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:

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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

COVID-19 Temporary Guidance

CBO's
Libraries
Colleges
Volunteer Org

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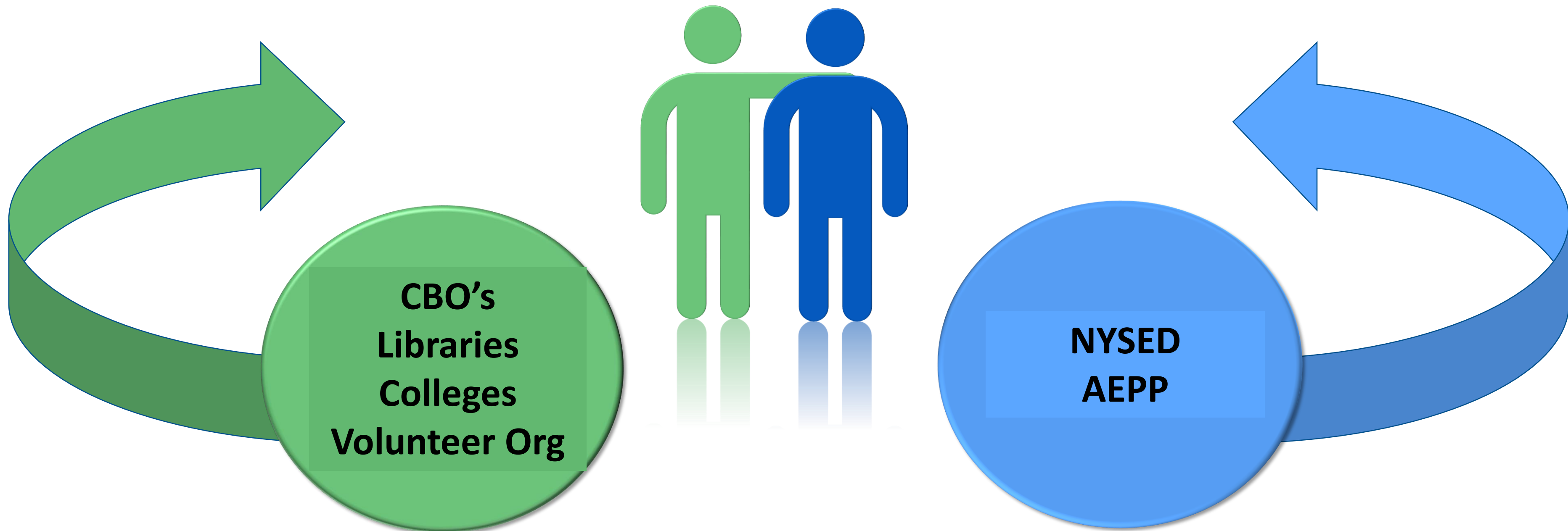
Program Managers/Directors will give final
direction to teachers as to their work process
over the next several weeks/months

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**
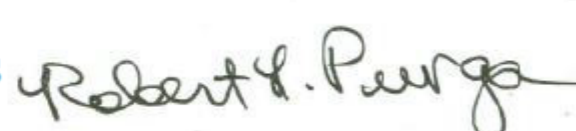
NYSED/Purga COVID-19 Temporary Guidance

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

ADULT CAREER AND CONTINUING EDUCATION SERVICES
ADULT EDUCATION PROGRAMS AND POLICY
89 WASHINGTON AVE. ROOM 460 EBA
ALBANY, NY 12234
Tel. 518 474-8892   Fax 518 474-0319

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

What is allowed:

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

What is allowed:

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

WIOA/ALE Remote Learning Planning Tool

	A	B	C	D	E	F	G	H	I	J	K	L
Program Name:												
	Class name	Electronic Platform Being Used (Zoom, Googleclassroom, Webex, Moodle, Blackboard, etc.)	Curricula being used, list all sources	Asynchronous (Students access the learning materials at their own convenience) Explain the plan:	Synchronous (Students meet with their teacher at designated times online via a platform) Explain the plan:	If Synchronous, how often is the teacher "meeting" with students? (Once a day, once a week, twice a	Teacher	Program Type (ABE, ASE, ESL)	Number of Students being contacted	Have students been provided electronic devices from the program (Yes or No)	Date online learning began	How often is the teacher reporting to Program Manager? (once per day, once per week, twice per week, etc.)

WIOA/ALE Remote Learning Attendance

Literacy Program: _____

Instructional Offering: _____

Class Date Range: _____ to _____

Month _____ Period _____

Teacher Name: _____

Teacher Signature: _____

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

Accountability Website

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

Accountability Website

Welcome!

Click the button below to get started.

[Login]

Resources Available Without Login

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

Accountability Website

Your Region

Your Program

Your Name

Template Downloads ▾   Administrator Tools   Aris Bird ▾

Home / Central Southern Tier /

Your Program Name appears here

Your WIOA or ALE Program will appear here

2018-2019 ▾

- Assigned Status for 2018-2019 : No Status

2018-2019 Annual Report Card — Unavailable

Attendance Reports - New   + Add New

Submission Name   Date Filed

No Attendance Reports - New for 2018-2019

Corrective Action Plans   + Add New

Submission Name   Date Filed

No Corrective Action Plans for 2018-2019

Compliance Self-Review Forms   + Add New

Submission Name   Date Filed

No Compliance Self-Review Forms for 2018-2019

Improvement Plan Objective Forms   + Add New

Submission Name   Date Filed

No Improvement Plan Objective Forms for 2018-2019

Program Evaluation Reports   + Add New

Tracking Log Entries   + Add New

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**

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**

Beginning 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
 	
 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.

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

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	___ Part I	___ Part II
Transformations: Shapes on a Plane	___ Part I	___ Part II
The Power of Exponents	___ Part I	___ Part II
Lines, Angles, & Shapes: Measuring Our World	___ Part I	___ Part II
Evaluate Algebraic Expressions & Solve Simple Equations	___ Part I	___ Part II
Linear Functions	___ Part I	___ Part II
Non-Linear Functions	___ Part I	___ Part II
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 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

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**

ISRF

Individual Student Record Form

Fillable Form