Giving Ready Adults a Study Program GRASP

New York State Education Department Certification 2019

Presenter: Paula Keely Colavito

- Broome/Tioga BOCES Adult Education, 37+ Years, Retired
  - A Little Bit of This, A Little Bit of Everything…

AGENDA

- History of GRASP
- What Makes a Good GRASP Student
- Intake / Orientation
- What is Included in a GRASP Packet
- Packet Delivery System
- Instructor Responsibilities
- Motivation / Retention
- Maintaining NRS Compliance
- Additional Lessons

Tell Us About You:

- Your Name

- What Program?

- How Long Have You Been an Adult Educator?

- Are You New to **GRASP** *or*

   Are You an Experienced **GRASP** Teacher?

What's in a Name?

This can be used with New GRASP Students to obtain an initial Writing Sample.

1st By Yourself, on Sheet in Packet, Answer These Questions. Then take a few minutes to share with partner. You can then share your partner's Name Story, with us.

So, With Your Partner:

1. Tell him/her your full first name.

2. Tell how you got your name.

3. What do people do with your name?

4. Do you have any nicknames?

5. Do you like your name?

WHAT *IS* GRASP?
Reaching the Hard to Reach!!

History of GRASP

- Developed in the 1980's by Washington-Warren-Hamilton-Essex BOCES with a grant from NYSED
- Originally taken state-wide because:
  - Adults living in rural isolated areas have limited or no access to educational services

- **NOW, B**arriers to Education have Expanded to Include:
  - Distance
  - Transportation
  - Childcare
  - Physical/Emotional Disabilities
  - Working full-time

GRASP is *no longer* focused on rural students; GRASP is Available to ALL Students who meet Program Eligibility

And Therefore, a Wise Group of Educators & Professionals…

Determined It Was an Issue of *Equity*

ALL Adults Need Access to the Same Resources, Regardless of Circumstances

Let's Visit Acronym Land!
i.e. Terminology (ugh!)

By the way, what came 1st, the Acronym or the Title??

- With Your Partner, Take Turns, Expanding as Many as You Can.
- First Pair to *THINK* they are complete – Stand Up & We'll Check!

Acronym Land > Answers

- Employment Preparation Education (EPE)

- Adult Student Information System & Technical Support (ASISTS) {Xengrade}

- State Education Department (SED)

- Regional Adult Education Network (RAEN)

- Giving Ready Adults a Study Program (GRASP) {Giving Rural...}

- Distance Education (DE) {Formerly Distance Learning (DL)}

- Adult Education Programs & Policy (AEPP)

- Test of Adult Basic Education (TABE)

- Adult Career & Continuing Education Services-Vocational Rehabilitation (ACCESVR) {VESID}

- National Reporting System (NRS)

- High School Equivalency (HSE)

- T-Test Authorization Form (T-TAF)

- TASC Readiness Assessment (TRA)

- Adult Secondary Education (ASE)

- Education & Employment Plan (EEP)

- Individual Student Record Form (ISRF)

- Adult Basic Education (ABE)

- Test Assessing Secondary Completion (TASC)

GRASP ~ WHAT IS IT?

Home Study VIA

A PACKET DELIVERY System

Here is the GIST…

- A Homework Packet Program
- Students' get a packet, full of two weeks' worth of academic work, they take it home, work on it when they can…And return the packet when they are finished
- When they finish a packet & return it for 'correcting', there is another packet waiting for them to take home for the next two weeks
- Their teacher communicates progress via email, text messages, phone calls, and/or personalized notes in the next packet
- …And so on ~

So, *Who* Is Eligible to Be a GRASP Student?

- Must Have an 8th Grade Reading Level

  No minimum Math Grade Level is Required

- Must be 21 Years Old or Older
  - EPE Funded = EPE Requirement

- Must Need a High School Equivalency Diploma

I AM ALL OF THOSE THINGS!

CAN I Be In The GRASP Program??

WHAT MAKES A GOOD GRASP STUDENT?

Intake & Orientation

{This can be done individually or as part of a larger group, followed by **individual time with GRASP Instructor}

- TABE Locator
- TABE Reading & Mathematics Assessment
- ISRF
- Determine, the best possible, students' ability to work independently
- Discuss & Help applicant determine if he/she will be able to devote 6 hours per week studying   AND...
- Are They Self-Motivated?
- Organized?
- Good at Setting Goals?
- Willing to Sign a Contract? (DL pg. 105)

Project IDEAL Survey

- This is a good tool that can help you to determine your new GRASP student's ability to work independently

- "Agencies offering GRASP *must*, at intake, provide a process to screen candidates in order to assess who has the potential to be a good Distance Education student using, at minimum, the Project IDEAL (Improving Distance Education for Adult Education) Distance Education Survey." {GRASP Manual, p.14}

Note: The Project IDEAL Survey is on **page 105** of the **Distance Education Manual**

    **There is no 'Summary Tool' for The Project IDEAL Survey. Review answers & use common sense related to students' answer choices.

Intake Survey for Distance Students
i.e. GRASP HOME STUDY SURVEY

Place Completed Survey in Student's Permanent File

Found in *Distance Education Manual, Page 105*

This survey, where it is a good tool, has no 'answer key', has no reference guide for 'most appropriate or best answers' for those who want to enroll in a Distance Education Program. It is suggested that the GRASP Instructor read over student's responses and use best judgement for appropriateness

Just in case, have available – A LIST OF AVAILABLE PROGRAMS TO STUDENTS *WHO DO NOT QUALIFY* FOR GRASP

Student/Teacher Contract (GRASP Manual Pg. 77)

Student must commit to:

- Studying/Completing Assignments Regularly

- Post-testing {TABE}

- Readiness Testing {TASC}

- Filling out Documents Accurately

- Being Accountable

LETTER TO THE STUDENT

Dear New Student ,

Welcome, Welcome to the Broome-Tioga GRASP Program! We talked about these things, but just some gent le reminders. I know you are busy! Please Remember to …

- Pick up your packet at the Whitney Point High School Office

- Spend 6 hours *PER WEEK* on your work

- Return completed packets. BUT, if you don't have time to finish everything, return whatever you were able to complete.

- Generally, be Sure to return **completed** work, each time.

- Read, *Read*, Read! *(Related & Documented)* So, if you complete all work & have extra time, do some related reading & record what, when & where.

I'm looking forward to working with you!

WHAT IS IN A PACKET?

- Most Important Document:

    STUDENT **Work Time – Record Sheet**

    - **Pages 55-56, 65-66 of your GRASP Manual**
    - Filled out Monthly
    - (*Must be*) Signed by the Student

- Assignment sheet included with each packet

    - **Page 67 of GRASP Manual**

WHAT IS IN A PACKET ?

An Assortment/Combination of:

- Math
- Science
- Social Studies
- ELA: Reading
- ELA: Writing
- Job Readiness Training
- Study Skills Practice
- Web Site Resource List

- Books
- Consumables
- Worksheets
- Graphic Organizers
- Novels
- Electronic Assignments
- Glossaries

PACKET Assignments/Resources MUST Makeup 12 HOURS WORTH OF WORK !

THIS IS AN ABSOLUTE REQUIREMENT !

Electronic Assignments

- GRASP Assignments Can Also be Electronic
  - [MHAchieve Digital](#)
    - Username: ccachievestu
    - Password: ccachievestu1
- But we Love *FREE* Resources!
  - [Read Works](#)
    - [19th Amendment](#)
  - [NewsELA](#)
    - [Human Rights](#)
  - [Sample Science Lesson](#)
  - https://www.pbs.org/education/
  - www.tedtalks.com

SAMPLE
TASC™ SCIENCE LESSON

PUNNETT SQUARES

Sample TASC™ Social Studies Lesson

American Revolution Webquest

STUDENT ASSIGNMENT LOG

- GRASP teacher is responsible for maintaining <u>a log</u> of students' assignments
- See **Pages 60 & 61 (un-numbered)** of the GRASP Manual

PACKET PICK-UP & DELIVERY: LIBRARIES

- NYS has 22 regional library systems. Students' packets are delivered & retrieved free of charge to each community library via the system's courier.

- To initiate a partnership between a library system, Program Administrator should:
  - Obtain Approval for/from Library System
  - Present GRASP to Librarians/Administrative Team
  - Obtain Schedules
  - Explain the Send / Return Label System **(use colors)**
  - Identify Delivery to Regional Library System or Individual Library?
  ➡ **This Process Is Described in Appendix 1, Page 38, GRASP Manual**

PACKET PICK-UP & DELIVERY: LIBRARIES

- To initiate a partnership between a library system, Program Administrator should (continued):
  - Establish a method for librarians to identify packets going out to student/ coming into teacher
  - Arrange daily/weekly/biweekly pick-up/drop off dates
  - Provide librarians with "PACKET NOT CLAIMED" stickers
  - Establish a good working relationship with all community librarians
    - Appreciation Letters
    - Graduation Invitations
    - Occasional Visits by Teacher
    - IMPORTANT – When/If GRASP Staff Changes, Formally Notify All Involved in Library System. Perhaps do this annually, just to touch base & express appreciation!

PACKET PICK-UP & DELIVERY: SCHOOLS

- Local Schools are another method of delivering instructional packets
- Administrator sets up connection
  - Student can pick-up/drop-off packets from any local school
  - Contact the courier delivery center
    - Similar steps to setting up as the library system
- *U.S.P.S. Mail is mentioned, but **not recommended***

IMPORTANT – When/If GRASP Staff Changes, Formally Notify All Local Schools. Perhaps do this annually, just to touch base & express appreciation!

TASC™ Review Game

Kahoot.com

**This Interactive Game Was Created by TASC Teacher,
Dr. Rachael Rossi, with TASC Readiness / Exam In Mind**
Uses "Smart" Phones & Computers
{*Free for Teachers & Individual Use*}

INSTRUCTOR RESPONSIBILTIES

Instructors have one hour per packet (i.e. per student) / to:

- Create Packets
- Correct/Review Completed Packets
  - GRASP Students are given Answer Keys to Correct their own work, Teachers will focus on areas of difficulty to provide/arrange for extra assistance/practice, etc.
- Maintain Student Assignment Log
- Maintain/Update Student Files
- Maintain GRASP Library
- Arrange TABE & TRA Readiness Testing
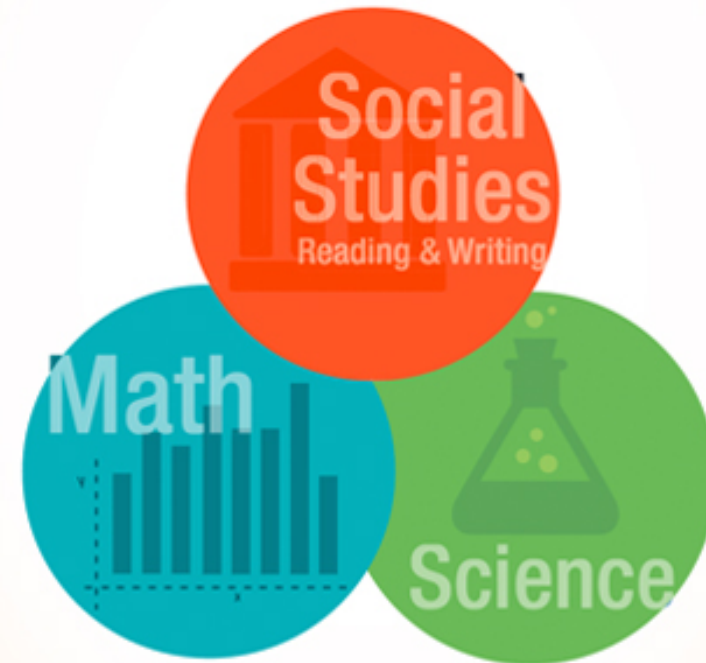- Student Contact/Follow-up (VERY IMPORTANT IN GRASP)

Sample TASC™ Essay Lesson

CUNY HSE Curriculum

Writing Resources

- TABE Language Consumables
- Argumentative Essay
- [8 Practice Informational Essays for the TASC™ Exam developed by Judy Bowers & Michelle Monsour](#) **
  - Note: Scaffolded Instruction
- Informational Essay
- [Prompts and Accompanying Texts for Essay Writing developed by Susan Giulian & Lisa Wright](#) **
  - Note: Electric Cars prompt very similar to Readiness Assessment 4

  **Available for Download from Central Southern Tier RAEN Website (GRASP Resources)

TASC ESSAY SCORING

PRACTICE

MOTIVATION/RETENTION

- Phone calls & letters go a long way !

- Students want to know you care.

- You can use written feedback, emails, "check-ins", phone calls.

Motivation/Retention

- Google Voice

https://voice.google.com/

- Text messages go to a computer with internet
- Teacher must have a gmail account

- Remind

www.remind.com/

- Text messages go to your phone or electronic device

Students never see your private phone number, with *either* application.

REMINDER LETTER

Date _____

Dear GRASP Student:

       We are concerned because we have not received your last scheduled GRASP packet returns. In order to keep on our schedule, it is important that your assignment returns & pick-ups be made on the scheduled dates.

       Your next pick-up & return date is _____.

       In order for us to continue preparing & sending your GRASP packets, we are required to have a written commitment from you. Please read the statements on the enclosed postcard & check those statements that apply to you. Put the stamped postcard in the mail immediately (do not put it in your packet), so that we can help you get back on schedule. If the postcard is not returned within one week, you will be dropped from the Home Study Program.

Sincerely,

GRASP Staff

POSTCARD

Lack of Return Postcard

Name _____ Date _____

CHECK ONE of the following:

       ___ 1. I wish to continue in GRASP Home Study.

       ___ 2. I do not wish to continue in GRASP.

          I will return my books to the library.

My library is _____

I understand that I must pick-up & return work in order to stay in the program by the date written on the monthly Work –Time Record Sheet.

My next date is _____

Signature _____ Phone _____

Address _____

Email _____

DROP LETTER

(Date)

Dear _____,

       The Home Study Program operates on a regular schedule of deliveries & returns through your local school district. You have not followed the schedule by making the necessary returns. It is necessary at this time to drop your enrollment from our program.

       Would you please return all materials you still have to the library (in a packet) or to the Adult Education Office at 500 Main Street, Johnson City? We do need your books to use with other students in our program.

       If you are interested in continuing in Adult Education classes, you may contact us at 763-3638 for further information. You may wish to take the next TASC Exam, if you meet the requirements. Applications may be obtained from our _____Adult Education Offices.

Sincerely,

GRASP Staff

MAINTAINING NRS COMPLIANCE STUDENT FILE

- GRASP Student Assignment Log (record of what worksheets/books /headings/etc. you assigned to the student) **(GRASP Manual pages 53-54)**

- ISRF

- TABE & TASC Scores

- EEP

- ADA form

- Project IDEAL Survey

- Completed Work Time Record sheets

- Writing Samples

- Student/Teacher Contract

- Student Work Samples

- Correspondence

GRASP MANUAL PAGE 23

MAINTAINING NRS COMPLIANCE: TESTING

- TABE post-testing
  - After 40-60 hours of Contact/Class
  - 8-10 weeks (or 4-5 packets)
  - DO NOT SEND TABEs in PACKETS !
    - Students must come in for post-testing. It is part of the contract they sign when they start GRASP

- TASC Readiness Assessments (TRA)
  - Students come in & take or take at a computer lab.
  - **These Post-tests/Rechecks Can be done at ANY Class Site. As long as it is supervised & done at one of your Community Class Locations.**

MAINTAINING NRS COMPLIANCE STAFF REQUIREMENTS

- Teachers must be GRASP **&** Distance Education 101 Certified

- GRASP & DE101 Certificates Are Good for 3 Years

- Every program staff member must have 14 hours of professional development from the RAEN every fiscal year.

INFORMATION FOR DATA SPECIALISTS

Assuming Monthly Attendance:

- 1 packet returned:
  - = 12 contact hours
  - Enter a "2" into ASISTS
- 2 packets returned:
  - = 24 contact hours
  - Enter a "4" into ASISTS

- ASISTS automatically multiplies by 6 for GRASP
  - 1 packet = 2 weeks
  - 2 weeks x 6 hours

  = 12 contact hours

CONTACT HOURS & BILLING

- The term "contact hour" refers to one hour of time the student spent working
- A Packet (assignment) is for 2 weeks, therefore it is for 12 hours of student work
  - 1 week = 6 contact hours
  - 2 weeks = 12 contact hours

Distance Education Accountability

Keeping Distance Education Programs Compliant

Rosemary Matt
NYS Director of Accountability

Reporting Requirements

- **All students must be assessed in both Math and Reading (in person)**

- **Pre-test must be completed BEFORE the first packet is provided**

- **Students must be pre-screened for distance education compatibility and capacity**

- **Students CANNOT be co-enrolled in a traditional class and a Distance Education class at the same time**

- **Students may only be enrolled in ONE Distance Education Class and a traditional tutoring class**

Coding Distance Learning in ASISTS

Course Information

Course ID:	SMART08_17	(Max 20 char.)
Start Date:	07/01/2016	
End Date:	06/30/2017	
Course FY:	2017	
Instruction Type:	BE BE (NRS and/or EPE) ▼	Help
Primary Instructor:	Fisher, William ▼	
Level:	6 ▼	
Format:	I Distance Learning ▼	
Help		

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Help	

Coding Distance Learning in ASISTS

Coding Distance Learning in ASISTS

Every Distance Education Class must have its own Tutoring Class

- Distance Education Tutoring classes must be coded as traditional classes in ASISTS

- Attendance is recorded and reported in real time

- Student may only incur a MAXIMUM of 3 contact hours per week

- Structure of the tutoring may be individual or in a class with other students (most programs cannot fiscally support a one on one tutoring sessions)

- Teacher does not need to be the same as the Distance Learning facilitator

Recording Attendance in ASISTS

▶ Attendance is only recorded when a completed packet is **returned**

▶ Minimum time frame is a two week period

▶ Two packets may be returned and recorded in any given month

▶ Annually, there are two months when 3 packets may be returned

Recording Attendance in ASISTS

- Each returned, completed packet is worth 12 contact hours

  - 6 hours of work in the first week

  - 6 hours of work in the second week

  - Total = 12 contact hours

  - Eligible for reimbursement to the program

Recording Attendance in ASISTS

- In ASISTS, programs record attendance monthly

  - If a student returns only 1 **completed** packet in a month, the program data staff will record a "2" in ASISTS

  - If the student returns 2 **completed** packets in a month, the program data staff will enter a "4" in ASISTS

  - The "2" or the "4" will be automatically multiplied by 6 in ASISTS and the resulting number is automatically added to the fiscal report for EPE reimbursement

    - Two months in any calendar year have the possibility of 3 completed packets returned so a "6" would be entered for that month in ASISTS

Recording Attendance in ASISTS

Student Name	Date of Birth	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
▬▬▬▬▬, Victoria	05/22/1995		2	2									
▬▬▬▬▬, Melissa	11/01/1994												
▬▬▬▬▬, Alexis	06/07/1995	2	6	4									
▬▬▬▬▬, Courtney	05/02/1990	4	6	4									
▬▬▬▬▬, Kyulo	01/10/1994												
▬▬▬▬▬, Bryan	10/16/1963	4	6	4									
Jayne, Heather	04/24/1961	4	6	4									
Montalvo, Sara-Bai	04/09/1990		4	4									
▬▬▬▬▬, Derrick	07/17/1993		4	4									
▬▬▬▬▬, Jordan	06/23/1988		6	4									
S▬▬▬▬, ▬▬▬▬	11/27/1986	4	6	4									
Steinbrecher, Amber	01/19/1989	4	6	4									
▬▬▬▬▬, Amanda	08/23/1995												
Stahler, Jeffrey	03/11/1976			2									
Tooley, Heather	07/31/1993												
Wilson, ▬▬▬▬	08/10/1988												

Save   Cancel

NRS Exception in any APPROVED Distance Education Program

- ▶ A teacher may create the first TWO packets anticipating a new student

- ▶ If the student returns ONE of those packet or returns NEITHER of the two packets, the program may receive credit for the 24 hours associated with that student

- ▶ In ASISTS, in place of either a "2" or a "4", the cue 9999 is placed in the student's attendance record

- ▶ The student is no longer counted for NRS reporting

- ▶ This will also apply to every Period of Participation

NRS Exception in Distance Education

Maximum # of Student per Teacher

▶ Teachers are expected to spend one half hour per week per student

  ▶ This time is spent preparing packets and/or correcting/assessing student work that has been returned in packets

▶ Teachers may only support the number of students dictated by the following formula:

  ▶ Teacher's hours on the job multiplied by 2

  ▶ A teacher working 10 hours per week can support 20 students

Student DE Contract Must be in student's permanent file for 7 years

New York State Distance Learning Programs
Home Study Programs
Distance Learning Program Name
Student-Teacher Agreement

Sample

Program Agency: _____
Please check all that apply:

_____ I **AM** interested in the Home Study.
_____ I **WILL** follow the student-teacher agreement below.
_____ I **AM NOT** interested in Home Study. (You need not continue)

Student:

I accept the invitation to Home Study, and I agree to the following:

1. I will work a minimum of six (6) hours per week in the Home Study program and record the time each week on my Work Time Record sheet.
2. I will complete all work assigned to me. I understand that is it necessary to work in each of the following areas to be best prepared to test for the GED: reading, math, English, reading in the content fields of social studies and science, and English composition.
3. I will return some finished work on each assigned date.
4. I will contact my instructor as soon as possible if there are important changes that may affect my program such as moving, illness, new telephone number, etc.
5. I will complete and return an official predictor GED test when assigned.
6. I will take the GED exam when recommended by my instructor at the most available time and location.

_____   _____
Signature   Date

Teacher Instructional Log
-Completed on a monthly basis
-Retained by the program for 7 years!

Being "Audit Ready"

Sample

REPORTING REQUIREMENT

a. Teacher Instructional Log (Instructional Hours) Time preparing the assignment or activities related to instruction.

Name of DL Program _____ _____
                                                                                              Month/Year

Student Name	Date	Date	Date	Total

Student Assignment Log
-Completed on an FY basis
-Retained by the program for 7 years!

Being "Audit Ready"

STUDENT ASSIGNMENT LOG

Sample

NAME	ENTRY DATE: 11-8-04	LIBRARY: Cohoes	TABE Level ___ Form ___ SCORES TR 9.2 TM 7.1

PACKET NUMBER	SUBJECT	ASSIGNMENT	DATE ASSIGNED	DATE CORRECTED	NOTES/COMMENTS
1	Reading	DL Guidelines/ Questions			
	"	Study Skills/Library Info			
	WRITING	Essay	11-8-04	1-5-05	
	READING	Understanding What You Read		1-11-05	
		Finding Hidden Meaning		1-11-05	
	MATH	Placement Inventory	11-08-04	1-20-05	1-5-05 Spoke with Thomas - discussed his Math work and goals
2	SCIENCE	Earth and Space Science	1-8-05	1-20-05	
	SOCIAL STUDIES	Interpreting Graphic Materials		1-20-05	Good
	READING/ WRITING	Viewpoints		1-20-05	Good
3	MATH	Contemporary Whole Nbr. And Money	1-10-05	2-2-05	98%
	LAW	Cambridge Units 122 Horizons Writing	1-10-05	2-2-05	VG

Monthly Contact Hours & ASISTS

Date of Birth	Hours
03/06/1981	0
02/02/1985	0
02/15/1980	2
10/28/1982	0
09/22/1985	
01/06/1953	0
08/13/1957	0
08/06/1980	4
03/19/1988	0
12/22/1985	0
07/18/1982	2

- This student returned 1 packet
- data specialist enters a "2"
- ASISTS bills for 12 hours of EPE

- This student returned 2 packets
- data specialist enters a "4"
- ASISTS bills for 24 hours of EPE

INSTRUCTIONAL HOURS

- One hour of instructor time is allowed, **maximum,** per packet (2 weeks' worth of assignments)

- Which is the same as…1/2 hour for each student each week

- Activities include:

- Reviewing or preparing lessons

- Phone or personal contact with students related to instruction

- Student assessment (TABE certified)

- Correcting

EPE FORMULA

INSTRUCTOR TIME   X   12   X   EPE   = $

EPE FORMULA

- The number of students a teacher has determines how many hours per week the program the program gets paid for
  - 10 students = 5 hours per week
  - 20 students = 10 hours per week
  - 28 students = 14 hours per week

- Instructor Hours X 12 Contact Hours X EPE aid = $$

- Example: 6 Instructor Hours X 12 Contact Hours X $8 EPE aid = $576

EPE Formula

- Remember: EPE rate varies from program to program; one program may be paid $5 per contact hour(CH) & another may be paid $9.87/CH.

- Also: This is what your program is Reimbursed…This is NOT related to instructional salaries

- Programs are reimbursed for the # of CH they accrue thru their services

- Programs are also given an allocation amount at the start of each fiscal year.
  - Programs plan their services & budgets based on that allocation
  - If the program exceeds their allocation of CH, there is NO guarantee that NYSED will be able to reimburse the program for the excess CH

Other GRASP Class

- A 2nd Instructional Offering must be created & coded as a traditional ABE class for tutoring hours

- Tutoring is a broad term that signifies any additional Face to Face assistance the student may seek

- These CH must be Face to Face
  - Time can be spent in a classroom among other students learning similar content OR
  - Can be provided individually (Note: Most programs are not fiscally able to provided 1 on 1 instruction)

TUTORING HOURS

- GRASP students may come in for 3 hours of face to face time per week

- Three hours must be recorded under a *traditional* ABE/TASC class coded as "GRASP Tutoring"

- Students must be included on a SEPARATE teacher's roster

- A separate roster should be maintained by the teacher to signify the students who are only there for the Tutoring Time & are Not permanent members of the class

Sample Lesson

www.powershow.com

Word Choice

NO-SHOW/INACTIVE STUDENTS

- But what if I spend all this time making a great packet & then the student doesn't pick it up? Is my program reimbursed for those contact hours?
  - *YES*
    - Per NYSED, GRASP programs may send students up to two packets without receiving a response from that student AND programs can receive EPE Reimbursement for these un-returned packets.
  - The GRASP program will receive a 2-packet credit for EPE Reimbursement *but* zero hours for NRS.

NO-SHOW/INACTIVE STUDENTS

Date of Birth / Hours	
01/06/1981	0
02/02/1985	2
02/15/1980	0
10/20/1982	9999
07/10/1982	0
12/22/1985	4
04/19/1986	2

- Type "9999" as the number of packets completed with no packet submission to ensure credit for "2" packets and "0" NRS hours.

- ASISTS will add 24 contact hours to the program's EPE Reimbursement forms but the student will be exempt from NRS reporting.

MATH PRACTICE

TASC RESOURCES/PHOTO MATH
Students can take photo of math problem, submit it to an 'app', the APP will show Solution
https://photomath.net/en/

REMINDERS & CONCLUSIONS

- Only record the contact hours for a completed packet **after you get the completed packet back from the student!**
  - You have to verify she/he completed the work

- GRASP students must be given access to the same materials as "regular" students (print, electronic, etc.)

SAMPLE MATH LESSON

MULTIPYING POLYNOMIALS
USING a PUNNETT SQUARE!!!

CONTACT

- **Paula Colavito**
  pcolavito@stny.rr.com