



NYSED – Adult Education Programs & Policy Employment Preparation Education

Webinar Etiquette

- Keep your phone line or electronic device on mute
- There are over 100 participants today so we need everyone's cooperation
- The CHAT section on the webinar is activated for your convenience, please enter any questions/concerns in the Chat
- We will take breaks throughout the webinar to respond to the Chat questions
- A list of Questions and Answers will be collected over the week and shared at the conclusion of this week's webinars

Robert Purga

New York State Director
Adult Education

Webinar Trainers:

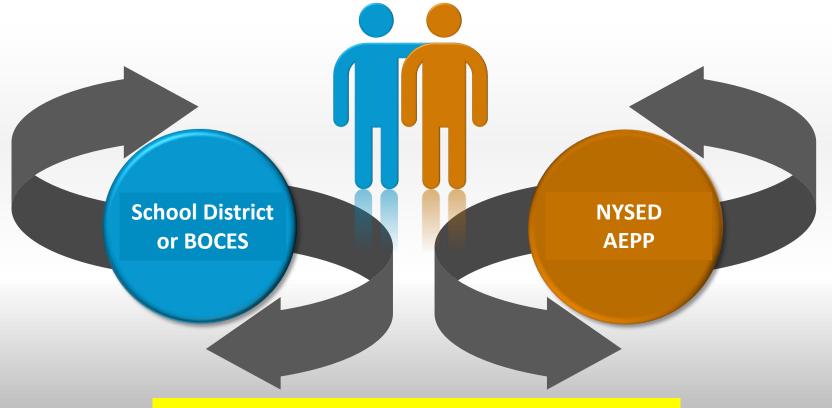
Marisa Boomhower

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

COVID-19 Temporary Guidance



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

COORDINATION

Working Remotely

TEACHERS STUDENTS

Dealing with much more than just learning from home!

School Districts & BOCES

Local Policies & Procedures

NYSED

Temporary Policy & Guidelines



Today's Training Webinar

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

Today's Training Webinar

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

Assessments

- No new pre tests can be administered during this temporary period
- No new post tests can be administered during this temporary period
- Teachers must use their best judgement when enrolling students in any of the 3 NYSED Distance Education programs
- EPE calculations in ASISTS will be lifted for the period beginning March 12, 2020 until this temporary period concludes
- All contact with students must be remote

Assessments

Educational Functioning Level

Descriptions

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Reginning ABE Literacy Test Benchmark: TABE (7–8 and 9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below Writing: 200 and below ABLE scale scores (grade level 0–1.9): Reading: 523 and below Math: 521 and below	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.	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.	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.

•GRASP

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

•SMART

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

Crossroad's Café

• NRS Levels 3, 4, 5, and 6

All 3 Distance Education Programs are based on the following:

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

Can be emailed directly to a student

- Can be hard copies mailed to students (with a mechanism for the student to return the completed assignments)
 - Postage is a valid EPE expense for this purpose
- Remember the digital capability of your student

- Be sure to set expectations for your students
 - When can they expect to hear from you
 - How often?
 - Email or Text or Phone contact?
 - How often do you expect them to communicate with you?
 - What do they do if they need your help?

GRASP

- NRS Levels 4, 5, and 6
 - Teachers select materials customized to student needs
 - Materials can be a variety of modalities
 - Online platforms (Moodle, Blackboard, etc.)
 - Websites
 - Electronic documents
 - Paper documents
 - Workbooks (both electronic or paper)
 - Discuss with your program manager what may be available to you for this program
- Teachers design the assignments expecting a student to spend 6 hours per week on their assignment
- Each assignment is designed for a two week period

GRASP

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

GRASP

Required documentation:

- •Teacher/Student CURRICULUM Log
 - Two Parts

WORK TIME RECORD SHEET (Student)

Teacher/Student CURRICULUM Log (Teacher)

THE STATE OF THE S	Teacher/Student CURRICULUM Log GRASP NYSED Distance Education COVID-19 Guidance
Program:	
Teacher's	Name:
Student's	Name:

GRASP Materials			
Publisher	Name of Instructional Material	Date Sent	Date Returned

Teacher/Student CURRICULUM Log (Student)

	Teacher/Student CURRICULUM Log GRASP NYSED Distance Education COVID-19 Guidance
	Assignment Sheet
Program:	
Teacher's Name:	
Student's Name:	

ASSIGNMENTS:	
Subject:	
Name of Book:	
Website:	

Assignment Directions:

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

WORK TIME RECORD SHEET (Student)

(å)	WORK TIME RECORD SHEET GRASP NYSED Distance Education COVID-19 Guidance			
Program Name:				
Student Name:				
FOR TWO WEEK	Period FROM TO			
You must complete this section for each packet that you spend time working on: 1. Name of workbook/worksheet/website title:				
2. List the da	tes and amount of time you worked on this assignment (add more dates if you need to):			
Date	Amount of time worked (approximate number of hours)			

NYSE	WORK TIME RECORD SHEET GRASP ED Distance Education COVID-19 Guidance
3. Total time worked:	Total time worked:
Date Assignment completed: PLEASE COMMENT ON YOUR PACKET.	Date Assignment completed:
You have agreed to work on this program 6	6 hours a week.

SMART

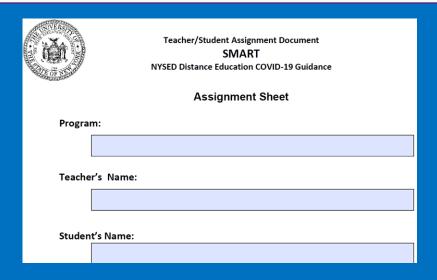
- NRS Levels 2, 3, and 4
 - Currently SMART includes Math and Writing lessons
 - SMART is managed online through Moodle
 - For this COVID-19 Temporary Guideline
 - SMART teachers will not be expected to use the Moodle classroom
 - SMART curricula will be available to all EPE programs
 - The writing and math can be supplemented with other appropriate (NRS Levels) materials
 - Materials can be a variety of modalities
 - Online platforms (Moodle, Blackboard, etc.)
 - Websites
 - Electronic documents
 - Paper documents
 - Workbooks (both electronic or paper)
- Teachers design the assignments expecting a student to spend 6 hours per week on their assignment

Teacher/Student CURRICULUM Log (Teacher)

2550		
	Teacher/Student CURRICULUM Log SMART NYSED Distance Education COVID-19 Guidance	
Program:		
Teacher's Name:		
Student's Name:		_

Publisher Name of Instructional Material Date Sent Returned

Teacher/Student CURRICULUM Log (Student)



ASSIGNMENTS:	
Subject:	
Name of Book:	
Website:	

Assignment Directions:

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

WORK TIME RECORD SHEET (Student)

(A)	WORK TIME RECORD SHEET SMART NYSED Distance Education COVID-19 Guidance
Program Name:	
Student Name:	
FOR TWO WEEK	Period FROM TO TO test packet that you spend time working on:
	orkbook/worksheet/website title:
	es and amount of time you worked on this assignment (add more dates if you need to):
Date	Amount of time worked (approximate number of hours)

NYSI NYSI	WORK TIME RECORD SHEET SMART ED Distance Education COVID-19 Guidance
3. Total time worked:	Total time worked:
Date Assignment completed: PLEASE COMMENT ON YOUR PACKET.	Date Assignment completed:
You have agreed to work on this program	6 hours a week.

Crossroad's Café

- NRS Levels 3, 4, 5, and 6
 - Teachers MUST use Crossroad's Café materials
 - Discuss with your program manager what may be available to you for this program
 - Materials must be purchased directly from KET (Kentucky Educational Television)
 - Includes a combination of videos and workbooks
 - Videos can be live streamed from the KET website
 https://www.ket.org/program/crossroads-cafe/comings-and-goings/
 - NO OTHER ESL MATERIALS CAN BE USED FOR ESL STUDENTS
- Teachers design the assignments expecting a student to spend 6 hours per week on their assignment
- Each assignment is designed for a two week period

Crossroad's Café



An Integrated Video and Print Series for ESL Students

Crossroads Café Print Materials



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

Crossroads Café Print **Materials**



- quickly to find the answers. Carde the answers O What does lions write about?
 - b. Migori
 - c. the United Mates
- OO How does she look about the present? 4. The thinks try poerty.
 - b. She thinks it's expensive. c. We down't like it.
- QQQ What is the tone, or feeling, of this letter? a womed is ctorrisi

Read the letter again carefulls.

Sear Pers.

- Rigard just came to place. His place made on homelast. I really price you Mgod trauget per a produce. If was his methods. It was his granteether's
- before that. It is beautiful.
- Migrael assent one to promy him! But he wants one to come back to flower. He won't came have become he about to smoot by plant his corner all mor again.
- I was keppy to see her, but not I a important to him them my sent. He as
- Lare, Con

Find the words in the reading. What do th

- O Bosa is homesick. a. She is not well.
- b. Her home is hurt. 6. She mines people at home.
- OO Minut down't want to start to s. 4. 9995 b. schoolin
- OCO tou a depressed.
- a. She is happy. b. She is no
- 38 Consult-Cit States A









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Direct Link to order materials:

Link to Printed Crossroads Cafe Materials

Crossroads Café Videos

- 26 half-hour video episodes
- Six ethnically diverse characters whose lives intersect at the Café
- Each episode features "Word Play" and "Culture Clips"
- Correspond directly to the Work Text workbooks
- Workbooks are calibrated by degree of difficulty

Teacher/Student CURRICULUM Log (Teacher)

Publisher

KET
KET
KET
KET
KET
KET

VER OF THE PROPERTY OF THE PRO	Teacher/Student CURRICULUM Log Crossroads Cafe NYSED Distance Education COVID-19 Guidance	
Program:		
Teacher's Name:		
Student's Name:		

Name of Instructional Material Date Sent Returned

Crossroads Café Workbooks/Videos

Teacher/Student CURRICULUM Log (Student)

	Teacher/Student Assignment Document Crossroads Café NYSED Distance Education COVID-19 Guidance					
	Assignment Sheet					
Program:						
Teacher's Name:						
Student's Name:						

ASSIGNMENTS:					
55 8 5 V V					
Subject:					
Name of Book:					
Website:					
Assignment Directions:					
1. Read ALL	the material included in the assignment.				
2. A new set	of assignments will be sent every two weeks .				
New assig	nments will be prepared for you when your teacher has received and				
corrected/d	commented on the work you have sent to him/her.				
4. Communic	ate with your teacher often, email with questions or concerns.				
5. Check ema	ail/text regularly to see if your teacher is trying to communicate with				

WORK TIME RECORD SHEET (Student)

(M)	WORK TIME RECORD SHEET Crossroads Cafe NYSED Distance Education COVID-19 Guidance						
Program Name:							
Student Name:							
FOR TWO WEEK	Period FROM TO						
•	ete this section for each packet that you spend time working on: orkbook/worksheet/website title:						
2. List the dates and amount of time you worked on this assignment (add more dates if you need to):							
Date	Amount of time worked (approximate number of hours)						

NYSE NYSE	WORK TIME RECORD SHEET Crossroads Cafe CD Distance Education COVID-19 Guidance
3. Total time worked:	Total time worked:
4. Date Assignment completed:	Date Assignment completed:
PLEASE COMMENT ON YOUR PACKET.	
You have agreed to work on this program 6	S hours a week.

EPE Recording Distance Education Packets

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

Teacher reports on attendance roster a "2"

 ASISTS is already programmed to multiply the 2 by the 6 hours per week for a total of 12 contact hours

EPE TUTORING Temporary Guidance

- All tutoring must be done Synchronously (Teacher led at a particular time)
- Teachers may create a mutually agreed upon time and place using electronic meeting platforms such as Zoom, GoToMeeting, Google HangOuts, or any other that does not cost the student any money (Record whenever possible)
- Maximum is 3 hours per week
- Traditional EPE contact hours will be recorded and entered into ASISTS for tutoring

Fast Track Math GRASP Packets Temporary Guidance

- During this temporary period, students MAY be given Fast Track Math GRASP Packets while they are also enrolled in NYSED GRASP or NYSED SMART programming
- One Fast Track Math GRASP Packet may be given every two weeks (ideally would be opposite the schedule for NYSED GRASP or SMART two week packets)
- Can be printed and mailed, if necessary, directly to students
- Teacher MUST complete an Appendix 6 when the teacher has determined the student has mastered the skills contained in the packet
- Appendix 6 should be saved and kept in an electronic folder and send directly to the program manager

Appendix 6

Appendix 6 FAST TRACK Math GRASP Packets

Student Record for Completion			
School District or BOCES:			
Student Name:			
Packet was assigned://	Electro	nicallyl	Paper
Packet Name: Density Transformations: Shapes on a Plane The Power of Exponents Lines, Angles, & Shapes: Measuring Our World Evaluate Algebraic Expressions & Solve Simple Linear Functions Non-Linear Functions Statistics & Probability		Part I	Part II Part II Part II
Date Packet was completed://			
Student should list the dates and amount of tin	ne spent on t	he material in	the packet:
Date Time (hours) Worked	Date	Time (hours	s) Worked
/_/Hours	//	Hour	s
Approximate Total time spent on the packet: _	hours		
STUDENT COMMENTS ON THIS PACKET:			
Tacabar Signatura:		Data /	,

Fast Track Math GRASP Packets Temporary Guidance

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

• A "4" is entered into the Fast Track Math GRASP class

Each Appendix 6 represents 24 EPE contact hours

Fast Track GRASP Math Packets www.CollectEdNY.org

CollectEdNY

resources for New York State educators preparing adult students for high

Reviews

CUNY HSE Framework Posts

Career Pathway Posts

Math Memos

NYSED Teac

Fast Track Math GRASP Packets

Density, Part 1 (Population Density) · pdf (Oct 2018)

Density, Part 2 (Density of Matter) · pdf (Dec 2018)

Description of NYSED/CUNY Fast Track GRASP Math Learning

Modules · url (Nov 2018)

Lines, Angles, & Shapes: Measuring Our World, Part 1 · pdf (Apr 2019)

Lines, Angles, & Shapes: Measuring Our World, Part 2 · pdf (Apr 2019)

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 1 · pdf (Mar 2019)

The Power of Exponents, Part 2 · pdf ()

Tools of Algebra: Expressions, Equations, and Inequalities, Part 1 · pdf (May 2019)

Tools of Algebra: Expressions, Equations, and Inequalities, Part 2 · pdf

EPE Programs Operating in County Jail Facilities

Can use GRASP, SMART, or Crossroad's Café

Print packets every two week packets

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

ISRF

Individual Student Record Form

		ENT RECORD FO	, , , , , ,	
First Name*:	M.L I	ast Name*:		
Birth Date*:	Original Program	Start Date*:		
Address:	Giy:	State:	Zip:	
Home Phone:		lobile hone:	-	-
e-mail:				
Emergency Contact:		Name/Relationship of Contact:		
Social Security #:				axked for SS# and cannot/
	NOTE: Data matching for Employs	nest edated outcomes w	will not provide.	[milde Staff print full name]
	# 55# is not recorded. Manu			
Gender* (Required): Male Female Non-Binary)	Gender Non-Conforming	Race/Ethnic Iden/		□ Native Hawaiian □ Native American □ Alackan Native
Employment Status* (Required): Employed Full Time		☐ Hispanic/Lat ☐ Non-Hispani	□ Axian □ Pacific Islander	
☐ Employed Part Time	AND Choose all that apply			
□ Employed but Received Notice of Term □ Military Separation Pending	(Must Choox eAT LEAST ONE):			
☐ Unemployed & Seeking Employment ☐ Not Available for Employment				□ Latino/a
□ Inmëte		□White (not Lati		
Educational Background* (Required): Highant Graide completed in IV Highant Graide completed in NV Highant Graide completed in NV Highant Credential Obtained: Location Obtained: Credential Obtained: Years of Schooling in Other Cou	State? Last School Atter In US In Other Country Sec School Diploma o Some Post-secondary	Alternate HSE		
School-aged Children: Is the student a parent or guard		Yex DNo	PreSchool Elementary	
Is the Student a Single Parent? If yes to either question above, or	□Yes □ No		JHS HS	
Barriers to Learning/Employment*: [Mi	nimum of 1 Answer Required)	Self-reported by a tude	nt. Definitions available in	the ISRF Instruction Guide.
Y N	Y N		Y N	
U.S. HS Grad or Equivalent	☐ ☐ Learning Dixabled ☐ ☐ Runaway Youth		□ □ Cultural 8	arriers to Learning
Displaced Homemaker				g TANF within 2 years
□ □ Disabled	□ □ Non Native English S	peäker	☐ ☐ Single Par	
□ □ Low Income	□ □ fx-Offender			
□ □ Migrant/ Seasonal Worker	☐ Youth in Foxter Care			
Release of information: By participating in the	ix state and/or federally funded a of the information contained in	dult education and/or	Form Completed By:	(Please Print):

Fillable Form

