Learning Remotely

WIOA & ALE

Learning Remotely
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
Robert Purga
New York State Director
Adult Education
Webinar Trainers:

**Marisa Boomhower**
NYSED Lead Upstate Regional
NYSED Lead Fiscal Associate
Marisa.Boomhower@nysed.gov

**Rosemary Matt**
NYS Director of Accountability
Adult Education
Rosemary.Matt@Cayuga-cc.edu
Programs Learning/Teaching Remotely

All WIOA Funded Programs

- Program Area #1
  - ABE/ASE/ESL

- Program Area #2
  - IEL/CE – ESL Literacy Component ONLY

- Program Area #3
  - Corrections Education

- Program Area #4
  - Literacy Zones
    - Referrals and Case Management ONLY

All ALE Funded Programs

Caution if you are also EPE Funded,
must attend EPE webinar for instruction on how to claim contact hours
WIOA or ALE Consortiums:

Any WIOA or ALE Funded Consortium:

• Responsible for communicating information sent from NYSED to the lead Consortium member
• All attendance must be collected and reported to NYSED from the lead Consortium member
• To avoid confusion, when you contact NYSED, be sure to identify if you are a member of a consortium or the lead
• Only ONE Online Planning Tool will be submitted for each Consortium; the lead is expected to collect the information from all members
CBO’s Libraries Colleges Volunteer Org

NYSED AEPP

Program Managers/Directors will give final direction to teachers as to their work process over the next several weeks/months
COORDINATION

TEACHERS
Working Remotely

STUDENTS
Dealing with much more than just learning from home!

CBO’s
Libraries
Colleges
Volunteer Org

NYSED
Temporary Policy & Guidelines

Local Policies & Procedures
Today’s Training Webinar

• Stop-gate training

• Designed for very fast roll out
  • Not ideal but necessary

• A temporary permission to report contact hours for remote learning
  • Contact hours **will not** be entered into ASISTS

• 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, be sure to log in via the link that was sent to you

• At the end of the week, a list of those completing the training will be sent to every 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
March 20, 2020

TO: All NYSED funded adult education programs WIOA, ALE and EPE

FROM: Robert Purga, Director, ACCES Adult Education Programs

SUBJECT: COVID-19 Guidance

This memo provides revised guidelines for NYSED State and Federally administered adult education programs to provide the maximum allowable flexibility in providing continuity of learning and student engagement for adult education programs. The major priority is to provide flexibility for and support for online learning now that face-to-face classes have become unavailable across the State. We will provide additional webinars for Employment Preparation Education (EPE) training and Adult Literacy Education (ALE) and Workforce Innovation and Opportunity Act (WIOA) specific policies and steps in the coming
REMINDER:

• Students must meet eligibility criteria to receive any remote learning options:
  • Age 16 and above
  • Not in school or not required to be in school
  • Does not have a US high school diploma or an equivalency diploma
Budget Concerns:

• Do not invest heavily into electronic choices for this temporary time period

• Purchase what is necessary to provide remote learning to students

• If a program needs more money budgeted to technology, a Budget Amendment must be submitted to NYSED and approval attained before making purchases
What is allowed:

**Synchronous and Asynchronous learning options for students**

**Synchronous** – the teacher leads an online group gathering on a specific date and time. Students log in and engage with the teacher.

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).
What is allowed:

Asynchronous – students are given online learning tools to work on at their convenience.

Teachers will then communicate with the learners to ascertain the work is being done.

The amount of time should be in weekly amounts and recorded on the attendance documents when the teacher verifies the student has done the work.
NYSED will share, through the RAENs, a list of possible free online resources for students and teachers to use during this time.

Be cautious that you share sites with students that do not prompt them to purchase anything.
For Programs that do not have the capacity to provide remote learning environments for their students:

- Teachers can remain at home and review curricula and create lesson plans under the direction of their program manager.

- Program managers must submit those lesson plans to their Regional Adult Education Network (RAEN) Director on a weekly basis.
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<thead>
<tr>
<th>A</th>
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<tbody>
<tr>
<td><strong>Program Name:</strong></td>
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<tr>
<td><strong>Class name</strong></td>
<td><strong>Electronic Platform Being Used (Zoom, Googleclassroom, Webex, Moodle, Blackboard, etc.)</strong></td>
<td><strong>Curricula being used, list all sources</strong></td>
<td><strong>Asynchronous (students access the learning materials at their own convenience) Explain the method used</strong></td>
<td><strong>Synchronous (students meet with their teacher at designated times online via a platform)</strong></td>
<td><strong>How often is the teacher “meeting” with students? (Once a day, once a week, etc.)</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Program Type (ABE, ASE, ESL)</strong></td>
<td><strong>Number of Students being contacted</strong></td>
<td><strong>Have students been provided electronic devices from the program (Yes or No)</strong></td>
<td><strong>How often is the learner reporting to Program Manager? (once per day, once per week, etc.)</strong></td>
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WIOA/ALE Remote Learning Attendance

<table>
<thead>
<tr>
<th>Literacy Program:</th>
<th>Teacher Name:</th>
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<tbody>
<tr>
<td>Instructional Offering:</td>
<td>Teacher Signature:</td>
</tr>
<tr>
<td>Class Date Range:</td>
<td></td>
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<tr>
<td>Month</td>
<td>Period</td>
</tr>
</tbody>
</table>

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Total |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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Accountability Website

https://adult-education-accountability.org/
Welcome!

Click the button below to get started.

Login

Resources

- Employment Preparation Education Application and Manual
- Employment Preparation Education Essentials
- HSE Prep Program Codes
- Important Dates
- Literacy Zones Self Review Form

Contact Us

Rosemary Matt
NYS Director of Accountability
Phone: 315.798.1026
Email: rosemary.matt@cayuga-cc.edu
Web: www.adult-education-accountability.org

Aris Bird
Assistant to NRS Director of Accountability
Email: abird@cayuga-cc.edu
Accountability Website

Program Managers needing help with Accountability Website login:

Contact Aris Bird

Abird@Cayuga-cc.edu
The Accountability Website is a platform for tracking various reports and forms related to your WIOA or ALE Program.

- **Your Region**
- **Your Program**
- **Your Name**

### Your Program Name appears here


<table>
<thead>
<tr>
<th>Compliance Self-Review Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Name</td>
</tr>
<tr>
<td>No Compliance Self-Review Forms for 2018-2019</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Improvement Plan Objective Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Name</td>
</tr>
<tr>
<td>No Improvement Plan Objective Forms for 2018-2019</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Evaluation Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Name</td>
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<tr>
<td>Tracking Log Entries</td>
</tr>
</tbody>
</table>

The website includes sections for Attendance Reports, Corrective Action Plans, and Tracking Log Entries, each with an option to add new entries.
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 as to what NRS Level is appropriate for a new student

• All contact with students must be remote, no Face to Face meetings of any kind
## Educational Functioning Level

### Descriptions

**Outcome Measures Definitions**

<table>
<thead>
<tr>
<th>Educational Functioning Level Descriptors—Adult Basic Education Levels</th>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning ABE Literacy</strong></td>
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<tr>
<td><strong>Test Benchmark:</strong> TABE (7-8 and 9-10) scale scores (grade level 0-1.9):**</td>
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<tr>
<td>Reading: 367 and below</td>
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<td>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases, may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</td>
<td></td>
<td>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</td>
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<tr>
<td>Total Math: 313 and below</td>
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<tr>
<td>Language: 389 and below</td>
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<tr>
<td>CASAS scale scores:</td>
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<tr>
<td>Reading: 200 and below</td>
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<td>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</td>
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<tr>
<td>Math: 200 and below</td>
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<tr>
<td>Writing: 200 and below</td>
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<tr>
<td>ABELE scale scores (grade level 0–1.9):</td>
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<tr>
<td>Reading: 523 and below</td>
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<tr>
<td>Math: 521 and below</td>
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Fast Track Math GRASP Packets
Temporary Guidance

• During this temporary period, students MAY be given Fast Track Math GRASP Packets to work on from home

• One Fast Track Math GRASP Packet may be given every two weeks, must keep to this time frame

• 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 sent 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

Part I  Part II

Date Packet was completed: ___/___/____

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

Date  Time (hours) Worked  Date  Time (hours) Worked
___/___  _____ Hours  ___/___  _____ Hours

Approximate Total time spent on the packet: ____ hours

STUDENT COMMENTS ON THIS PACKET:


Teacher Signature: ____________________________  Date ___/___/____
Fast Track Math GRASP Packets
Temporary Guidance for WIOA/ALE

• Each Fast Track Math GRASP Packet is worth 24 contact hours when a teacher signs the Appendix 6

• One packet every two weeks is the maximum allowed

• Teacher determines, by signing the Appendix 6, that the student has mastered the skills represented in the packet
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
Intake for new students during this temporary period

- Individual Student Record Form must be completed by the student

- Fillable form can be emailed to the student directly

- These forms must be kept by the program manager