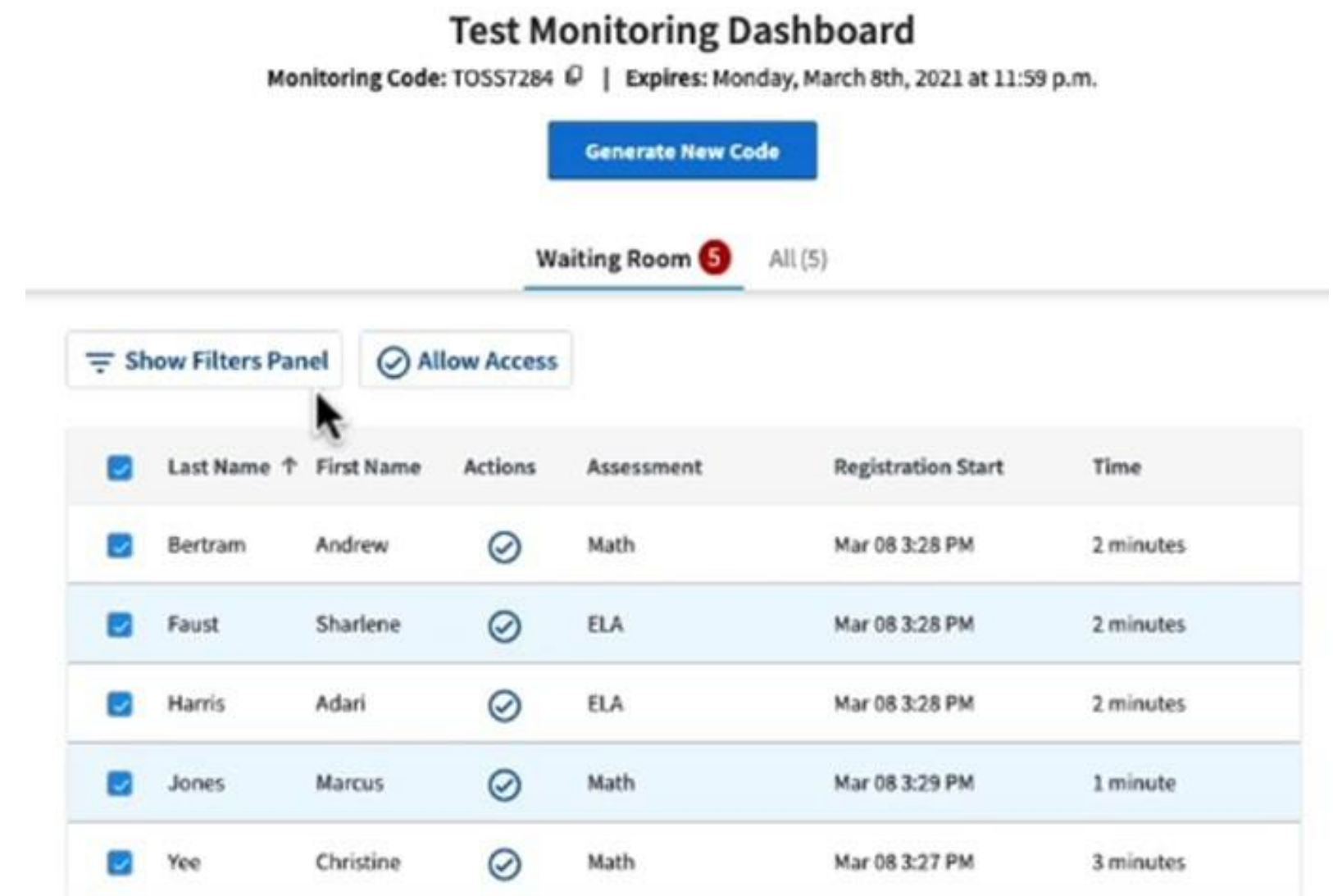
REMOTE ASSESSMENT ADMINISTERING TABE

Set up TABE Remotely

Step 6: Students are in the waiting room.



Step 7: Students must be admitted to the test.



REMOTE ASSESSMENT ADMINISTERING TABE

Set up TABE Remotely

As participants navigate through the test – their progress is updated in real time on the dashboard.

- Proctors are unable to see the test questions or answers, just the test question number.
- Proctors can filter their view between Math or ELA or all.

Active	monitoring code has been registered & participant is actively testing
Waiting	in waiting room, awaiting access from Test Monitor
Inactive	no navigation for at least 5 minutes
Paused	test has been paused by participant
Exited	test has been exited, test has not been submitted
Completed	all parts of test are complete & submitted

The Test Monitoring Dashboard

DRC INSIGHT SHOWCASE TEST MONITORING

Test Monitoring Dashboard

Monitoring Code: TOS57284 | Expires: Monday, March 8th, 2021 at 11:59 p.m.

Waiting Room All (5)

Hide Filters Panel Allow Access

Filters Panel Clear All Filters X

Name

Assessment

Math

Deselect All

ELA

Math

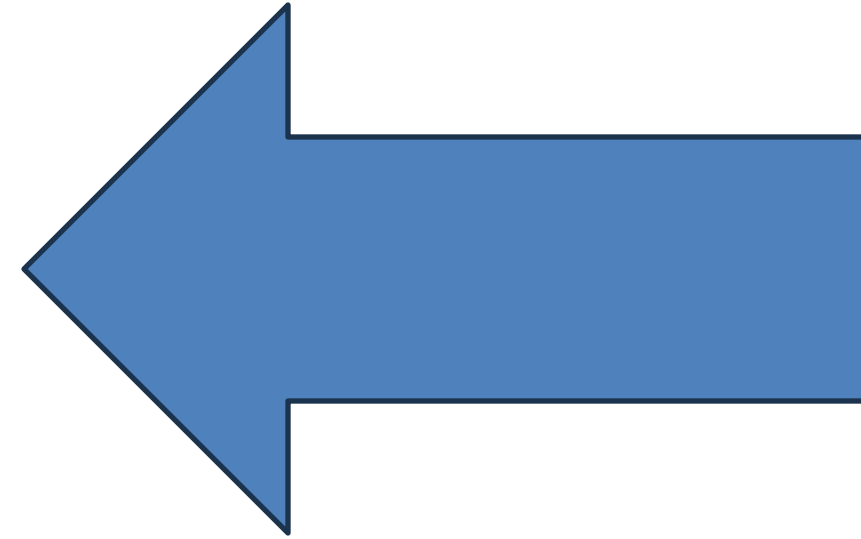
<input checked="" type="checkbox"/>	Last Name ↑	First Name	Actions	Assessment	Status	Navigation	Progress	Registration Start
<input type="checkbox"/>	Bertram	Andrew		Math	Active	Grade 5 Math: Question: 10 / 36	9 / 36	Mar 08 3:28 PM
<input type="checkbox"/>	Jones	Marcus		Math	Active	Grade 5 Math: Question: 3 / 36	2 / 36	Mar 08 3:29 PM
<input type="checkbox"/>	Yee	Christine		Math	Active	Grade 5 Math: Question: 7 / 36	5 / 36	Mar 08 3:27 PM

REMOTE TABE 13/14 RESOURCES



Video: Click here

[Test Monitoring Application \(Var2_v5\) on Vimeo](#)



**QR Code to TABE Remote Instruction
Guidance**

REMOTE ASSESSMENT **BEST PLUS** GUIDANCE

Test Administrator Requirements:

- Best Plus Test Administrator must be Certified
- Computer with internet, audio and camera.
- Camera must be on.
- Students must be tested 1 on 1.
- Must verify the student is the correct student.

Student Requirements:

- Computer with internet, audio and camera.
- May not use Cell Phone, Tablet or iPad.
- Camera must be on.
- Must be in New York State.

Preparation:

- Select the appropriate video-conferencing software.
- Ensure the test is administered in a quiet environment.
- Camera and audio must be on for both student and administrator.
- Answer sheet for proctor must be readily available.

REMOTE ASSESSMENT **BEST PLUS** GUIDANCE

During the Test:

- At the end of each question prompt, the test administrator should look into the camera to provide the student with a visual cue that it is their turn to speak.
- To administer picture description tasks, click on the image to maximize it
- Screen share only the software so the examinee can see the image.
- Provide the verbal prompt and listen to the examinee's response.
- Stop screen sharing once the examinee has finished responding, then minimize the image.

To administer Audio-Based summary tasks In Part B of Best Plus 3.0, share **audio only**.

Do not share the screen with the examinee.

It is recommended that the administrator be familiarized with how to share audio only in the selected video-conferencing software prior to administering the test

Note:

- **Guidance: reference pages 71-74 of the Best Plus 3.0 Test Administrator Guide.**
- **For details on how to virtually administer the Audio-Based Summary tasks in Part B of Best Plus 3.0, reference page 82 of the TAG.**

REMOTE INSTRUCTION **ACTIVITY**

Scenario Activity

Student 1

- **Has a computer with camera.**
- **Has access to the internet.**
- **Is comfortable using a web-browser and google meet.**
- **Is willing to sit at the computer for periods of time.**

Student 2

- **Has access to a loaned program computer.**
- **Has the ability to go to the library for internet.**
- **Able to communicate effectively without face-to-face interaction.**
- **Has average writing skills.**

Student 3

- **Has a cellphone.**
- **Does not have a quiet place to work.**
- **Is not showing progress in traditional classes.**

Which student(s) could be eligible for remote/hybrid instruction?



REMOTE INSTRUCTION ACTIVITY

ANSWER


STUDENT 1

STUDENT 2





REMOTE EDUCATION TRAINING QUIZ



Post-Training Quiz Question #1

Name 2 documents that **MUST** be in the student folder to be eligible for hybrid or remote instruction?



Post-Training Quiz Answer #1

Answer:

Electronically Signed ISRF
Hybrid Screening Tool



Post-Training Quiz Question #2

What are 3 requirements in order for a student to be deemed eligible for hybrid or remote instruction?



Post-Training Quiz Answer #2

Answer:

Computer

Camera

Internet



Post-Training Quiz Question #3

What are 4 required performance standards?



Post-Training Quiz Answer #3

Answer:

Enrollment

Post-test

MSG

Follow-up Outcomes



Post-Training Quiz Question #4


When must the web-links be available to AEPP/RAENS/Accountability Office?



Post-Training Quiz Answer #4

Answer:

By the 20th of every month
and the links are always
current.



Post-Training Quiz Question #5

Which WIOA IEL/CE and IET courses may be provided remotely?



Post-Training Quiz Answer #5

Answer:

With the approval from AEPP, computer-based programs such as Microsoft Office.



Post-Training Quiz Question #6

How long must student records
be kept?



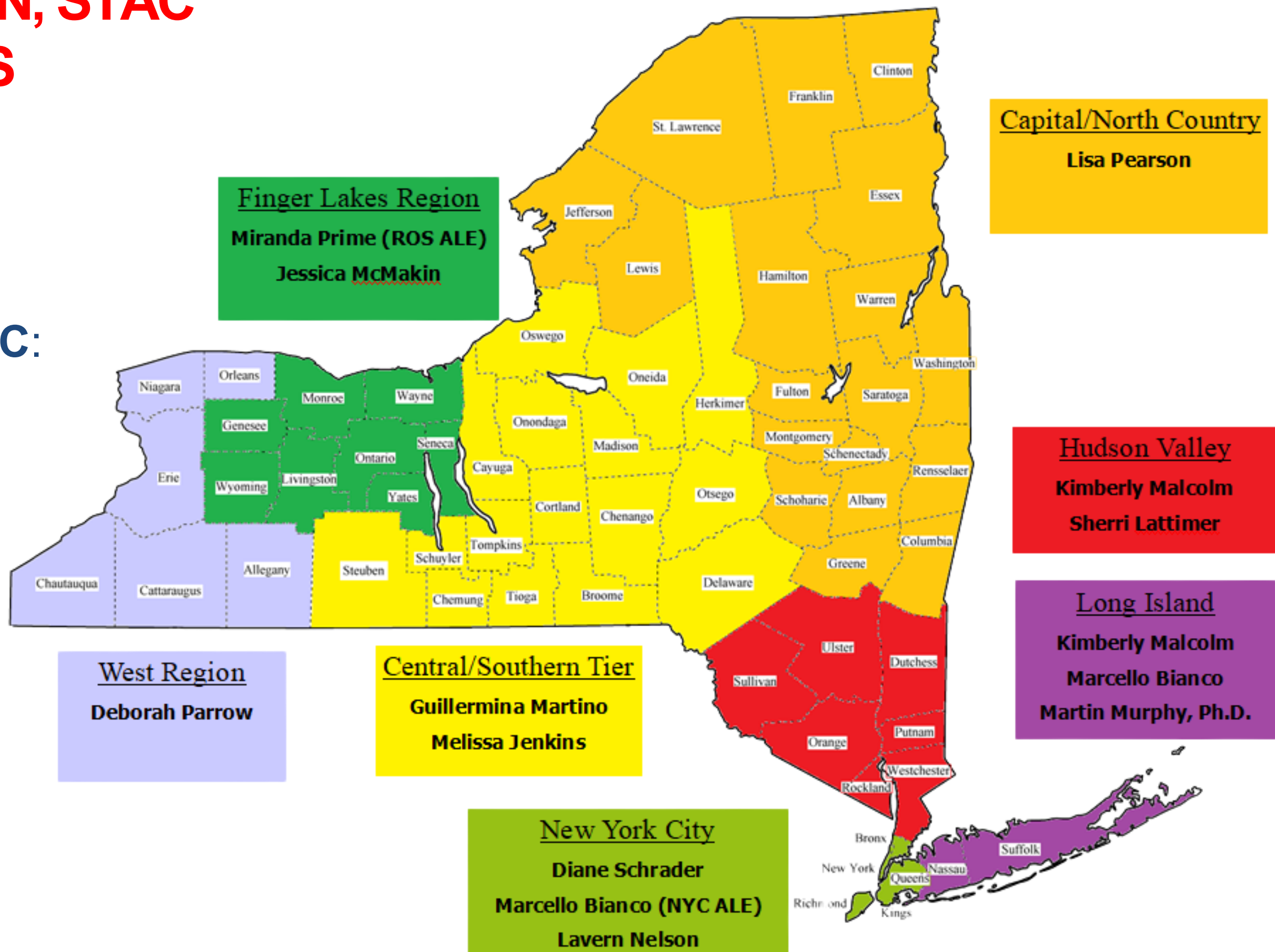
Post-Training Quiz Answer #6

6 years plus the current fiscal year.
Answer: Total 7 years.

AEPP, RAEN, STAC CONTACTS

Upstate STAC: Kathy Houghton

Downstate STAC: Liz Jackson



Questions?



Additional Guidance
regarding hybrid and
remote instruction
available in April 1
memos.


Aris Bird
Accountability Office
abird@cayuga-cc.edu



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Adult Career & Continuing Education Services (ACCES)
Adult Education Programs & Policy (AEPP)
89 Washington Avenue, EBA 460
Albany, NY 12234
Tel. 518 474-8940
<http://www.acces.nysed.gov/aepp/>

April 1, 2025

TO: EPE Funded Programs
FROM: Fiormelissa Johnson, NYS Director – Adult Education Programs & Policy (AEPP) 
SUBJECT: FY26 Hybrid & Remote Instruction (EPE) Policies and Guidelines

FY2025/26 EPE Remote and Hybrid Instruction Application and Procedures:


FY26 fiscal year begins July 1, 2025, through June 30, 2026



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Adult Career & Continuing Education Services (ACCES)
Adult Education Programs & Policy (AEPP)
89 Washington Avenue, EBA 460
Albany, NY 12234
Tel. 518 474-8940
<http://www.acces.nysed.gov/aepp/>

March 31, 2025

TO: AEPP WIOA and ALE Funded Programs
FROM: Fiormelissa Johnson, NYS Director – Adult Education Programs & Policy (AEPP) 
SUBJECT: FY26 Hybrid & Remote Instruction Policies and Guidelines

FY2025/26 Remote Instruction Application and Procedures:

FY26 - July 1, 2025, through June 30, 2026