

**Distance Learning HSE
Preparation**

GRASP

Giving Ready Adults a Study Program

Manual



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Distance Learning - Past, Present and Future

Distance learning programs have been a part of the New York State adult literacy system for over two decades. As technology advances and becomes accessible to the public, distance learning programs expand to capitalize upon these new tools. To this end, distance learning programs are ever emerging as dynamic educational approaches.

Distance learning programs began in the early 1980's as paper-based written programs sent via the mail or library systems. The feedback between teacher and student relied on written correspondence. As television became a household commodity, distance learning programs expanded to reflect this delivery method. Distance learning programs began to incorporate educational programming that could be televised and began to use the telephone as the communication vehicle between teacher and student.

As new technologies become more commonplace, distance learning programs will continue to incorporate these tools into their delivery methods. Today the use of computers, smart phones, social media and web 2.0 technology in particular has made possible a host of new distribution and communication possibilities. The Internet is a new frontier using forums, discussion groups, blogging and wikis to share and create information allowing distance learning programs to incorporate this technology in their delivery methods. Newer curricula will take advantage of these media in delivering a wide variety of instruction. Learners will have the option of accessing educational materials in print forms (e.g., workbooks), via television broadcasts or videotapes or DVDs, or through online access. Communication between teacher and student will also reflect the modern tools of technology. While these new uses of media bring new possibilities to learning at a distance, they make delivery by educators and consumption by learners a more complicated process.

Distance learning is different from traditional classroom teaching. Teachers will be challenged to adapt or modify their classroom teaching approaches in ways that are effective for distance learning students. In distance learning programs, the teacher's role shifts from being an expert on presenting material to one of guiding the learner through the content materials and clarifying and expanding upon the information provided. Teachers may meet with their students on a limited basis, particularly to conduct intake and orientation activities and to administer assessments over the course of the program. Teacher support of the learner's efforts occurs within the communication method and reflects the technology of the delivery method. This communication may occur via mail, telephone, and e-mail or through online learning communities. Although the teacher's role as the primary presenter may shift, the teacher remains crucial to the learning process.

The supportive nature of the classroom environment is a dynamic that is not available in the distance learning program, however, technology has allowed teachers the opportunity to create a social network through blogs, chat rooms, etc. so students do not feel so isolated and their learning can benefit others. Most distance learners have little or no face-to-face contact with other students taking the same course. Therefore, in

addition to the prerequisite academic skills, distance learners need to possess the types of characteristics that enable them to succeed without the extra support that a classroom environment provides, i.e., personal attributes such as independence, self-motivation, organization and study skills.

The term curriculum when used in this manual may have a different connotation than when used in a traditional classroom. Distance learning employs materials that are research based and have proven to be effective. Kentucky Educational Television (KET) and Intelecom are among the educational publishers that have contributed to distance learning education in New York State. These vendors require that the materials be used as specified, prescribing the methods in which these products are to be used in distance learning. Therefore, the State Education Department provides for standardized training.

The United States Department of Education's policies may affect state policies and guidelines in distance learning.

No matter what form the delivery method of a distance learning program takes, the program must adhere to the requirements of Employment Preparation Education (EPE) state aid and the performance accountability for the National Reporting System outcomes and maintain the appropriate documentation for each reporting system.

This information is adapted from studies conducted by Project IDEAL (Improving Distance Education for Adult Learners) - National Research in Distance Learning.

The Project IDEAL Vision

Project IDEAL is a consortium of states working to develop effective distance education programs for adult learners. The Project IDEAL Support Center at the University of Michigan helps consortium states by developing training materials and web-based tools. The Center provides technical support in the areas of teacher training, research design, data collection, data analysis, and reporting. Through collaborative research and practice, we are working to provide quality distance education for adult learners across the country.

Project IDEAL Support Center activities are funded by member states and the US Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy. The contents of this website do not necessarily represent the position or policy of the underwriters. (Taken from Project IDEAL website at www.projectideal.org)

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Chapter 1: Overview

- Definition of Distance Learning
- Overview of the GRASP Manual
- Brief History of GRASP

Definition of Distance Learning

Distance learning (DL) is a type of educational process where the majority of the learning takes place when the teacher and student are at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction must be individually prescribed to appropriate students and be educationally sound with anticipation of educational and goal attainment. Teachers must be certified in Adult Education or hold certification in any K-12 classroom teaching title.

OVERVIEW of the GRASP Manual

The purpose of this manual is to provide Program Administrators and teachers the information necessary to start and run the HSE (High School Equivalency) preparation distance learning program called GRASP (Giving Ready Adults a Study Program).

This manual describes the GRASP program design and requirements, including the program approval process; delivery modality; administrator, teacher and student responsibilities; staff development; reporting requirements; student profile and funding information.

Samples of forms that will be used in training and letters used by successful GRASP programs are provided in the Appendices.

This manual should only be used in conjunction with the National Reporting System (NRS) Manual located at <http://adult-education-accountability.org/> or Employment Preparation Education (EPE) manual available at <http://www.acces.nysed.gov/aepp/epe.shtml>

A Brief History of GRASP

Reaching the Hard-to-Reach

In the early 1980's, GRASP was developed at the Washington-Warren-Hamilton-Essex BOCES with a grant from the New York State Education Department (NYSED) and replicated throughout upstate New York. It was recognized that many of the adults living in rural, isolated areas who lacked a high school

diploma had limited access to educational services. Barriers such as distance, lack of transportation, childcare, physical or emotional disabilities often hampered their ability to attend adult education classes. GRASP was designed as a distance-learning program to help those in need to earn a high school equivalency diploma.

Chapter 2: Introduction to GRASP

- Definition of GRASP/Student Eligibility/Number Served
- Successful GRASP Programs/Student Goals
- Intake/Orientation

Definition of GRASP/Student Eligibility/Number Served

Giving Ready Adults a Study Program (GRASP) is an established distance-learning HSE (High School Equivalency) preparation program approved by the New York State Education Department. It utilizes the instructional learning packet delivery modality, and provides customized and individualized home study to adults with a Test of Adult Basic Education (TABE) reading level of 9.0 or higher without a high school diploma or its equivalency. To generate Employment Preparation Education (EPE) state aid, which is the funding source for GRASP, adults must be 21 years old or older. GRASP materials are print based. All materials and instruction are aligned with the New York State Learning Standards and Common Core Standards. All necessary books, assignments and a schedule are sent to the student with appropriate instructions for their use. Reference the EPE Manual, Section 202 for more detailed information about distance learning adult education programs. The projected number of students to be served through GRASP in the program year 2012-2013 was approximately 2,000. Before program implementation teachers and administrators must receive staff development, which is explained in greater detail in Chapter 3.

Successful GRASP Programs/Student Goals

Successful GRASP programs have explicit goals, focused instruction, relevant materials, and effective teacher training. The student goals of the GRASP program may include: identifying academic goals, preparing for a high school equivalency test such as TASC (Test Assessing Secondary Completion) or GED® test, earning a high school equivalency diploma, acquiring the skills necessary to obtain employment or further training, enrolling in post secondary education, enrolling in other educational programs and obtaining or upgrading a job. Students may be referred to a GRASP program through local Departments of Social Service, Community Based Organizations, Boards of Cooperative Educational Services (BOCES), HSE prep programs, and school guidance offices.

Intake/Orientation

Potential GRASP students should be assessed to ascertain their ability to work independently and to devote a minimum of six hours per week to the program. Successful GRASP candidates need self-motivation and good study and organizational skills. Learners are given an initial assessment with the TABE

(Test of Adult Basic Education) and participate in an intake session in order to record needed demographic information and identify goals. 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 learner by using, at minimum, the Project IDEAL (Improving Distance Education for Adult Learners) distance learning survey. Refer to Appendix 8 of the Program Manager and Instructor Guide for Distance Learning www.acces.nysed.gov/aepp/dl.shtml

An orientation session is then provided to further define short and long term goals, explain the teacher/student roles and responsibilities, sign a teacher/student contract, and become familiar with the instructional packet delivery modality and learning materials.

Chapter 3: Program Design and Requirements

- Program Approval Process
- Staff Development
- Instruction Modality
- Documentation for EPE State Aid
- Assessment/Intake/Orientation
- Establish Methods of Delivery of Materials - i.e., Libraries, Schools, Mail
- Motivation/Retention
- Materials
- Marketing the Program/Networking and Partnerships

Program Approval Process

Program Administrators must submit an Employment Preparation Education (EPE) application to the State Education Department (SED) Adult Education Programs and Policy (AEPP) Team in order to begin a GRASP program. The EPE application, which is due annually in May, requires applicants to describe the Giving Ready Adults a Study Program (GRASP) as part of the agency's Comprehensive Plan of Service. (Refer to the EPE Manual section 403.01) The EPE application and manual may be downloaded from the website at the following address: <http://www.acces.nysed.gov/aepp/epe.shtml>. First time applicants are encouraged to contact the AEPP Team before applying.

The (SED) staff reviews proposed programs to avoid duplication of effort in regions and to assure that expenditures meet the projected revenues.

Staff Development

Prior to program implementation, teachers and administrators are required to obtain a minimum of one full day of in-service training for professional development provided by the Regional Adult Education Network (RAEN). Staff new to existing GRASP programs must receive GRASP training by a New York State certified trainer. A schedule of training dates will be posted on the Statewide Training Calendar on each of the seven RAEN websites. At the completion of training; each site administrator and teacher is responsible for understanding staffing, budget, recruitment, and curriculum and resource requirements. Staff new to GRASP must receive training by a New York State certified trainer. Refresher training is required every three years. SED will distribute certificates upon the completion of these training sessions.

In addition, EPE funded programs require each professional staff member to receive an additional twelve hours of staff development per year. This applies to both full and part-time teachers. Substitute teachers employed for less than 80 hours need not take staff development training. However, it is recommended that all teachers of adult education be provided with some basic staff development.

Instruction Modality

The GRASP instructor provides the learner with an instructional packet composed of two units of work (one unit of work equals six hours worth of work) to be completed on a two-week cycle. The learner returns a completed packet to the teacher every two weeks by mail, in person or through the established delivery system. The student is considered to be active when the student returns a completed packet; the teacher reviews it and sends out a new packet. Learners must be sent only one packet in a two week cycle.

Documentation for EPE State Aid

The basis for claiming EPE state aid for GRASP programs is the teacher instructional hours and working with active students as described above. As a result, agencies must maintain logs to track when packets are returned by students and teacher and student contact. (Refer to the EPE Manual, Section 303). Instructional hours must be clearly documented. Also critical to this calculation is the definition of the term “active enrollment,” which is explained in detail in the EPE Manual Section 303.01.

Assessment/Intake/Orientation

Learners are required to attend an initial face-to-face assessment through administration of the (Test of Adult Basic Education) TABE in reading and math and are required to be post tested at regular intervals. The learner also will participate in a face-to-face intake and orientation session, which is explained in greater detail in the Assessment/Intake/Orientation section in Chapter 4.

Establish Methods of Delivery of Materials – i.e., Libraries, Schools, Mail

Libraries

New York State has 22 regional library systems. Students’ GRASP instructional packets are delivered and retrieved free of charge to each community library by the regularly scheduled library system courier. To initiate a partnership between a library system and the educational provider, Program Administrators should:

1. Obtain approval and permission from your regional library system.
2. Prepare and present an informational program on GRASP to the local librarians and to the local library boards. Include the GRASP Information Sheet and the Library Procedural Outline in your presentation and a

- sample of the return label that you will be using to indicate a packet that is to be returned to the educational provider.
3. Obtain schedules for the following services: regional delivery dates to local community libraries, bookmobile schedules, individual library hours, and holiday closings. Each student's pick-up and return dates will be determined by these schedules.
 4. Packets may be delivered to either the regional library center or delivered to one of the libraries within the system that has daily courier service. The educational provider will arrange for the packets to be delivered to the chosen site in time for them to arrive at each community library on the designated pick-up date.
 5. Establish a method for librarians to identify at a glance a packet going out to the student or one that is on its way back to the educational provider. For example, a stamped packet envelope would be going to the student and a colored sticker placed over the stamp would indicate a returning packet.
 6. Provide the librarians with colored stickers printed with PACKET NOT CLAIMED to identify packets that have not been picked up by the student. Send a cover letter and a supply of stickers to the librarians as needed. It is necessary to provide GRASP information each and every time new stickers are sent as libraries have frequent personnel changes.
 7. Establish a good working relationship with all community librarians. This relationship is vital to the success of the GRASP program. Letters of appreciation, teacher visits to individual libraries, and invitations to graduation are ways to maintain support for the partnership between the library and the educational provider.

Schools

Local schools are another method of delivering instructional packets in the GRASP program. GRASP uses the following procedure for students who are better served by a local school. To initiate a partnership between a local school and the educational provider, Program Administrators should:

1. Contact the school or guidance office for permission to serve as a pick-up and delivery site for GRASP packets.
2. Obtain a school district calendar and courier delivery schedule.
3. Contact the courier delivery center and explain the purpose of carrying GRASP packets.
4. Inform each student of the location of the pick-up site and the school's procedures for entry.

Mail

The GRASP delivery system was designed to provide free delivery of material to home study students. Although the mail is an effective method of delivery and may be used to deliver the instructional packets in the GRASP program, it takes revenue from the program. As a result, the mail is not recommended for the delivery of GRASP materials.

Motivation/Retention

Students working at a distance have limited contact with the teacher. This can present a challenge for both the teacher and student. GRASP teachers use a variety of techniques to help motivate and retain students such as: written positive feedback and praise and contact by phone or e-mail when needed. Successful GRASP students are self-motivated, have the ability to work independently, and possess good study habits and organizational skills.

Materials

Traditionally, GRASP materials have been print based. Increasingly, however, these print materials have been supplemented with multimedia educational materials and video series. Internet resources are also available to those learners who have Internet access. Refer to Chapter 6 in this manual for more detailed information on GRASP instructional materials.

See **APPENDIX 1** for sample forms:

Library Procedural Outline
Flyer to Bookmobile Staff
Flyer to Library Staff
Community Library Information Sheet

Marketing the Program/Networking and Partnerships

To maintain or expand a GRASP program, Program Administrators need to promote community awareness of the availability of this HSE preparation program by developing an inter-agency referral system, participating in cross-training sessions, and offering training to agencies with whom they network. Suggested target agencies or sites marketing GRASP are as follows:

1. Head Start and Even Start Programs
2. Cooperative Extension
3. Literacy Volunteers
4. NYS Department of Labor
5. NYS Employment and Training
6. High School Counselors
7. Community Maternity Services
8. VESID
9. Career Centers
10. NYS Department of Social Services
11. One Stops
12. Military Recruiters

To develop an active referral system with an agency, GRASP Program Administrators should follow the procedures listed below:

1. Make a personal contact with the agency and arrange a visit to answer questions regarding the program.
2. Send a letter inviting an agency to become a partner. Include a GRASP information sheet, referral sheets and an agency questionnaire to be returned to the educational provider.
3. Establish a procedure for agency-referred students to follow to attend the next available assessment and orientation.
4. Prepare a client evaluation sheet to be sent to the agency with outcomes for each client referred.

See **APPENDIX 2** for sample forms:

Letter to Agency Counselors
Agency Questionnaire
Agency Procedures for Referral
Client Referral Sheet
Client Evaluation Sheet

Chapter 4: Program Administration

- Administrator Responsibilities
 - Program Startup
- Teacher Responsibilities
 - EPE Funding/NRS Reporting/ASISTS
 - Development of an Education and Employment Plan (EEP)
 - Assessment/Intake/Orientation
 - First Packet
 - Student Assignment Log and Teacher Instructional Log
 - Operating Instructions
- Student Responsibilities
 - Options for Students Not Eligible for GRASP

Administrator Responsibilities

The Program Administrator has several responsibilities in running a Giving Ready Adults a Study Program (GRASP). First and foremost is the responsibility for preparing, with the assistance of the Adult Education Programs and Policy (AEPP) Team, and submitting an Employment Preparation Education (EPE) application. The State Education Department (SED) regional will review the application and give approval for the initiation of a GRASP program. This application can be downloaded from the Adult Education Programs and Policy website at <http://www.acces.nysed.gov/aepp/epe.shtml>

In addition, the EPE Manual and EPE claim forms may be downloaded at the website address noted in the above paragraph. Refer to the EPE Manual Section 400 to become familiar with the EPE program requirements. These are general requirements to be followed by all programs that generate EPE state aid. Refer to Section 402.06 of the EPE Manual to obtain information regarding the general requirements for distance-learning programs. The EPE nontraditional formula for distance learning must be used correctly and consistently.

Prior to beginning a GRASP program, Program Administrators must attend a GRASP training provided by a New York State certified GRASP trainer. The Program Administrator should read and know the GRASP Manual, establish partnerships and agency collaborations assign or hire teachers certified in Adult Education or K-12, and provide financial resources for the proper maintenance of program services.

The Program Administrator has the responsibility for becoming familiar with ASISTS, which is the SED approved database to track individual student records. The State Education Department provides free training to SED funded programs to use this database in order to track demographic data as well as student goals and TABE assessment scores, etc. Data must be correctly entered into the database, which provides performance reports that administrators use for quality management and continuous improvement. Both EPE and NRS reporting must

be timely and accurate to satisfy both the National Reporting System (NRS) and Employment Preparation Education (EPE) requirements.

Program Administrators must maintain a central office with support staff, supervise the program, organize teacher meetings and conduct yearly teacher observations and evaluations, mentor new teachers, and support the use of technology in the teaching and learning process such as providing GRASP instructors access to computers.

Sample forms and information sheets that will be used in the training session that will assist in beginning a GRASP program are available in the Appendix of this manual.

Program Startup

In addition, the basic office supplies needed to run a GRASP program include: labels, pocket folders, file folders, 9" x 13" clasp envelopes, postcards, legal size envelopes and postage. A folder must be maintained for each student to provide a record of student performance as well as important documentation for EPE purposes.

If using the library delivery system, a procedure for sending and receiving GRASP packets must be in place. Two separate logs tracking teacher instructional hours and the sending/receiving of packets must be maintained.

See **APPENDIX 3** for sample forms:

Curriculum Log
Library Information Sheet
Worktime Record Sheet

Teacher Responsibilities

The teacher has several responsibilities in the process of establishing and running a GRASP program. The teacher along with the administrator must attend a GRASP training session provided by a New York State certified trainer, and become familiar with the GRASP Manual.

The teacher is responsible for selecting appropriate multi-level materials, supplies, assembling the required forms, preparing appropriate assignments, designing return evaluation sheets, preparing a GRASP Student Handbook, ensuring that TABE testing materials are available and preparing a "writing sample" assignment to be included in an initial student assessment.

The teacher will respond to all student communication in a timely manner, recommend TASC testing when appropriate, develop instructional materials, maintain agency collaborations, and review and update forms and materials as needed.

An individual student record folder must be maintained for participants that is accessible to the teacher and the student. These folders must contain: TABE results, writing samples, an Individual Student Record Form (ISRF), student/teacher contract, an Education and Employment Plan (EEP) along with the student's educational and employment goals, the curriculum log, completed work-time record sheets, samples of student work, and the TASC readiness test results for determining readiness for the TASC exam and student/teacher correspondence. These folders must be kept in a secured area. (Demographic information, test scores, and Learning Disability assessments are confidential). A student work folder that is accessible to both the teacher and the student must also be maintained which includes: student assignments, student assignment logs and student goals. These folders provide a record of student performance as well as important documentation for EPE purposes.

Teachers should work with the Program Administrator to determine potential GRASP student's level of self-motivation, ability to work independently, and organizational and study skills, to ensure that the program can help the students attain their identified academic goal. Candidates interested in distance learning should take the Project IDEAL survey at intake to see if they have the characteristics that will make them a good distance learner.

EPE Funding/NRS Reporting/ASISTS

The teacher must understand the National Reporting System (NRS) and Employment Preparation Education (EPE) requirements. The NRS Manual may be downloaded from the accountability website at <http://adult-education-accountability.org/>

The teacher is responsible for providing documentation for NRS, and participating in both NRS and ASISTS training in order to provide accurate and

consistent data. NRS requirements are the same for both traditional classroom and distance learning and are described in the NRS Manual. Refer to Chapter 5 of this manual for more detailed information about keeping a GRASP program NRS compliant.

Development of an Education and Employment Plan (EEP)

The teacher will work with the student to develop an EEP, which will include student assessment scores, both short-term goals for NRS requirements and long-term career goals along with a plan to meet these goals. This plan addresses educational, employment or personal goals. Refer to Appendix for a sample EEP.

Assessment/Intake/Orientation

Teachers are responsible for student assessment in order to determine educational levels attained. To be in GRASP, each learner must attend a face-to-face assessment through administration of the TABE (Tests of Adult Basic Education) in reading, math computation and applied math. Other relevant tests may be administered.

Distance-learning policy requires that students are post tested a minimum of every 100 contact hours or every 16 to 17 weeks. The initial assessment and the collection of demographic information are part of the intake process. Teachers are responsible for making sure that trained assessors administer the TABE, and the preparation of a writing topic to be included in the assessment.

Teachers are responsible for providing students with an orientation session to further define short and long term goals, explain teacher/student responsibilities, sign a teacher/student contract, and become familiar with the instructional packet delivery modality and learning materials. Orientation may be an appropriate time to survey student's ability to learn independently. Both the teacher and student begin the program by signing a contract. Refer to a sample contract in the Appendix.

The student agrees to work a minimum of six hours per week and to return a time sheet and all completed assignments every two weeks. Teachers agree to provide adequate and appropriate materials for individualized work and to refer students to the TASC test after they successfully pass the TASC readiness test. The home study instructional learning packets may contain assignments in any or all of the TASC disciplines, which include: math, language arts reading and language arts writing, social studies and science. Students are administered the TASC readiness test when the teacher feels they are ready to take the TASC exam. Correspondence continues every two weeks until the student has made sufficient progress and the teacher feels the learner is ready to be sent for the TASC readiness test.

First Packet

All students will receive a GRASP introductory packet. The **First GRASP Packet**, is prepared by the teacher and includes: an information sheet on program delivery; instructions for maintaining a Worktime Record Sheet; requirements for maintaining ACTIVE student status; instructions on returning materials, contacting the instructor and what to do when their packet does not get picked up on time or an assignment cannot be completed within the two week cycle. Students are also sent general information on the NYS high school equivalency readiness tool and high school equivalency testing in their local area.

The first packet may also include a vocabulary list, successful reading techniques, program specific study aides and examples of steps to follow in solving math problems. After the student reads the material in the packet, he/she will fill in the assignment sheet designed by the program. This sheet is used by the instructor to determine the student's level of understanding.

The first packet contains two assignments containing 12 hours of work to be completed by the student in a two-week time period. It is recommended that one of the assignments be in writing if a writing sample was not given during the assessment, intake and orientation process. The first packet is important, as it will set the tone for the student's future success.

Student Assignment Log and Teacher Instructional Log

Teachers are responsible for maintaining a student assignment log and a teacher instructional log. A student assignment log tracks the packets sent out and completed packets received, the assignment, and the results of the assignment. The teacher instructional log tracks teacher instructional time for EPE funding purposes. Refer to the EPE Manual Section 303 and Section 303.03 for more information on teacher instructional time.

Each GRASP student maintains a worktime record sheet, which records the assignments and the amount of time spent working on them.

Note: The teacher is responsible for identifying ACTIVE students. The student is considered ACTIVE when completed assignments have been sent back to the teacher, reviewed and new assignments are sent out. The teacher must also identify noncompliant students, send a REMINDER NOTICE FOR PACKET RETURN post cards to students who have failed to return their packets, and drop students from the log when they become INACTIVE.

Operating Instructions

Teachers are responsible for following the GRASP program operating instructions, which may include:

1. The teacher must become familiar with the student assignment sheets, which contain a complete list of materials and books available to a particular literacy program. Subject, reading level and color, organizes this log. The advantage of having HSE books listed helps all literacy staff to become aware of a student's progress from level to level or program to program. For example, a student who advances to an HSE level from an ABE program will take the log with her/him. The new instructor can see from the assignment sheet what the student has already accomplished ensuring the student consistent instruction. The curriculum log is a picture of the student's complete educational history.
2. Each assignment sheet needs to be written at or below the actual reading level of the book. Publishers often identify the reading level of their materials within their catalogs. The reading level of the assignment is critical to the student's success. Poor student performance and/or student dropout may be the result of directions that are too difficult for the student to understand. The teacher may assign a Fry Scale (Jamestown/Glencoe-McGraw-Hill) reading level to all teacher written assignments.

Assignment sheets are color coded to match the curriculum log. Since so much material is kept for evaluation and for audit in the student's folder, the color assists the instructor in the organization and documentation of the student's work.

3. Assignment sheets may also be coded for staff use. *PreTASC - 7.2* might be recorded on an assignment sheet. The code identifies materials and a reading level. This is especially helpful to new GRASP instructors. Teaching GRASP requires extensive curriculum knowledge and it is best if a teacher has some classroom experience first.
4. Assignments may be written in two ways. Some books may be consumable, while others must be returned to be able to be used again. This is a staff decision based on subject matter, cost of the book, and the book's format.
5. GRASP is funded by an EPE Distance Learning Formula designed to support the program. Good books and materials are a priority for a home study program. Books and materials need to be purchased in larger quantities than are ordered for classroom use. Materials are lost, not returned and worn out at a faster rate than those used in classroom

settings. The program providers need to be aware of this and plan to maintain a larger inventory.

6. When students do not return a scheduled packet, the teacher needs to respond as soon as possible. Phone calls are appropriate if students can be reached. If a call is not possible, the Reminder Notice for Packet Return and postcard should be sent to the student.
7. If students cannot be reached or do not respond to the Reminder Notice for Packet Return, a Drop Letter should be sent. A copy of all correspondence should be kept in the student folder. No EPE is generated if a student's return packet is not received. The packet is then removed from the monthly roster. Only completed packets are counted.

See **APPENDIX 4** for sample forms:

Curriculum Log
Student Assignment Log
Teacher Instructional Log
Hourly Employee Payroll Record
Work Time Record Sheet
Assignment Sheet
Reminder Notice For Packet Return
Drop Letter
NRS Educational Functioning Levels
NRS Individual Education and Employment Preparation Plan
ASISTS Individual Student Record Form (ISRF)

Student Responsibilities

The GRASP student must participate in a face-to-face intake and orientation session and work with the teacher to develop an EEP.

During the intake process, the student will provide demographic data. These data will be used to determine the NRS goals that will be assigned to each student. - Students will be administered the TABE test by a trained assessor in order to assess math and reading skills and will provide a writing sample as part of the intake process. In addition to the initial assessment, students must come in for regular post testing.

The student is required to complete and sign the Student/Teacher Agreement. The student contracts with the teacher to arrange a delivery modality to pick up and return packets on assigned dates, complete a minimum of 12 hours worth of work (two units of work) on a two-week cycle, and notify the instructor of any changes or problems with the program.

The student agrees to continue to work in all subject areas over the duration of the program, to return completed work on each of the assigned return dates, and to continue to work on assignments not completed in this agreement. The student also agrees to take the high school equivalency exam when the teacher determines the student to be ready, and to notify the instructor of the high school equivalency exam date.

GRASP students follow the same guidelines for assessment as any student entering a literacy program. In order to enter into a GRASP HSE preparation program, a student must attain an NRS Educational Functioning Level of ASE Low (9-10.9). If a student scores below that reading level on the TABE, he/she should be referred to a classroom program, Literacy Volunteer, or other educational program.

It is recommended that the learner complete a learning style inventory and a distance-learning survey to assist in determining whether or not he/she has the skills necessary to become a good candidate for distance learning.

Options for Students Not Eligible for GRASP

Students who do not meet the required reading level of 9.0 on a TABE must be offered other options for programming available to meet their needs in the community. A form should be designed detailing all available options.

See **APPENDIX 5** for sample forms:

Student/Teacher Contract
Options for Students Not Qualifying
Library Information Sheet

Chapter 5: Keeping a GRASP Program NRS Compliant

- Intake and Orientation Requirements for NRS Record Keeping
 - Automatic NRS Goal Selection and Student Outcomes
- Managing NRS Goals and Outcomes in a GRASP Program
- Setting Up a GRASP Instructional Offering in ASISTS (Adult Student Information System and Technical Support)
- Recording GRASP Contact Hours for EPE Reimbursement

Intake and Orientation Requirements for NRS Record Keeping

During the intake and orientation process, GRASP teachers must provide the necessary data elements to successfully submit the Individual Student Record Form (ISRF) for inclusion in New York State's National Reporting System (NRS) database, ASISTS.

GRASP students who enter with an NRS Level 5 will automatically receive the NRS Primary goal, "Improve Basic Literacy Skills". Those students who enter with an NRS Level 6 in both Math and Reading will automatically be assigned the goal, "Earn the HSE Diploma". These goal setting policies are outlined in the New York State NRS Manual.

GRASP teachers must also pay close attention to the Secondary Goals identified under NRS, as they are not optional for New York State. (Refer to comprehensive list of Secondary Goals in New York State NRS Manual).

Automatic NRS Goal Selection and Student Outcomes

Once Primary and Secondary Goals have been assigned to students enrolled in GRASP, it is the responsibility of the GRASP teacher to update the student's record in ASISTS when students achieve those goals.

GRASP Packet activities should be carefully designed to include opportunities for students to communicate success in their Goal categories. For example, essays regarding work experience and/or current job conditions may encourage students to communicate their employment status to their GRASP teachers. Secondary Goals, such as "Get Involved in Children's Education" may also be reported through thoughtful design of learning experiences that draw attention to these possible outcomes. The data must then be communicated back to the program's data team so it can be entered into ASISTS.

Setting Up a GRASP Instructional Offering in the Adult Student Information System and Technical Support (ASISTS)

In ASISTS, setting up the Instructional Offering for GRASP is a very specific process. The following are step-by-step directions for entering GRASP classes into the ASISTS database such that the program will electronically generate accurate reimbursement forms for EPE.

- On the *“Instructional Offering”* screen in ASISTS:
- The “Course ID” must include the acronym GRASP
- Under *“Instruction Type”*, select BE which is Code BE
 - o A second Instructional Offering must also be created and coded as a GED class (this will be used when students are ready to be referred to the high school equivalency test)
- Under *“Format”*, select *“Distance Learning”* which is Code I
- Under *“Special Program”*, select *“GRASP”*

Following this simple set of instructions will ensure the correct identification of a GRASP Program for accurate reimbursement of hours under EPE Guidelines.

The screenshot shows the 'Instructional Offering' form in ASISTS. The 'Format' dropdown menu is circled in red and set to 'I Distance Learning'. Other fields include Course ID (GRASP), Start Date (07/01/2013), End Date (06/30/2014), Instruction Type (BE BE), Level (6), and Primary Instructor (Burns, Chris). The 'Special Program' field is also circled in red and set to 'D | GRASP'.

Reminder the program must note on the Instructional Offering that the Distance Learning Program is “GRASP”, see sample below:

The screenshot shows the 'Projected Services' form in ASISTS. The 'Special Program' dropdown menu is circled in red and set to 'D | GRASP'. Other fields include Program (CIP), Funding Source(s), and # of Students.

Recording GRASP Instructional Hours for EPE Reimbursement

ASISTS is programmed to include Distance Learning contact hours in the EPE claim forms used by programs to receive reimbursement. Student contact hours must be entered for each month the student is active (returns packets) Distance Learning Student Contact Hours for GRASP are input using the formula of a “2” for every completed packet. If two packets are submitted in a month a “4” should be entered into ASISTS for that month. There are two months where three packets will be submitted and agencies should input an “8” into the database.

Thank you.

Kathy

Per NYSED, GRASP Programs may send students up to two packets without receiving a response from that student AND programs can receive EPE credit for these two unreturned packets. If a GRASP student is sent two packets initially and does not complete and/or submit either packet, the GRASP Program will receive a 2-packet credit for EPE but zero hours for NRS. In order for a GRASP Program to receive this EPE credit but not have the data impact their NRS report, programs must input these packets into ASISTS in a particular way:

- Type the value 9999 as the number of packets completed for the student with no packet submission to ensure credit for “2” EPE 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.

Chapter 6: GRASP Materials and Assignments

- GRASP Materials
- Sample Assignments

GRASP Materials

Both GRASP distance learning students and traditional classroom students must have access to the same educational materials. GRASP students will use textbooks preferably with answer keys, teacher designed worksheets or lessons, and video based lessons such as those used in the Workplace Essential Skills video series. Programs that have a working relationship with a local PBS provider, may design lessons to align with educational programming aired by the station or online via the NYS Online Media Connection at www.fastforwardny.org

Since students entering GRASP may have varying skills in the various subject areas in HSE preparation, textbooks need to be varied with multi-level skills. Pre TASC level materials (grade level 4-7) are used to increase competency in areas where a student is weak. In order to maintain the interest of the home study student, it is recommended that multiple publishers be used.

Students are required to send textbooks and videos back to the program. However, when a student drops the program materials are sometimes not returned. Loss of materials is a program expense.

Sample Assignments

Two sample GRASP lessons are provided following this narrative.

NAME _____

DATE _____

CODE _____ HSE _____

ASSIGNMENT SHEET

Subject _____ Math _____

Name of Book _____ Cambridge--HSE Exercise Book—Math

Instructor _____

ASSIGNMENT:

1. Read this instruction sheet before you begin working.
2. DO NOT WRITE IN THIS BOOK. Do all your work on paper or in a notebook.
3. Read page IV carefully before you begin.
4. Work through the book. The answer keys are noted after each section. Read the explanations in the answer key to help you understand your mistakes.
5. Take the simulated test at the end of the book.
6. Return the book and the corrected test to your instructor.

GRASP HOME-STUDY PROGRAM

NAME _____

DATE _____

CODE 4 – 7 F

ASSIGNMENT SHEET

SUBJECT: Reading

BOOK: Contemporary's Expressions 1

INSTRUCTOR: _____

ASSIGNMENT:

1. **DO NOT WRITE IN THIS BOOK.**
2. Read the section "To The Reader".
3. Read the complete book starting on page 1.
4. At the end of each story or poem there is a **Reflect** and a **Write Section**. You will be asked to send in one of the **WRITE** activities.
5. Choose one of the stories or poems and send in the **WRITE** section from the selection below. Check below which one you will be doing.
6. Return the book, this sheet, and the writing activity when you have completed the book.

___ They Went Home

___ Speed Clean

___ The Dream

___ Early Autumn

___ Montgomery

___ Andrew

___ The Sunday News

___ She Said a Bad
Word

___ The Telephone

___ One Throw

___ Note to the
Previous Tenants

___ Bicycles, muscles
Cigarettes

___ APO 96225

___ Filling Station

___ Tickets

___ Thief

___ The Lesson

___ Collect Calls

___ Fifteen
___ North Light

APPENDIX 1

**Library Procedural Outline
Flyer to Bookmobile Staff
Flyer to Library Staff
Community Library Information Sheet**

Library Procedural Outline **Sample**

Instructors prepare a GRASP instructional packet and put the student's name, community library name and the student date of pick-up on the outside of the envelope. GRASP staff then delivers it to the regional library system designated pickup center at least two days before the assigned pickup date.

COMMUNITY LIBRARY

1. Designates a location for GRASP packets.
2. Hands out labeled packets upon request.
3. Places student returned packets with GREEN labels in the courier delivery system.
4. Places green PACKET NOT CLAIMED label on any packet not picked up within one week of the date on the packet.
IMPORTANT: Do not keep packets in the libraries longer than one week. GRASP instructors need to know that a student has not picked up a packet as quickly as possible.

REGIONAL LIBRARY SYSTEM

1. Delivers any packets to designated library and/or bookmobile stops.
2. Carries all packets with green labels back to the regional library center to be picked up by the GRASP staff.

BOOKMOBILE CLERK

1. Hands out labeled packets.
2. Places the green PACKET NOT CLAIMED label on any packet that was not picked up during the weekly bookmobile stop and send it back to the regional library center.

Flyer to Bookmobile Staff

Sample

[Date]

[Inside address]

ATTENTION: Bookmobile

Your bookmobile has been chosen as a pickup and delivery site for the assignment packets, which are delivered for our GRASP home study students by the courier system. We suggest that you designate an area where packets being delivered and returned by the students can be placed. Packets being returned to Adult Education now have GREEN LABELS.

If the student, or any person sent by the student, has not picked up the packet after one week from the date written on the packet, please put one of the enclosed PACKET NOT CLAIMED green labels on the packet and return it to the courier. It is vital to our programming that we are aware of a student's failure to pick up a packet as soon as possible.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We are pleased that the services provided by your library and staff enables us to continue our home study HSE program.

Flyer to Library Staff

Sample

[Inside Address]

ATTENTION: Library Staff

Your library has been chosen as a pickup and delivery site for the assignment packets, which are delivered for our GRASP home study students by the courier system. We suggest that you designate an area where packets being delivered and returned by the students can be placed. Packets being returned to Adult Education now have GREEN labels.

If the student, or any person sent by the student, has not picked up the packet after one week from the date written on the packet, please put one of the enclosed PACKET NOT CLAIMED green labels on the packet and return it to the courier. It is vital to our programming that we are aware of a student's failure to pick up a packet as soon as possible.

Should you have any problems with the students or the delivery of packets, please contact us at the above number. We are pleased that the services of your library and staff are enabling us to continue our home study HSE program.

Community Library Information Sheet

Library Information Sheet

Public Library Information Sheet
[Address]

[Telephone Number]

Librarian: Kelly Smith

Sample

Days	Hours	
Monday	9:00 AM	9:00 PM
Tuesday	9:00 AM	9:00 PM
Wednesday	9:00 AM	9:00 PM
Thursday	9:00 AM	9:00 PM
Friday	9:00 AM	9:00 PM
Saturday	9:00 AM	9:00 PM
Sunday	12:00 AM	5:00 PM

Check with Librarian for summer hours

Holidays (Closed):

New Year's Day
Easter Sunday
Memorial Day
Independence Day
Labor Day
Veterans Day

Close at 5 PM the day before Thanksgiving
Christmas Eve Day
Christmas Day
Close at 5 PM New Year's Eve

APPENDIX 2

**Letter to Agency Counselors
Agency Questionnaire
Agency Procedures for Referral
Client Referral Sheet
Client Evaluation Sheet**

Letter to Agency Counselors

[Date]

[Inside Address]

Sample

Dear Agency Counselor:

The agency/school Adult Education Literacy Staff would like to inform you of our HSE onsite classes and home study programs, which might be of interest to your clients. We offer a number of free educational services, including program placement and educational evaluations in reading, writing and math. Placement is determined after completion of our assessment and orientation classes.

The HSE program serves all students 19 through 20 in onsite classes only. All home study students must be 21 years or older.

We are also pleased to tell you that our programs run 12 months. We will accept and process referrals during the summer so your client will be included in our programs in a timely manner. We have enclosed an information sheet to explain our referral system.

Our staff is available for trainings and individual agency staff meetings. If you would like additional information about our services, or if you have questions, please call 274-2222.

Please have the appropriate staff complete the enclosed questionnaire and return it within two weeks, so that we may consider your agency's needs in our programming.

Sincerely,

Literacy Specialist

Agency Questionnaire

Sample

AGENCY QUESTIONNAIRE

NAME _____ DATE _____

1. Name of Agency _____
Address _____

2. List all CONTACT PERSONS who might be interested in receiving the services of this project.

	NAME	POSITION IN AGENCY
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

3. Would you like to arrange for a staff member to meet with your agency for additional program information?
 Yes No

4. Would you like additional Client Referral Sheets?
 Yes No

5. Would your agency provide transportation to an informational screening meeting or to class if transportation is a major problem for clients you refer?
 Yes No

Agency Procedure for Referral

Sample

Agency procedure for referring a client to adult programming.

1. Complete all of the information asked for on the Client Referral Sheet.
2. Check to see that clients have dropped out of high school and are at least 18 years of age.
3. Mail the completed sheet to the Adult Literacy Program so that we may contact your client.

Literacy procedure for processing clients into programming.

1. Your client will be sent a letter of invitation to attend the next available assessment and orientation sessions. No student may enter programming without attending these days.
2. The client is given reading, math and writing assessments. Results of these tests will determine program placement.
3. The client will be placed in a HSE program. Home study will be offered to HSE level students who are 21 years or older.
4. The agency receives a follow-up report indicating the student's current status.

Client Referral Sheet

Sample

CLIENT REFERRAL SHEET - HSE HOME STUDY PROGRAM

DATE _____

NAME OF AGENCY _____

ADDRESS _____

CONTACT PERSON _____

TELEPHONE _____

NAME OF CLIENT REFERRAL _____

ADDRESS _____

TELEPHONE _____

AGE _____

AGENCY/SCHOOL USE ONLY:

Scheduled assessment date _____

Client Evaluation Sheet

Sample

CLIENT EVALUATION SHEET

Prepared by: _____ For: _____

Name(s) of Referral(s)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

The following indicates the status of your client:

- _____ Client was notified of screening and attended.
- _____ Client was notified of screening and did not attend or notify GRASP School/Agency.
- _____ Client should contact School/Agency at 746-2221 if interested in programming.

The following options were presented to your client:

- _____ Met eligibility for GRASP and is now working in program.
- _____ Met eligibility for GRASP and did not respond to invitation to begin program.
- _____ Did not meet GRASP eligibility.
- _____ Invited to attend HSE classes at School/Agency and has enrolled.
- _____ Invited to attend HSE and did not respond.
- _____ Referred to Literacy Volunteers.
- _____ Invited to ANOTHER PAGE and is working in the program.
- _____ Invited to ANOTHER PAGE and did not respond to invitation.

APPENDIX 3

**Curriculum Log
Library Information Sheet
Worktime Record Sheet**

Sample

Curriculum Log

Name: _____

Initial Testing Date _____ Reading Form _____ Math Form _____

Posttest Date _____ Reading Form _____ Math Form _____

Date _____ Reading Form _____ Math Form _____

Date _____ Reading Form _____ Math Form _____

Language Arts Reading

PRE TASC MATERIALS:

Date Sent Returned Scores

Cambridge: Pre TASC Threshold _____

Contemporary: Pre HSE Language Arts Reading _____
Reading and Critical Thinking Content Area _____
Breakthrough in Critical Reading _____
Breakthrough in Critical Reading Exercise _____
Book _____

Jamestown Comprehension Skills: Middle Level _____
Understanding Literary Forms _____
Drawing Conclusions _____
Understanding Significant Details _____
Understanding Main Idea _____
Making Inferences _____
Making Judgments _____
Recognizing tone _____
Understanding Characters _____
Understanding Vocabulary _____
Understanding Organization _____
Critical Reading Series: _____
Phenomena _____
Monsters _____
Heroes _____
Eccentrics _____
Apparitions _____
Calamities _____
Disasters! _____
Aliens and UFOs _____
Deceptions _____
Daredevils _____
Eureka! _____
Rescued _____

Steck Vaughn: Connections _____
Strategies for Success _____

HSE MATERIALS: (Reading Cont.)

Date Sent Returned Scores

GRASP Handbook: _____
 Contemporary: Expressions I _____
 Expressions II _____
 View Points I _____
 View Points II _____

Jamestown Comprehensive Skills Series: Advance Level
 Understanding Literary Forms _____
 Drawing Conclusions _____
 Understanding Significant Details _____
 Understanding the Main Idea _____
 Making Inferences _____
 Making Judgments _____
 Recognizing Tone _____
 Understanding Characters _____
 Understanding Vocabulary _____
 Understanding Organization _____

New Readers Press: Literature I _____
 Literature II _____

Cambridge: HSE Language Arts, Reading _____
 HSE Language Arts, Reading _____
 Exercise Book _____

Contemporary: HSE Language Arts, Reading _____
 HSE Language Arts, Reading _____
 Exercise Book _____

Steck Vaughn: HSE Literature and the Arts _____
 Literary Texts _____
 HSE Literature and the Arts _____
 Non-fiction Texts _____
 HSE Language Arts, Reading _____
 HSE Language Arts, Reading _____
 Exercise Book _____

_____ _____
 _____ _____
 _____ _____

Steck Vaughn:
 Official Practice Test: Form PA _____
 Form PB _____
 Form PC _____
 Form PD _____
 Form PE _____

1/2 Test Summary Sheet Sent _____

TASC Application Date: _____ Date Scheduled for Exam _____

Passed: _____

Scores _____

8/10/2005

Library Information Sheet

Library _____

Address _____

Phone _____

Librarian _____

Hours and Days _____

YOU MUST PICK UP NEW WORK AND RETURN FINISHED WORK ON EACH OF THESE DATES:

SAMPLE

1. Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

HSE-Social Studies Book

2. List the dates and amount of time you worked on this assignment:

List the dates and amount of time you worked on this assignment:

Date 3/6 Time Worked 1 1/2 Hours

Date _____ Time Worked _____

3/8 1 1/2 Hours

_____ _____

3/10 3 1/2 Hours

_____ _____

3. Total time worked: 6 1/2

Total time worked: _____

4. Date Assignment completed: 3/14

Date Assignment completed: _____

PLEASE COMMENT ON YOUR PACKET.

Does your sheet add up to 6 hours a week or 24 hours for the entire month? _____

THIS SHEET MUST BE RETURNED ON _____

You have agreed to work on this program 6 hours a week. This time sheet needs to total 24 hours for the month.

Signature _____ Date _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

List the dates and amount of time you worked on this assignment:

List the dates and amount of time you worked on this assignment:

Date Time Worked

Date Time Worked

Total time worked: _____

Total time worked: _____

Date Assignment completed: _____

Date Assignment completed: _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

List the dates and amount of time you worked on this assignment:

List the dates and amount of time you worked on this assignment:

Date Time Worked

Date Time Worked

Total time worked: _____

Total time worked: _____

Date Assignment completed: _____

Date Assignment completed: _____

APPENDIX 4

**Curriculum log
Student Assignment log
Teacher Instructional Log
Hourly Employee Payroll Record
Work Time Record Sheet
Assignment Sheet
Reminder Notice For Packet Return
Drop Letter
NRS Educational Functioning Levels
NRS Education and Employment Plan
ASISTS Individual Student Record Form (ISRF)**

Sample

Curriculum Log

Name: _____

Initial Testing Date _____ Reading Form _____ Math Form _____

Posttest Date _____ Reading Form _____ Math Form _____

Date _____ Reading Form _____ Math Form _____

Date _____ Reading Form _____ Math Form _____

Language Arts Reading

PRE GED MATERIALS:

Date Sent Returned Scores

Cambridge:	Pre HSE Threshold	_____	_____	_____
------------	-------------------	-------	-------	-------

Contemporary:	Pre HSE Language Arts Reading	_____	_____	_____
	Reading and Critical Thinking Content Area	_____	_____	_____
	Breakthrough in Critical Reading	_____	_____	_____
	Breakthrough in Critical Reading Exercise Book	_____	_____	_____

Jamestown Comprehension Skills: Middle Level	Understanding Literary Forms	_____	_____	_____
	Drawing Conclusions	_____	_____	_____
	Understanding Significant Details	_____	_____	_____
	Understanding Main Idea	_____	_____	_____
	Making Inferences	_____	_____	_____
	Making Judgments	_____	_____	_____
	Recognizing tone	_____	_____	_____
	Understanding Characters	_____	_____	_____
	Understanding Vocabulary	_____	_____	_____
	Understanding Organization	_____	_____	_____
	Critical Reading Series:	_____	_____	_____
	Phenomena	_____	_____	_____
	Monsters	_____	_____	_____
	Heroes	_____	_____	_____
	Eccentrics	_____	_____	_____
	Apparitions	_____	_____	_____
	Calamities	_____	_____	_____
	Disasters!	_____	_____	_____
	Aliens and UFOs	_____	_____	_____
	Deceptions	_____	_____	_____
	Daredevils	_____	_____	_____
	Eureka!	_____	_____	_____
	Rescued	_____	_____	_____

Steck Vaughn:	Connections	_____	_____	_____
	Strategies for Success	_____	_____	_____

	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

HSE MATERIALS: (Reading Cont.)

Date Sent Returned Scores

GRASP Handbook:

Contemporary:

- Expressions I
- Expressions II
- View Points I
- View Points II

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Jamestown Comprehensive Skills Series: Advance Level

- Understanding Literary Forms
- Drawing Conclusions
- Understanding Significant Details
- Understanding the Main Idea
- Making Inferences
- Making Judgments
- Recognizing Tone
- Understanding Characters
- Understanding Vocabulary
- Understanding Organization

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

New Readers Press: Literature I

Literature II

Cambridge:

- HSE Language Arts, Reading
- HSE Language Arts, Reading
- Exercise Book

Contemporary:

- HSE Language Arts, Reading
- HSE Language Arts, Reading
- Exercise Book

Steck Vaughn:

- HSE Literature and the Arts
- Literary Texts
- HSE Literature and the Arts
- Non-fiction Texts
- HSE Language Arts, Reading
- HSE Language Arts, Reading
- Exercise Book

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Steck Vaughn:

Official Practice Test:

- Form PA
- Form PB
- Form PC
- Form PD
- Form PE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1/2 Test Summary Sheet Sent _____

_____	_____	_____
-------	-------	-------

TASC Application Date: _____ Date Scheduled for Exam _____

Passed: _____

Scores _____

8/10/2005

Sample

STUDENT ASSIGNMENT LOG

NAME _____ ENTRY DATE 11-8-04 Cohoes LIBRARY _____ TABE Level _____ Form _____
 SCORES TR 8.5 TM 7.1

PACKET NUMBER	SUBJECT	ASSIGNMENT	DATE ASSIGNED	DATE CORRECTED	NOTES/COMMENTS
1	Reading	GRASP Guidelines/ Questions			
	"	Study Skills/Library Info			
	WRITING	HSE 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
4	MATH	NRP Level 1 Book 5 Division	1-04-05	2-11-05	100%
	LAR	SV strategies for Success Pre Test Pg-1-4b	1-24-05	2-11-05	Pretest 80% meaning from content
5	MATH	Number Sense Decimal = & -	2-7-05	3-2-05	90%
	LAW	Cambridge Horizons Writing Units 3 - Review units	2-7-05	3-2-05	V.G.
	LAW	Essay	2-7-05	3-2-05	V Good

HOURLY EMPLOYEE PAYROLL RECORD

Sample

Name _____

Soc. Sec. Number _____

Position _____

Location _____

Payment For _____

i.e. Overtime, Adult Education, Extra Days, etc.

DATE	FROM (Specify A.M. & P.M.)	TO (Specify A.M. & P.M.)	NUMBER OF HOURS
3/5/98	9 A. M.	3 P. M.	6
3/12/98	9 A. M.	3 P. M.	6
3/19/98	9 A. M.	4 P. M.	7
3/26/98	9 A. M.	3 P. M.	6

Employee's Signature

Total Number of Hours

Supervisor's Signature

Supervisor's Insert Budget Code _____

YOU MUST PICK UP NEW WORK AND RETURN FINISHED WORK ON EACH OF THESE DATES:

SAMPLE

5. Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

HSE-Social Studies Book _____

6. List the dates and amount of time you worked on this assignment: List the dates and amount of time you worked on this assignment:

Date Time Worked
3/6 1 1/2 Hours

Date Time Worked

3/8 1 1/2 Hours

3/10 3 1/2 Hours

7. Total time worked: 6 1/2

Total time worked: _____

8. Date Assignment completed: 3/14

Date Assignment completed: _____

PLEASE COMMENT ON YOUR PACKET.

Does your sheet add up to 6 hours a week or 24 hours for the entire month? _____

THIS SHEET MUST BE RETURNED ON _____

You have agreed to work on this program 6 hours a week. This time sheet needs to total 24 hours for the month.

Signature _____ Date _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

List the dates and amount of time you worked on this assignment:

List the dates and amount of time you worked on this assignment:

Date	Time Worked
_____	_____
_____	_____
_____	_____

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Total time worked: _____

Date Assignment completed: _____

Date Assignment completed: _____

Write the name of the Book or Worksheet Title: Write the name of the Book or Worksheet Title:

List the dates and amount of time you worked on this assignment:

List the dates and amount of time you worked on this assignment:

Date	Time Worked
_____	_____
_____	_____
_____	_____

Date	Time Worked
_____	_____
_____	_____
_____	_____

Total time worked: _____

Total time worked: _____

Date Assignment completed: _____

Date Assignment completed: _____

Assignment Sheet

Sample

GRASP Home-Study Program

Name _____

Date _____

Code RGD HSE _____

ASSIGNMENT SHEET:

Subject: _____

Name of Book: _____

Instructor: _____

Assignment:

1. Read ALL the material included with the first packet.
2. Read and become familiar with the information in the handbook. All information on GRASP Home Study is included. Many answers to questions you might have will be found here.
3. Read and answer ALL questions on the return sheet. It is necessary to use the handbook to locate the answers. ALL answers can be found in the handbook, so do not leave questions unanswered.
4. Keep this handbook. You will need to read the last section again before you test.
5. RETURN only the ANSWER SHEET. New assignments will be prepared for you when your instructors have received and corrected the return sheets. Both the corrections and new assignments will be returned to you.

Reminder Notice For Packet Return

Date _____

Sample

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 and pick-ups be made on the scheduled dates.

Your next pick-up and return date is _____

In order for us to continue preparing and sending your GRASP packets, we are required to have a written commitment from you. Please read the statements on the enclosed postcard and 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

Lack of Return Postcard	
Name _____	Date _____
CHECK ONE of the following:	
<input type="checkbox"/> 1.	I wish to continue in GRASP Home Study
<input type="checkbox"/> 2.	I do not wish to continue in GRASP, I will return all my books to the library.
My library is _____.	
I understand that I must pick-up and 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 _____	

Drop Letter

Sample

[Date]

[Inside Address]

Dear _____,

The Home Study Program operates on a regular schedule of deliveries and returns through your local library system. You have not followed the schedule by making the necessary returns. It is necessary at this time to drop you 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 21 Bay Street, Glens Falls. 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 746-2221 for further information. You may wish to take the next TASC test scheduled at Sunnyside High School or the next TASC test scheduled in Warren County. Applications may be obtained from our Adult Education Offices.

Sincerely,

GRASP Staff

EDUCATIONAL FUNCTIONING LEVELS

National Reporting System

Educational Functioning NRS Levels	Instructional Type	Grade Equivalents
1	ABE Beginning Literacy	0 – 1.9
2	ABE Beginning Basic Education	2 – 3.9
3	ABE Intermediate Low	4 – 5.9
4	ABE Intermediate High	6 – 8.9
5	ASE Low	9 – 10.9
6	ASE High	11 – 12.9

Sample

Individual Education & Employment Preparation Plan

General Information

Name: _____ Entry Date: _____ Program: _____

Assessments Completed

Basic Literacy Assessment

TABE (Test of Adult Basic Education)	Initial Test Date:	Reading Score:	Reading skills to improve:
	Post Test Date:	Reading Score:	
	Initial Test Date:	Math Score:	Math skills to improve:
	Post Test Date:	Math Score:	

Career Exploration Assessment

Choices	Date:	Results:
		Career clusters identified: _____
		Related education and training: _____

Career Exploration Inventory	Date:	Results:
		Interest clusters identified: _____
		Related occupations identified: _____
		Related education and training: _____

Job Readiness Assessment

Employability Assessment Checklist	Date:
Barrier:	Action Steps:
Barrier:	Action Steps:
Barrier:	Action Steps:
Barrier:	Action Steps:

WorkKeys Assessments

Skill Assessed:	Initial Test:	Initial Results:	Post Test:	Update Results:
	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:
Skill Assessed:	Date:	Mastery Level:	Date:	Mastery Level:

Skills Assessment

Rate your skill level 1 – least developed, 2 – need improvement, 3 – adequately developed, 4 – above average, 5 – highly developed

	Rating:	Entry	Exit
Basic Skills: Read, write, listen and speak to others			
Thinking Skills: Identify and solve problems.			
Personal Qualities: Plan, organize and work independently.			
Interpersonal Skills: Teamwork and getting along with others.			
Technology: Identify and use the technology needed to complete a task.			
Managing Information: Find and use information.			
Managing Resources: Manage time, money, and materials.			
Systems: Identify a system and its parts.			

Career Goals and Education Plan

Career Goal and Action Steps

Date:	
Career Goal:	Action Steps:
_____	Entry level jobs that are related: _____
	Skills I need to obtain: _____
	Education I need to pursue: _____
	Training I need to pursue: _____

Signed: _____ Date: _____

Career and Education Plan Progress Checks

Steps achieved	Evidence of achievement (Post-test scores, obtained job, completed course, passed exam, college acceptance, etc.)	Date and Initial

INDIVIDUAL STUDENT RECORD FORM (rev 6/2012)

Check only if Returning Student

1. Contact Information (Please Print Clearly)

First Name: _____ M.I. _____ Last Name: _____
 DOB: (Required) _____ Original Program Start Date: (Required) _____ SS# _____
 Address: _____ e-mail: _____
 City: _____ State: _____ Zip: _____ Phone: _____ Other Phone: _____

2. Sex /Gender (Required)

Male Female

3. Race/Ethnic Identity (Required)

One of the following MUST be checked:

- Hispanic/Latino/a
 - Non-Hispanic/Latino/a
- At least one of the following MUST be checked, more than one may be checked if appropriate:

- Native Hawaiian
- Native American
- Alaskan Native
- Asian
- Pacific Islander
- African American
- Afro-Caribbean
- African
- Latino/a
- White (not Latino/a)

8. School-aged Children

Is the student a parent or guardian of Children under the age of 21?

Parent/Guardian Y N
 Single Parent Y N

If yes to above, enter number of children at each level:

Pres: _____ Elem: _____ JHS: _____ HS: _____

4. Employment Status (Required)

NOTE: Beginning in FY2013, a student's Employment Status will be used to automatically set Employment-related Short-Term (NRS) goals.

- Employed Full-time
- Employed Part-time
- Unemployed 1 year or more and available for work
- Unemployed less than 1 year and available for work
- Not Available for Employment

5. Funding Source(s):

9. Educational Background (Required)

Highest Grade completed in US _____

Highest Credential in Other Countries:

- High School or Sec School Diploma
- Undergrad/Bachelor's/Baccalaureate
- Master's/Graduate
- PhD/Doctorate

Years of Schooling in Other Countries _____

6. Public Assistance: (if receiving)

Type: _____
 Case #: _____

10. Population Categories

- A Homeless
- B Adults in Correctional Facilities
- C Other Institutionalized Adults
- D High School Grad. or Equiv. (US)
- E Displaced Homemaker
- F Head of Household
- G Adults with Disabilities
- H Adults enrolled in Other Education or Training Programs
- I Veterans
- J Dislocated Worker
- K Employed at 200% of Poverty Level
- L Rural Area Resident
- M Low Income
- N Migrant
- O Family Literacy
- P Parole
- Q Learning Disabled
- R Student Edu History in NYS
- U In community correctional facility
- V Other: _____
- W Non Native English Speaker

11. Referral Source/Notes:

12. Student Goals

NOTE: Beginning FY2013, Primary Short-Term (NRS) goals set automatically based on demographic, enrollment and test info. Guidance available in ASIST's Resources.

13. Pretest Information:

Test Date	Test Name (e.g. TABE or Best Plus)	Test Type		Subscores (2 for TABE Math, 1 for TABE Read)	Scale Score	CE	NRS Level	Test Admin
		Level	Form					

14. Initial Enrollment Information

Class Code		Enrollment Date	

Form Completed by: (Please Print) _____

Date: ____/____/____

August 1, 2013

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APPENDIX 5

**Student/Teacher Contract
Options for Students Not Qualifying For GRASP
Library Information Sheet**

New York State Distance Learning Programs
HSE Home Study Programs
GRASP
Student-Teacher Agreement

Sample

Program Agency: _____

Please check all that apply:

_____ I **AM** interested in the GRASP Home Study.

_____ I **WILL** follow the student-teacher agreement below.

_____ I **AM NOT** interested in the GRASP Home Study. (You need not continue)

Student:

I accept the invitation to GRASP 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 it is necessary to work in each of the following areas to be best prepared to take the TASC test: 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 HSE test when assigned.
6. I will take the TASC exam when recommended by my instructor at the most available time and location.

Signature

Date

Teacher:

1. I will provide you with materials to do 6 hours of individualized work every week.
2. I will contact you through the mail or by phone if any changes are made in the program.
3. I will respond to phone or written messages from you as soon as possible.
4. I will refer you to the TASC test when the official predictor test indicates success.

Signature

Date

Student:

Please check to show you understand what you must do next.

_____ I understand that I must return work by the assigned dates.

_____ I will return one copy of this signed agreement and keep the other for my records.

Options for Students Not Qualifying for GRASP

Sample

We are pleased to offer you the following options for adult literacy programming:

_____ Literacy Volunteers (free tutoring)

_____ English for Speakers of Other Languages (ESOL)
[Telephone Number]

_____ HSE classes [Address]

_____ HSE classes [Address]

_____ Distance Learning [Telephone Number]

Sample

Library Information Sheet

Library _____

Address _____

Phone _____

Librarian _____

Hours and Days _____

APPENDIX 6

**EPE Section 202
EPE Section 303, 303.01, 303.02
EPE Section 400
EPE Section 402.06
EPE Section 403.01**

202 - DISTANCE LEARNING ADULT EDUCATION PROGRAMS

Distance learning programs are those that are not conducted in a traditional classroom format. Students who are able to attend programs in a traditional setting should be encouraged to do so whenever possible. Only distance learning programs approved by the New York State Education Department in the applicant's comprehensive plan of service may be used to generate EPE aid. To be approved to offer a distance learning program, agencies must submit information such as intake and assessment, record keeping, role of the teacher, documenting student activities, documenting teacher time, determining progress and completion, and program duration (see section 407.03). Teachers for all of these programs must have specific and appropriate training (see section 406). Refer to the Distance Learning Manual for a list of approved distance learning programs at <http://www.acces.nysed.gov/aepp/>

Like traditional programs, distance learning programs are also classified as academic and non-academic. Stand-alone non-academic programs are not allowed. A minimum of 50% of the course content in classes in which a student is enrolled in a given week must be academic. This policy does not apply to adult occupational programs.

Distance Learning Academic Curriculum Description

There are three distance learning programs: Adult Basic Education, Adult Secondary Education and English as a Second Language. The Adult Basic Education program serves learners under a ninth grade reading level. Academic curriculum used for this program are Skills to Make Adults Ready to Succeed (SMART) (reading grade level equivalent 4 – 7). Adult Secondary Education serves learners at a ninth grade level of reading or higher. Academic curriculum used for this program is GRASP and FastForwardnyTASC, which is a new online HSE prep program published by Kentucky Educational Television (KET). English as a Second Language students who have a National Reporting System (NRS) level four or higher may participate in distance learning. The academic curriculum used in this program is Crossroads Café. All distance learning programs will use the packet delivery modality as explained earlier in this guide. Teachers must be trained in the academic curriculum by a certified New York State trainer and must take a refresher training session in every three years thereafter. SED will issue certificates upon completion of the training session.

- Skills to Make Adults Ready to Succeed (SMART) - This curriculum was developed by the Yonkers Curriculum Development Team to assist the learner with life management and career skills. It also provides curriculum to improve basic skills in reading, writing and math. These skills will assist the learner with everyday living and the workplace. Included in this life skills series are: Consumer Smart, Eating Smart, and Living Smart. Each theme is divided into assignment units. This series also has a "star level" of difficulty to include: One star easy activities, two star moderate activities, and three star difficult activities. This curriculum may be used for ABE students with a reading grade level equivalent 4 – 7. The Life Skills Management component may be used as a nonacademic resource.

- Giving Ready Adults a Study Program (GRASP) – Designed for adults with a minimum reading grade level equivalent of 9.0 who are seeking a high school equivalency diploma. Students must be able to work independently and devote at least 6 hours per week to studying. Individualized home study packets are delivered twice a month via the regional library network, by mail or by hand.
- FastForwardnyTASC is a Moodle based online curriculum designed for adults with a reading grade level equivalent of 9.0 published by Kentucky Educational Television (KET). It is currently in the development stage.
- Crossroads Café – This curriculum may be used in both the “traditional” classroom and in distance learning. The distance learning model would generate EPE contact hours using the distance learning formula (see section 303 of the EPE Manual). A special application form (see Appendix of EPE Manual) requesting specific program information must be submitted with the EPE comprehensive plan of service. This video/workbook series includes 26 lessons focusing on English language skills development for ESOL learners ranging from low intermediate to advanced learners. The curriculum will assist learners develop their communication skills and understand elements of the American culture. Each video includes a culture clip. Two workbooks accompany the video series including lessons in listening, reading, writing, grammar, speaking and pronunciation. The photostories workbook is designed to support lower-level learners. The Crossroads video series is available online on the New York State Online Media Connection website at www.fastforwardny.org When this series is used for distance learning, a telephone component is a programmatic requirement.

The National External Diploma Program (NEDP), administered through Comprehensive Adult Student Assessment Systems (CASAS), is an assessment program that allows adults to demonstrate transferable skills for which a high school diploma is awarded. NEDP is a competency-based, applied performance assessment system that expects adults to demonstrate their ability in a series of simulations that parallel job and life situations. Participants are evaluated against a criterion of excellence which requires 100 percent mastery. Advisors and Assessors work with students to help direct them toward the instruction, available through existing community resources, needed to complete the 70 competencies required within the Generalized Assessment. In addition, each student must fulfill an individualized competency (for a total of 71 competencies). Only programs that have received training in NEDP may operate the program.

As with all DL programs, NEDP candidates should be ready to take upon the self-direction of learning with enthusiasm and dedication. NEDP sets a minimal entry requirement of performing at the ASE Low instructional level. Refer to the Program Manager and Instructor Guide of Distance Learning located on the (Adult Education Programs and Policy) AEPP website for more information at <http://www.acces.nysed.gov/aepp/dl.shtml> and the NEDP website at <http://www2.casas.org/home/?fuseaction=nedp.welcome>. A tutorial on claiming EPE hours in NEDP is available at <http://www.adult-education-accountability.org/#>. Select the button marked "Resources" and then "Tutorials". The first one on the list of tutorials is downloadable as a PowerPoint.

Distance Learning Non Academic Resources

Distance learning teachers can supplement instruction with non-academic resources that have been approved by the State Education Department after it has been determined by the field that they will assist learners in achieving National Reporting System (NRS) goals for program performance along with short and long term career goals as established in the Education and Employment Plan (EEP). These resources include: Workplace Essential Skills (WES); Health Promotion Home Study; TV411, Madison Heights, Lifelines and On Common Ground. These resources are not designed to produce educational gain as measured by the NRS. If used, they must be integrated with one of the above mentioned academic curriculum. Nonacademic content should never be more than 50% of the work assigned. Teachers may choose to give students 100% academic assignments. A learner is allowed one packet at a time.

- Workplace Essential Skills - This is a resource published by KET enterprise designed to teach the skills required to obtain and retain employment, and facilitate a job search. This program combines both video and Internet approaches to introduce the student to resume writing, job search processes, interviewing skills, business math, reading and communication. It is comprised of an orientation and 24 thirty minute videos which are linked to the workbook and internet activities. Online videos are available on the New York State Online Media Connection website at www.fastforwardny.org
- Home Study Component of Health Promotions for Adult Students – Only available to agencies with an approved GRASP program. The components must be incorporated as part of the GRASP packet of lessons. Instructors must be trained in the GRASP program as well as in health promotions. Components include nutrition, first aid, health insurance, exercise, health care, resources, substance abuse, and child safety.
- TV411 - This is a video-print series that provides instruction in literacy and life skills for learners of adult basic education. Videos are modeled on popular television format to provide an entertaining and motivational resource that includes sketches in which characters demonstrate literacy in everyday life. This series also includes workbooks and interactive online activities to provide practice in skills introduced in the series. The online videos are located at www.fastforwardny.org

303 - DISTANCE LEARNING FORMULA

The basis for claiming EPE aid in distance learning programs is the instructional hours provided by the teacher. This can involve contact with students either in-person, by phone or through the mail. It can also involve correcting or preparing student work, lesson planning or bookkeeping related to operating the program. This time must be clearly documented (see section 408.08). All distance learning programs conform to a two-week packet model in which a teacher assigns two weeks' worth of work for a student. Packets can be paper or electronic. (see the distance learning manual at <http://www.acces.nysed.gov/aepp/manuals.html>).

Reimbursement for the distance learning formula is based on two premises:

1. The maximum number of instructional hours (hours that a teacher can claim for work with an individual student) that is allowed is 30 minutes (.5 hours) per week for each actively enrolled student.
2. For each of these instructional hours, 12 contact hours can be claimed. In ASISTS a program will enter a two which represents one returned packet. ASISTS will automatically multiply the two by six for a total of 12 contact hours per completed packet. If two packets are returned during the four week period of any given month, a four would be recorded to represent the two returned packets. ASISTS will automatically multiply the four by six for a total of 24 contact hours per two completed packets.
3. Documentation of student work must be kept for work completed in each packet.
4. Only a two or four may be recorded in ASISTS when the packet has been completed and returned (see section 303.03).
4. The first two packets created for a student are excepted from this requirement. Should a student not return the first two packets and leave the program, the program may record 9999 as attendance for that student. This cue will credit the program for the two packets without including the student in the National Reporting System. (see distance learning manual at <http://www.acces.nysed.gov/aepp/>). See example below:

Date of Birth	Hours
03/06/1981	0
02/02/1985	0
02/15/1980	2
10/28/1982	0
09/22/1985	9999
01/06/1953	0
08/13/1957	0
08/06/1980	4
03/19/1988	0
12/22/1985	0
07/18/1982	2

5. Regardless of the record in ASISTS, programs must conform to the requirements for record keeping in distance learning programs as outlined in section 408.08

303.01 - Active Enrollment

Critical to the Distance Learning formula calculation is the application of the term active enrollment. The term represents the actual number of students in a given week that fulfill the requirements for being active as described below. The number of students enrolled in the program may be higher than the active enrollment. The active enrollment may vary from week to week because not all students enrolled will complete required work every two weeks. Required work means work assigned by the teacher as prescribed by the curriculum design of the particular program. Completion of required work is necessary for a student to be counted as actively enrolled in a given week. The 2 or 4 that is required in ASISTS may only be recorded upon receipt of the completed packet from the student. (There are two months in the year when students will be able to submit three packets. In this case a 6 will be entered into ASISTS).

These programs are designed so that each student completes a packet representing two weeks' work. The instructor receives, corrects and sends packets on a two-week cycle. For paper packets, the physical packet travels from the student to the teacher via the library mail system, the postal service, or, in some cases, they are hand delivered. The preparation and sending of a new packet to a distance learning student after the previous packet has been received and corrected enables the agency to consider the student as active for two weeks. Students can never be considered active by virtue of a phone contact alone.

For any student that has been screened and deemed eligible for distance learning programming, the program staff may prepare the first two distance learning packets and record a "4" representing those two packets in ASISTS regardless of whether the student returns either of the first two packets. However, if the student does not respond after receiving the second packet and therefore is considered "inactive" in the program, the "4" that was previously entered into ASISTS should be deleted and the cue 9999 entered in its place. By doing so, the program will continue to be eligible for EPE reimbursement for the 24 contact hours that were represented by the "4" but the student will not count on any NRS reporting documents." Chapter 5 of the Program Manager's Guide for Distance Learning <http://www.acces.nysed.gov/aep/manuals.html> provides more detailed directions for this process).

303.03 - Calculating contact hours and EPE that can be claimed in distance learning programs

In the distance learning formula, it is actually the number of instructional hours that determines the amount of EPE generated. That is why the key documentation involves the instructor logs and records of packets received and sent out or student contacts. Time the teacher spends in academic activities related to delivery of the program can be counted as instructional hours. This includes activities such as reviewing or preparing lessons, phone or personal contacts with students related to instruction, student assessment, or lesson planning. Time spent in non-academic counseling or transporting packets cannot be considered contact hours.

The formula works as follows:

1. Identifying Active Enrollment

Using the definitions in section 303.01, identify the number of students that fulfill the requirements for being considered "active".

2. Calculate Maximum Number of Students per Week

In any given week, the number of packets created by a teacher cannot exceed the number of real time hours the teacher is paid to work. This calculation is spread over a two week period. For example, if a teacher works a 30 hour week, then a maximum of 30 packets may be generated in that week for 30 students. In week two, the teacher may then create 30 more packets for 30 different students. Within that two week period, a teacher, working 30 hours per week, may generate a total of 60 packets for 60 students. Multiply the active enrollment for the week by .5 to determine the maximum number of instructional hours that can be claimed.

$\text{Active Enrollment} \times .5 = \text{Maximum Instructional Hours}$

3. Allowable Instructional Hours per Week are calculated as follows: Determine how many hours the teacher can document that they actually worked (see above). If the actual number was less than the maximum, then the actual hours should be used (rounded to the nearest 15 minutes or .25 hours). If the actual number was equal to or more than the maximum, then the maximum should be used.

4. **EPE hours will be calculated by ASISTS based on active enrollment. Active enrollment in ASISTS is defined by a returned packet.** For each packet completed by the student and returned, a two is entered into ASISTS for attendance purposes for every two week period after a packet has been returned completed. ASISTS will automatically multiply the two (representing a single packet completed and returned by the student) by six for a total contact hour tally of 12 contact hours per completed, returned packet.

5. EPE that can be Claimed is calculated as follows:

Multiply the allowable instructional hours by 12. This will determine the number of EPE contact hours that can be claimed.

$$\text{Allowable Instructional Hours} \times 12 = \text{EPE Contact Hours}$$

Example 1 - Active enrollment of 10 and teacher worked five or more hours in a given week:

- Use maximum instructional hours - active enrollment of 10 x maximum allowable instructional hours per student of .5 = 5 instructional hours.
- Multiply maximum instructional hours of 5 x 12 = 60 total EPE contact hours that can be claimed.
- Multiply total EPE hours that can be claimed of 60 x agency's EPE rate (hypothetical rate for this example) of \$4.00 per hour = \$240 in EPE aid that can be claimed.

Example 2 - Active enrollment of 10 and teacher documents 4 hours and 40 minutes of work in a given week:

- Round actual hours worked (4 hours and 40 minutes) to nearest quarter hour or 4.75 hours.
- Multiply the actual hours of 4.75 x 12 = 57 total EPE contact hours that can be claimed.
- Multiply total EPE hours that can be claimed - 57 x agency's EPE rate (hypothetical rate for this example) of \$4.00 = \$228 in EPE aid that can be claimed
- So the maximum this agency could claim for 10 students would have been \$240 (10 students x .5 x 12 x \$4.00) if the teacher had actually worked five hours or more. In the second example, the teacher worked 4.75 hours to the nearest 15 minutes the school can only claim \$228.
- Since there are 52 weeks in a year, and a maximum of .5 instructional hours can be claimed per week for an active student, a maximum of 26 instructional hours can be claimed per year per student (based on completed and returned packets). Multiplied by 12 this means that a maximum of 312 contact hours can be claimed for an individual student per year.

Programs should ensure that teacher instructional hours support the number of contact hours claimed.

SECTION 400

EPE PROGRAM REQUIREMENTS

401 - GENERAL REQUIREMENTS

Employment Preparation Education Programs, other than high school courses, must meet the following general requirements:

- All curricula must be developed or approved by the State Education Department or follow established State frameworks. This means that curricula should be consistent with the State Adult Learning Standards and targeted towards the achievement of National Reporting System Goals. Curricula should be maintained on site.
- Instruction will be individually prescribed and paced in each class.
- Individual student folders will be easily accessible to students and teachers, and will include information concerning attendance, testing and program needs. A student's total file, however, may be in more than one location depending on the location of the service received. The complete file consisting of all of a student's records must be accessible for review and verification. The mandatory elements that should be found in a student's file include:
 - ✓ Individual Student Record Form (ISRF)
 - Check for a match to data entered into ASISTS
 - ✓ Assessment Score sheets (for all Pre and Post tests)
 - BEST Plus score sheet (individual by student)
 - BEST Literacy scoring booklet
 - TABE Test score sheet
 - Official Practice Test score sheet (if applicable)
 - ✓ Americans with Disabilities Act declaration
 - Original signature from student
 - ✓ Education and Employment Plan (EEP)
 - Customized to student's entry literacy levels and goal selection
 - Updated at least quarterly
- To protect student privacy, all personal information, including data found on the Individual Student Record Form (ISRF) must be kept in a secure location and not available to the public.
- No class register will exceed 20 students unless a waiver is granted in writing or the annual application indicates a variance. For those for whom a waiver has been approved, Average Daily Attendance should not exceed 25.
- Classes will operate at least 6 but no more than 20 hours per week unless a waiver is granted in writing.
- At least 150 hours of instruction per year will be made available to individual students. This means that students in ABE, HSE or ESL classes must have at least 150 hours of instruction available to them in a school year.

- Education and Employment plans (EEP) will be developed for individual students to address educational, employment or personal goals. This means that all EPE students must be assessed according to the guidelines found in the NRS manual on the AEPP website and must have a plan developed (see section 414.04).
- Each professional staff member serving in the Employment Preparation Education Program will take at least twelve hours of staff development related to the development and organization of such programs for adults each year. This applies to individuals employed both full and part-time for the entire academic year. Substitute teachers employed for less than 80 hours need not take staff development programs.
- New teachers and administrators must attend programs offered by the Regional Adult Education Network (RAEN) specifically designed for working with the adult population.
- Students with special needs will be provided appropriate instruction as determined by the Commissioner of Education. This includes both physically and learning disabled students. Teachers must be trained in instructional methodologies to provide effective learning experiences for individuals with disabilities.
- All students in academic programs must receive a pre-test within the first 12 hours.
- All students will be tested at intervals necessary to determine status and progress. The following intervals are recommended:
 - Students in a class that meets for nine hours or less per week should be post-tested at the end of each 100 instructional hours.
 - Students in a class that meets ten or more hours per week should be post-tested at the end of each two-hundred instructional hours.
 - Students in a tutorial program should be post-tested at least every fifty instructional hours.

In no instance can EPE aid be claimed for students in academic programs who are not pre-tested before 35 hours or are not post-tested before 300 hours after the pre-test. ASISTS will automatically deduct these hours from the total number of hours that can be claimed.

- Programs will submit required data to the State Education Department consistent with the National Reporting System (NRS) for adult education. All programs must use ASISTS for this purpose.

402.06 - General Requirements for Distance Learning Programs

While distance learning programs provide the flexibility for students to participate who may not otherwise be able to, the administration of these programs requires scrupulous record-keeping. This manual is not intended to provide all of the information needed to operate any of these programs. Complete information regarding these programs is a part of the training that is available from the SED Regional Liaison for each program or through the Regional Adult Education Network (RAEN). Additional information is available in the Distance Learning Manual at http://www.acces.nysed.gov/aepp/docs/Distance_Learning_Guide-Final-1-2-07.pdf . However, there are several requirements that all distance learning programs must adhere to:

1. All teachers must be certified and have specific and appropriate training available through the RAEN (see section 406). For continuity and to maintain a consistent level of quality, it is recommended that program administrators also participate in distance learning training.
2. All distance learning programs must have the following components: an intake process, the development of an Education and Employment Plan (EEP), instructional intervention, a homework or home study component, and a procedure for reviewing the student work and progress.
3. A student roster must be maintained containing the names of all enrollees.
4. Student logs must be kept indicating the hours that students worked at home for each packet/subject area/episode.
5. The instructor must maintain a record of all assignments completed by all students on the roster. For Crossroads Café home study, the record must detail which episodes were completed each week (see section 408.08).
6. The teacher must keep detailed records of hours of instruction provided (i.e. reviewing, correcting, or handling student materials, planning, etc.) and other activities as well as a record of all student packets reviewed.
7. All testing, as well as the development of the EEP, must be done in person.

403.01 - EPE Comprehensive Plan of Service Approval Process

In approving the comprehensive plan of service, SED staff evaluates the following:

- The effectiveness of the proposed program components based on past program data using the National Reporting System performance measures as compared to NYS benchmarks.
- The likelihood that occupational education programs achieve employment outcomes for adults (this review does not constitute approval of curricula);
- The support for educational initiatives and priorities identified by the Department;
- Geographic accessibility of programs and lack of duplication in any region (see Geographic Range Policy section 411); and
- The assurance that program expenditures will meet or exceed the projected revenues from all sources.

Based on this review, approval will be granted to agencies to claim a total number of contact hours for the program year in the approved program component areas. This approval sets a cap on the total amount of EPE aid that can be claimed so that the statewide limit will not be exceeded. Agencies may be requested to provide clarification or additional information before receiving a formal approval letter for all program components contained within their application.

APPENDIX 7

PROGRAM ADMINISTRATORS AND TEACHERS

Steps for Beginning and Running an Approved Distance Learning Program in New York State

Program Managers and Instructors can follow a step by step process to implement a Distance Learning (DL) program as follows:

1. Identify the population to be served and the academic needs of the students. Develop a plan to recruit appropriate students. Refer to the Project IDEAL (Improving Distance Education for Adult Learners) website to learn more about DL research on recruitment, orientation, assessment and retention in Distance Learning at www.projectideal.org Refer to the policy on the geographic range of EPE programs in the EPE Manual online at <http://www.acces.nysed.gov/aepp/epe.shtml> This policy restricts distance learning services for students not residing in the agencies district.
2. Develop an intake process to evaluate who is likely to be a good distance learner, to record needed demographic information, to identify the learner's goals. Use the Project IDEAL distance learning survey to assist the student in self assessment. Assess the learner through the administration of the Test of Basic Education (TABE) or the BEST Plus oral exam.
3. Develop an in-person orientation session to further define short and long term goals, explain the teacher/student roles and responsibilities, sign a teacher/student contract, become familiar with the delivery modality and instructional materials, and inform the learner of the range of services provided in the area of residence.
4. Choose a primary academic curriculum for the Adult Education ABE, ASE or ESL program from the list of academic curricula in Appendix 6 of this manual. Nonacademic resources may also be used and must be aligned with the NRS goals for performance and the short and long term goals as identified in the Education and Employment Plan (EEP). Non academic content should never be more than 50% of the work assigned. Refer to Chapter 2 of this manual for "New DL policy guidelines" and Appendix 6 for a complete listing of nonacademic resources.
5. Develop a distance learning plan for the organization to explain roles and responsibilities for the distance learning teacher, objectives and goals of the program, guidelines for assessment of the learner, and a plan for data collection and documentation for Employment Preparation Education (EPE) funding.
6. Submit an EPE application with a program narrative that includes information on:
 - a. Intake and assessment
 - b. Record Keeping

- c. Role of Teacher
 - d. Documentation of student activities
 - e. Documentation of teacher time
 - f. Determining progress and completion of program
 - g. Duration of program
 - h. Teachers must have specific and appropriate training by a certified New York State trainer. This training is to be scheduled through the Regional Adult Education Network (RAEN).
7. Submit periodic reports after the program is up and running. Agencies will submit an EPE Interim Report and Claim Form and a Final Claim Form using the forms generated from the ASISTS database.
- a. EPE Claim Form SA 160.1 and Interim Report. This form must be submitted (emailed or faxed) to the AEPP Team on February 19th. An original signature copy is due 10 business days after the electronics submission. The form determines the EPE hours through December 31st that will be claimed for EPE aid and projects total EPE hours through June 30th. This form is only available through the ASISTS database. As of February 18th this form will be frozen in the ASISTS database, such that any amendments to the period from July 1st to December 31st must be documented in the EPE amendment log also found in ASISTS. Programs should include FULL YEAR PROJECTIONS in their submitted SA 160.1.
 - b. Submit EPE Claim Form SA 160.2 (emailed or faxed) to the AEPP Team to claim EPE hours. This form is only available through the ASISTS database. An original signature copy is due 10 business days after the electronic submission. (Check EPE application for exact dates for submission).
 - c. Provide the necessary documentation for distance learning programs. Refer to the EPE Manual and National Reporting System (NRS) Manual at <http://adult-education-accountability.org/#>.
8. Provide a minimum of twelve hours of professional development to each professional staff member serving in the EPE program. Refer to EPE Manual Section 409.
9. Refer to General Program Requirements (Reference EPE Manual Section 402.06).
10. Develop an evaluation plan to assess the student's progress. Students of distance learning are to be tested at regular intervals (after every 100 contact hours or 16-17 weeks). Both pre and post testing must be done in person.
11. Make sure teachers are certified in Adult Education or hold certification in any K-12 classroom teaching title.

12. Meet the NRS requirements for educational gain and program outcomes and document appropriately. (Refer to (ASISTS) website at <https://www.asists.com/login.aspx>)
13. Use the distance learning formula for reimbursement of EPE State Aid. Refer to EPE Manual Section 303. The basis for claiming EPE aid in distance learning is teacher's instructional hours.

Prepare New Distance Learning Programs for an EPE Audit

To prepare for an EPE audit teachers should:

1. Send into the State Education Department student and instructor record logs for auditor review and approval.
2. Make sure student assignments are complete before a new assignment is given, and that these completed assignments are recorded in the student log.
3. Make sure documentation for the ACTIVE student is correct as described in the EPE Manual.
4. Make sure there is documentation to justify teacher instructional hours (especially those hours spent on work other than program) as well as contact hours.
5. Make sure the agency uses the suggested participant intake form or can provide data comparable to the intake information form provided by ASISTS. - Individual Student Record Form (ISRF)
6. Make sure the agency maintains individual student folders that are easily accessible to teachers and students, which include: goals, test results, learning plans, and/or lists of skills and materials the student has mastered.

To prepare for an EPE audit, administrators should:

1. Make sure the agency has implemented a plan to monitor data quality.
2. Make sure the agency uses the suggested survey instrument or can provide comparable data to conduct participant follow up surveys. Refer to NRS Manual.
3. Make sure the agency has identified staff to be involved in the program improvement process, and that the agency uses performance outcome data in the program improvement process as outlined in the NRS Manual.

