FY2020-2021
DISTANCE EDUCATION PILOT
ACCES-AEPP APPLICATION

Completed applications must be submitted no later than January 15, 2021.

adulted@NYSED.gov

Questions may also be sent to: adulted@NYSED.gov

Approved pilots will be notified by February 15, 2021

New York State Education Department
Office of Adult Career & Continuing Education Services
Adult Education Programs and Policy Team
89 Washington Avenue, 460 EBA
Albany, NY 12234

DISTANCE EDUCATION PILOT
APPLICATION 2020-21

Name of Agency   _____

Agency Address   _____

                        _____

Program Manager   _____

_____   _____
        Email Address   **Telephone No.**

This pilot application is an opportunity for the ACCES-AEPP office to evaluate various remote learning opportunities that were offered students during the COVID-19 temporary pause. It should be noted that any currently funded program which has remained in good standing will be considered. There is no additional funding for programs selected to be part of the Distance Education pilot.

The pilot is scheduled to begin **March 1, 2021 and conclude on June 30, 2021**. At the conclusion of the pilot, an evaluation of each approved pilot will then be made. Once the evaluation is complete, NYSED will determine which pilots may be permitted to continue into FY2022. All applicants agree to enter all related dated into ASISTS and meet with NYSED on a monthly basis to review the pilot programming.

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

Identify which funding source will be used to support this pilot (Applicants may only select one funding stream, as blending of funding sources is not permitted for the purpose of supporting this Distance Education Pilot). Each funding source supported by ACCES-AEPP has different qualifications and outcome criteria.

___ ALE   ___ WIOA Program Area 1   ___ WIOA Program Area 2   ___ EPE

Proposed Distance Education Pilot Narrative:

In the textbox, please describe the Distance Education program you would like to pilot. Be sure to identify the role of each staff member included in this initiative.

Pre and Post Testing

All students participating in the proposed pilot for distance education must be pre and post tested in person. In the text box below, explain how this will be accomplished:

For the purposes of this pilot:
Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can achieve participant status for Federal reporting purposes. The initial 12 contact hours for distance learners can be any combination of in-person contact and contact through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable and documented.

Intake and Screening

  A. *Student Eligibility*

  Adult Distance Education Students

  Students must be 16 years of age or older for WIOA/ ALE and 21years of age or older for EPE, not enrolled or required to be enrolled in a secondary school.

  - ABE/ASE students must be at least NRS Level 2 on the TABE 11/12 and above to participate in this pilot.

  - ESOL students must be at least NRS Level 2 on the BEST Plus 2.0 or the BEST Literacy 1.0

  B. *Program Responsibilities:*

  - Conducting outreach, recruitment, intake, and enrollment for all Distance Education students

  - Conducting pre- and post-testing for Distance Education students in accordance NYSED's Assessment Policy

  - Must have a signed (electronic acceptable) Individual Student Record Form

  - Must include in this application a copy of the Distance Education screening tool used to identify potential students

In the textbox, describe your planned intake process. Include, as an attachment, the Distance Education Screening Tool your pilot plans to utilize:

PROGRAM COMPONENT WORKSHEET
for
Distance Education Literacy Services
Pilot FY2020/2021

Please indicate in the following table the projected number of students to be served and projected number of contact hours expected. An applicant must identify the cohort of students for whom this pilot will be actively participating.

Distance Education Literacy Services	Number of Distance Education Students to be served	Number of Contact Hours projected
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		

Application for New Distance Education Curriculum Approval

Each Distance Education pilot must include the identification of curriculum being proposed. Please complete the following form for each curriculum proposed:

The applicant must declare the model or models that will be used to assign proxy contact hours for each type of curriculum being proposed.
- **Clock Time Model**, which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time. The software should disconnect after a preset period of inactivity. The policy should describe the procedures used to develop proxy contact hours.
- **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment. The program should describe the proxy contact hours assigned for completing requirements for each type of curriculum proposed.
- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A minimum of 70% will earns the credit hours attached to the material. The program should describe the proxy contact hours assigned for completion of units of material comprising the curriculum.

Any curriculum a program chooses to integrate into a Distance Education program must meet with ACCES-AEPP approval. Complete the following documentation to initiate a Distance Education Curriculum approval:

Name of Adult Education Program:	**Date submitted**:
Name of Director:	**Name of Coordinator** (or name of staff member who will oversee curriculum):
Email address of Director:	**Email address of Coordinator**:
Telephone of Director:	**Telephone of Coordinator:**

New Curriculum for Approval

Publisher:	Curriculum Basic Information – Curriculum Model
Curriculum Product name: Contact name: Address: Telephone: Email address: Website:	☐ Clock Time Model – (online or stand-alone software programs that track time that student is engaged with the curriculum and which log out students after a pre-determined period of inactivity) ☐ Teacher Verification Model – (multi-media instruction from a variety of sources, fixed contact hours where the teacher determines if the assignment was completed) ☐ Learner Mastery Model –(mastery of instructional content which is connected to the assignment of proxy hours, assigns a fixed number of hours based on the learner passing a test on the content of each lesson)
Clock time model:	How will time be tracked? How will time be recorded?
Teacher verification model:	Who will make the determination? How many proxy hours should be awarded and how?
Learner mastery model:	What needs to be mastered? At what level of achievement? How many proxy hours should be awarded?

<table>
<tr><td colspan="2" align="center">NRS Levels
This curriculum covers the NRS Levels (Check all that apply)</td></tr>
<tr><td align="center">ABE/ASE</td><td align="center">ESL</td></tr>
<tr><td>____Beginning Literacy ABE</td><td>____Beginning Literacy ESL</td></tr>
<tr><td>____Beginning ABE</td><td>____Low Beginning ESL</td></tr>
<tr><td>____Low Intermediate ABE</td><td>____High Beginning ESL</td></tr>
<tr><td>____High Intermediate ABE</td><td>____Low Intermediate ESL</td></tr>
<tr><td>____Low ASE</td><td>____High Intermediate ESL</td></tr>
<tr><td>____High ASE</td><td>____Advanced ESL</td></tr>
<tr><td colspan="2" align="center">Audience/Content</td></tr>
<tr><td colspan="2">1.   What audience does the curriculum serve?

2.   What instructional content does the curriculum deliver (List all that applies)?

</td></tr>
</table>

Curriculum Components		
(Check all that apply)		
_____ Online/Website	_____ Stand-alone software	Other_____
_____ Workbooks	_____ Videos/DVDs	Other_____

Curriculum Coverage
Briefly explain how comprehensive the product is in its coverage of the material.

Cost

Approximate cost per student $	Approximate cost per program $

Is there a local or state license involved for this curriculum?

State license	Local license	Licensing cost	Period covered by license
☐ Yes ☐ No	☐ Yes ☐ No		

Other information about cost or pricing:

How will your program cover the cost of this curriculum?

Impact/effectiveness with adult students:

Research/Evidence

Please provide evidence such as links or supporting material from the publisher or from other users that indicate the program is research-based or how the program was developed and what research was used when creating the applications.

Content Standards Support

Describe how the curriculum supports the *College and Career Readiness Standards for Adult Education*

Ease and Usability

Describe the ease of use for the learner and how instructors can follow the student and provide feedback and assistance.

Technology Requirements (per publisher)
For the Teacher:
For the Student:

Professional Development/Training
Is training provided with the curriculum? If yes, how is the training acquired? Is there a cost from the publisher for this training?
Briefly describe training for the curriculum and ongoing professional development for staff.