

Remote and Hybrid Education Training

AEPP, ASISTS and The Accountability Office



Sign in here!



PREREQUISITES FOR REMOTE AND HYBRID INSTRUCTION

Program Managers	Test Assessors	Case Managers
EPE Distance Education Training	TABE 13 & 14 Test Administrator Training	Case Management Training
	Best Plus 3.0 Test Administrator Training	
Remote and Hybrid Education Training (2 Hours of PD)	PM should turnkey Remote and Hybrid Training to Test Assessors and Teachers.	PM should turnkey Remote and Hybrid Training to Case Managers.

HYBRID AND REMOTE APPLICATION DEADLINES

- Applications for Hybrid and Remote Instruction due date has passed.
- Programs that are approved for Hybrid and Remote Instruction will be approved for July 1, 2025 - June 30, 2026.
- Programs interested in applying for hybrid or remote instruction during the FY 25-26 fiscal year will be considered on case by case basis and should contact their Regional, RAEN and Aris Bird.

LOCATION REQUIREMENTS:

For programs receiving AEPP funding:

- Students must reside and physically be in New York State when receiving services.
- Program staff (teachers, case managers etc.) funded through AEPP must be in New York State when providing services.

100% Remote

WIOA/ALE

Requirements

WIOA AND ALE 100% REMOTE AND HYBRID REQUIREMENTS



1. Each program may apply for I (ONE) 100% fully remote course per funding source.
2. The class roster for the remote course may have **25 students** in attendance at any given time.
3. NRS Level I students should be grouped together, have smaller classes, and be continuously monitored for progress or one-on-one support.
4. Each class must be a minimum of **six (6) hours** per week and a maximum of **20 hours** per week.
5. Instruction must be **synchronous online** instruction where the teacher is engaged with students on scheduled days and times selected by the program and published on the PIF generated from ASISTS.
6. All performance benchmarks for Post Testing, Measurable Skill Gain, Follow Up Outcomes, and Enrollment must be met. Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in the termination of the program's remote option.

100% Remote

EPE

Requirements

EPE 100% REMOTE REQUIREMENTS

1. ONE (1) 100% completely remote class for eligible* students, if additional remote courses are needed the program must demonstrate student need and apply.
2. **NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support.**
3. **The class roster for the remote class may have up to 20 students in attendance at any given time.**
4. **If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students.**

EPE 100% REMOTE REQUIREMENTS (CONTINUED)

5. This fully remote class must be synchronous online instruction where the teacher is engaged with students on scheduled days and times selected by the program and published on the PIF generated from ASISTS.
6. All performance benchmarks for Post-Testing, Measurable Skill Gain, Follow Up Outcomes, and Enrollment must be met. Continuous poor performance that does not demonstrate student gain and progress, may lead a program to Corrective Action which may result in termination of the program's remote option.
7. Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week.
8. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week.

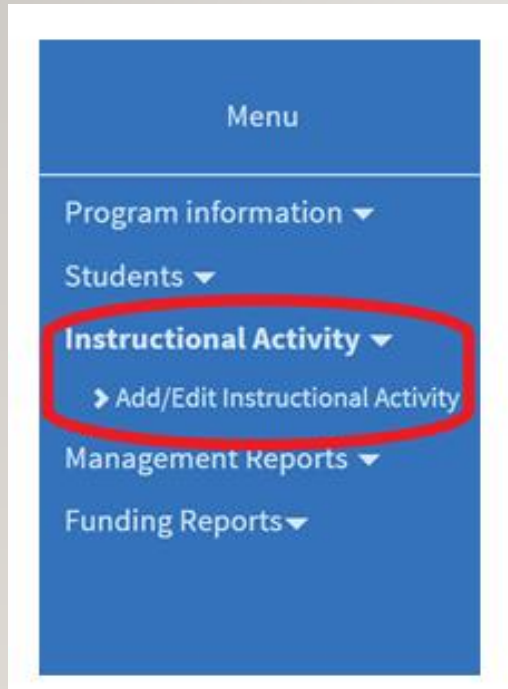
Kate Tornese



CODING 100% REMOTE INSTRUCTIONAL OFFERINGS IN ASISTS

Step-by-Step Directions

STEP 1 : ENTERING CLASSES INTO ASISTS



1. Go to ASISTS Menu
2. Find Instructional Activity
3. Click Add/Edit Instructional Activity

STEP 2: ADDING REQUIRED FIELDS FOR 100% REMOTE

4. Click where the interface reads “Add New Course”
5. Then enter the required fields for the synchronous 100% remote class
6. Course ID: must begin with an underscore “_”, the next characters (up to 15) may be chosen by the program to further identify the class (XXXXXX in the example image), and the course ID must end with “_100” (underscore then 100 for “100% Remote”)

Click to add a New Course (Elements in red are required):

<input type="text" value="_XXXXXX_100"/>	<input type="text" value="08/01/2024"/>	<input type="text" value="12/15/2024"/>	<input type="text" value="ESOL (NRS and/or EPE)"/>	<input type="text" value="Porter, Matilda"/>
<input type="text" value="4"/>	<input type="text" value="Remote"/>			

STEP 2: ADDING REQUIRED FIELDS FOR 100% REMOTE (CONT'D)

7. Start Date & End Date: should reflect the actual anticipated start and end dates of the course
8. Instruction Type: may be Basic Education (BE), GED preparation (GE), HSE preparation (H), Math (MA), or English as a Second Language (ES)
9. Primary Instructor: should be the teacher of the class
10. Level: should reflect the general NRS level of instruction being provided
11. Format: should be “Remote”

Click to add a New Course (Elements in red are required):

<input type="text" value="_XXXXXX_100"/>	<input type="text" value="08/01/2024"/>	<input type="text" value="12/15/2024"/>	<input type="text" value="ESOL (NRS and/or EPE)"/>	<input type="text" value="Porter, Matilda"/>
<input type="text" value="4"/>	<input type="text" value="Remote"/>			

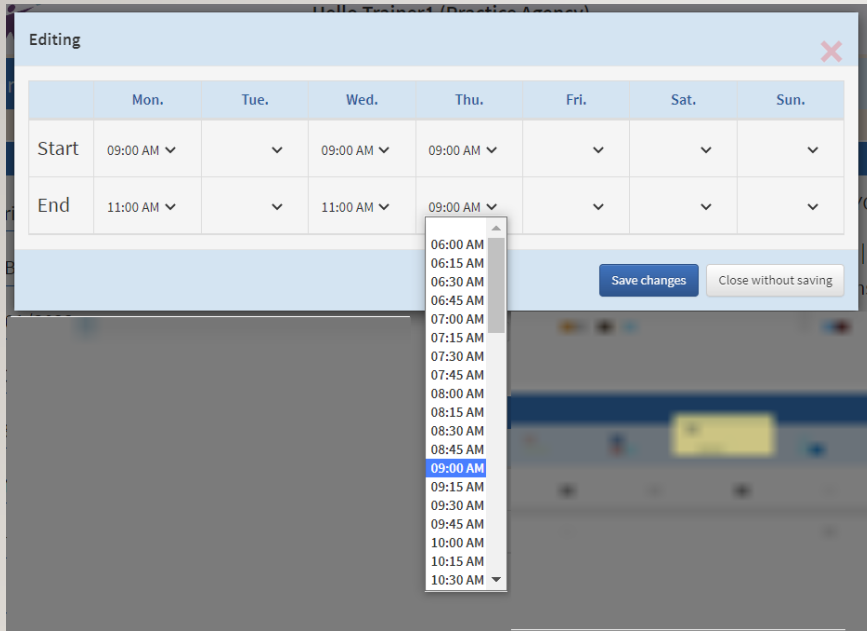
STEP 3: ADDITIONAL REQUIRED DETAILS

Schedule							
	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Start	▼	▼	▼	▼	▼	▼	▼
End	▼	▼	▼	▼	▼	▼	▼

Click to Edit

- On the “Details” screen for the class, select the days and times when the synchronous class will meet
- Click the “Schedule Section” to Edit

STEP 3: ADDITIONAL REQUIRED DETAILS (CONT'D)



The screenshot shows a web interface for editing a class. At the top, there is a header bar with the text "Editing" and a close button (X). Below this is a table with columns for the days of the week: Mon., Tue., Wed., Thu., Fri., Sat., and Sun. The table has two rows: "Start" and "End". Each cell in the table contains a time value followed by a downward arrow, indicating a dropdown menu. The "Start" row shows 09:00 AM for Mon., Tue., Wed., and Thu., and empty dropdowns for Fri., Sat., and Sun. The "End" row shows 11:00 AM for Mon., Tue., and Wed., 09:00 AM for Thu., and empty dropdowns for Fri., Sat., and Sun. A dropdown menu is open for the Thursday "End" cell, showing a list of times from 06:00 AM to 10:30 AM in 15-minute increments. The 09:00 AM option is highlighted in blue. Below the table, there are two buttons: "Save changes" and "Close without saving".

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Start	09:00 AM ▾	▾	09:00 AM ▾	09:00 AM ▾	▾	▾	▾
End	11:00 AM ▾	▾	11:00 AM ▾	09:00 AM ▾	▾	▾	▾

06:00 AM
06:15 AM
06:30 AM
06:45 AM
07:00 AM
07:15 AM
07:30 AM
07:45 AM
08:00 AM
08:15 AM
08:30 AM
08:45 AM
09:00 AM
09:15 AM
09:30 AM
09:45 AM
10:00 AM
10:15 AM
10:30 AM ▾

Save changes Close without saving

Add the Start and End times for the days the class will meet using the time selection drop-downs for each day

EPE DISTANCE EDUCATION

CAN IT BE CONDUCTED REMOTELY?

WHAT IS EPE DISTANCE EDUCATION?

Programs approved by NYSED in which students are not present in a classroom but where instruction is facilitated by a teacher. All distance education programs must conform to the two-week packet model whether a program is comprised of physical packets or delivered electronically.

Academic programs:

- National External Diploma Program (NEDP)
- Skills to Make Adults Ready to Succeed (SMART)
- Giving Ready Adults a Study Program (GRASP)
- ESL Distance Education Packet Program
- Fast Track
 - Fast Track GRASP Packets
 - Fast Track Math GRASP Packets

EPE DISTANCE EDUCATION

The Details

- 1. Tutoring MUST be in person and offered for 3 hours per week.**
- 2. Class roster can not exceed 20 students without a waiver.**
- 3. All rules for packets would remain the same.**

EPE REQUIREMENTS

**50%
Hybrid**

**50% In-
person**

Traditional EPE Hybrid Requirements

- In-person instruction 50% of each scheduled class time along with 50% remote synchronous instruction where the teacher is engaged with students on scheduled days and times selected by the program within the same week.
- NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support.
- Class roster for hybrid classes may have up to 20 students in attendance at any given time. If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students.
- Each class must be published on the Program Information Form (PIF) generated from ASISTS.

Traditional EPE Hybrid Requirements (Continued)

- Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week.
- **Students must actively attend both the remote and in-person classes. If students miss 3 consecutive classes of either modality, they should be transferred to traditional classroom programming**
- All students included in Remote Instruction must have a signed Hybrid Screening Tool in their physical student folders

WIOA AND ALE REQUIREMENTS

**50%
Hybrid**

**50% In-
person**

WIOA and ALE Hybrid Requirements

- In-person instruction 50% of each scheduled class time along with 50% remote synchronous remote instruction where the teacher is engaged with students on scheduled days and times selected by the program within the same week
- NRS Level 1 students should be grouped together, have smaller classes, and continuously monitored for progress or one-on-one support
- Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week and published on the Program Information Form (PIF) generated from ASISTS.
- The maximum number of active students may not exceed 25 students per class. Special consideration must be taken for Level 1 students that may require additional support

WIOA and ALE Hybrid Requirements (Slide 2)

- Students must actively attend both the remote and in-person classes. **If students miss 3 consecutive classes of either modality, they should be transferred to traditional classroom programming.** If the student does not participate in remote or in person classes, the student must be contacted to assist in the removal of barriers.
- All students included in Remote Instruction must have a signed Hybrid Remote Screening Tool in their student folders. The form must be completed with the help of the program.
- All synchronous remote instruction requires that students and instructors use a computer, audio and have cameras on during remote classroom instruction.
- All performance benchmarks for Post Testing, Measurable Skill Gain, and Follow Up Outcomes must be met. Continuous poor performance that does not demonstrate student gain and progress may lead a program to Corrective Action, which may result in the termination of the program's remote option.

Differences Between EPE and WIOA/ALE Hybrid

EPE

Class rosters may have up to **20** students in attendance at any given time.

If the program is approved for a class size waiver, the class roster may have up to 35 students listed, with a maximum average daily attendance of 25 students

Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week. If the program is approved for a class hour waiver, the class can be for a minimum of four (4) hours per week and a maximum of 40 hours per week.

WIOA/ALE

The maximum number of active students may not exceed **25** students per class.

Each class must be a minimum of six (6) hours per week and a maximum of 20 hours per week



CODING HYBRID 50/50 INSTRUCTIONAL OFFERINGS IN ASISTS

Step-by-Step Directions

BASICS OF SETTING UP HYBRID CLASSES IN ASISTS

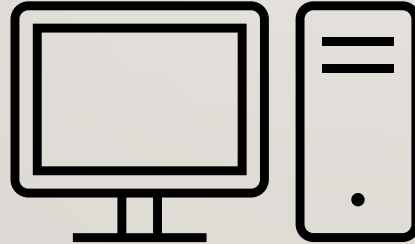
Create **2** distinct classes, one representing the remote instruction and one representing the in-person instruction companion class.



Exact days and times must be recorded in both the synchronous remote and in-person class to align with the 50%-50% requirement.

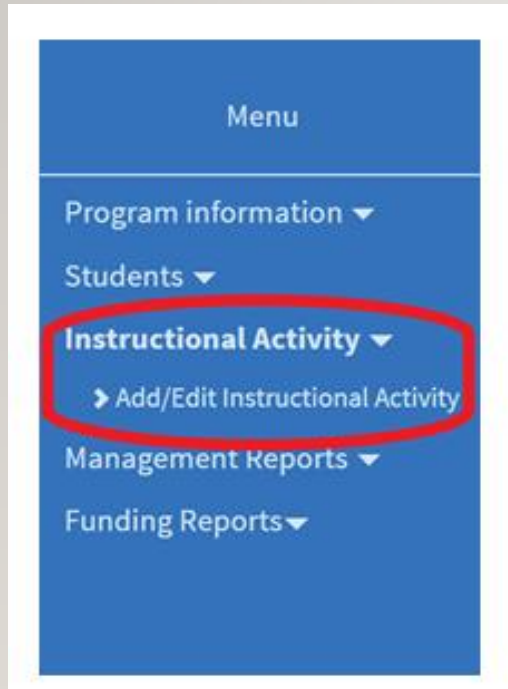


The Start and End date must also match and reflect the date the classes begin and a projected date for when they may end.



Students must be enrolled in **BOTH** classes.

STEP 1 : ENTERING CLASSES INTO ASISTS



1. Go to ASISTS Menu
2. Find Instructional Activity
3. Click Add/Edit Instructional Activity

STEP 2: ADDING REQUIRED FIELDS FOR REMOTE HALF OF HYBRID

4. Click where the interface reads “Add New Course”
5. Then enter the required fields for the synchronous 100% remote class
6. Course ID: must begin with an underscore “_”, the next characters (up to 16) may be chosen by the program to further identify the class (XXXXXX in the example image), and the course ID must end with “_RE” (underscore then RE for “Remote”)

Click to add a New Course (Elements in red are required):

<input type="text" value="_XXXXXX_RE"/>	<input type="text" value="07/08/2024"/>	<input type="text" value="12/31/2024"/>	<input type="text" value="BE (NRS and/or EPE)"/>	<input type="text" value="Porter, Samantha"/>
<input type="text" value="3"/>	<input type="text" value="Hybrid"/>			

STEP 2: ADDING REQ'D FIELDS FOR REMOTE PART OF HYBRID (CONT'D)

7. Start Date & End Date: should reflect the actual anticipated start and end dates of the course
8. Instruction Type: may be Basic Education (BE), GED preparation (GE), HSE preparation (H), Math (MA), or English as a Second Language (ES)
9. Primary Instructor: should be the teacher of the class
10. Level: should reflect the general NRS level of instruction being provided
11. Format: should be “Hybrid”

Click to add a New Course (Elements in red are required):

<input type="text" value="_XXXXXX_RE"/>	<input type="text" value="07/08/2024"/>	<input type="text" value="12/31/2024"/>	<input type="text" value="BE (NRS and/or EPE)"/>	<input type="text" value="Porter, Samantha"/>
<input type="text" value="3"/>	<input type="text" value="Hybrid"/>			

STEP 3: ADDITIONAL REQUIRED DETAILS

Schedule							
	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Start	▼	▼	▼	▼	▼	▼	▼
End	▼	▼	▼	▼	▼	▼	▼

Click to Edit

- On the “Details” screen for the class, select the days and times when the Remote synchronous part of the Hybrid class will meet
- Click the “Schedule Section” to Edit

STEP 3: ADDITIONAL REQUIRED DETAILS (CONT'D)

Editing

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Start	09:00 AM ▾	▾	09:00 AM ▾	09:00 AM ▾	▾	▾	▾
End	11:00 AM ▾	▾	11:00 AM ▾	09:00 AM ▾	▾	▾	▾

06:00 AM
06:15 AM
06:30 AM
06:45 AM
07:00 AM
07:15 AM
07:30 AM
07:45 AM
08:00 AM
08:15 AM
08:30 AM
08:45 AM
09:00 AM
09:15 AM
09:30 AM
09:45 AM
10:00 AM
10:15 AM
10:30 AM ▾

Save changes Close without saving

Add the Start and End times for the days the Remote synchronous part of the Hybrid class will meet using the time selection drop-downs for each day

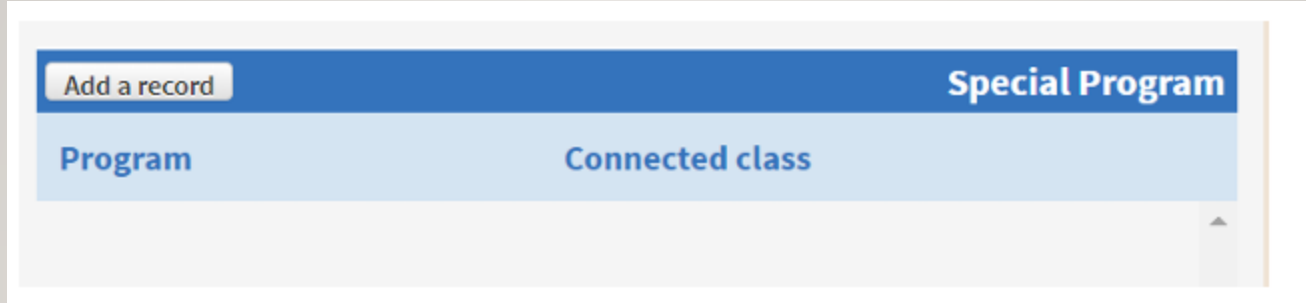
STEP 4: ADDING IN-PERSON PART OF HYBRID CLASSES

Click to add a New Course (Elements in red are required):

<input type="text" value="_XXXXXX_IN"/>	<input type="text" value="07/08/2024"/>	<input type="text" value="12/31/2024"/>	<input type="text" value="BE (NRS and/or EPE)"/>	<input type="text" value="Porter, Samantha"/>
<input type="text" value="3"/>	<input type="text" value="Hybrid"/>			

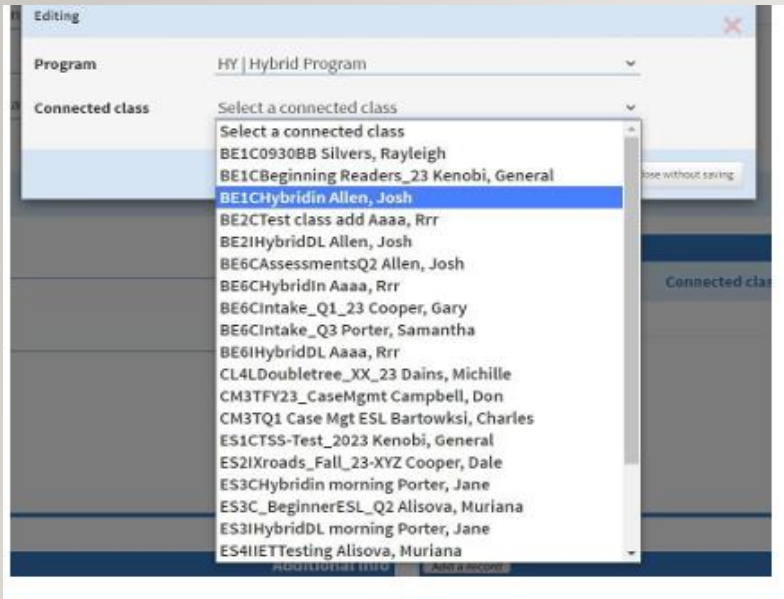
- Create the companion “In Person” traditional class.
- REPEAT STEPS 1 - 3 above, using the SAME Instruction Type, Level, and Format that was used in the Remote section of the class, as well as the leading “_” (underscore), and the same entry where you see “XXXXXX” in the example images. The only difference will be that the In-Person Class Course ID must end with “_IN” (underscore then IN for “In-Person”)

STEP 5: CONNECTING HYBRID SECTIONS IN ASISTS



- Each Hybrid remote synchronous class must have a “Special Program” assigned
- While creating the In-Person class, scroll down to “Special Program”
- Select “Add New Program”

STEP 5: CONNECTING HYBRID CLASSES INTO ASISTS (CONT'D)



- Select “HY - Hybrid” from the Program drop-down
- Then, from the “Connected Class” drop-down, select the “_XXXX_RE” companion class to this In-Person class
- **FINALLY:** Return to the “_XXX_RE” companion class and connect it to the In-Person class just created by repeating the two bullets above, but selecting the “_XXXX_IN” class from the drop-down.

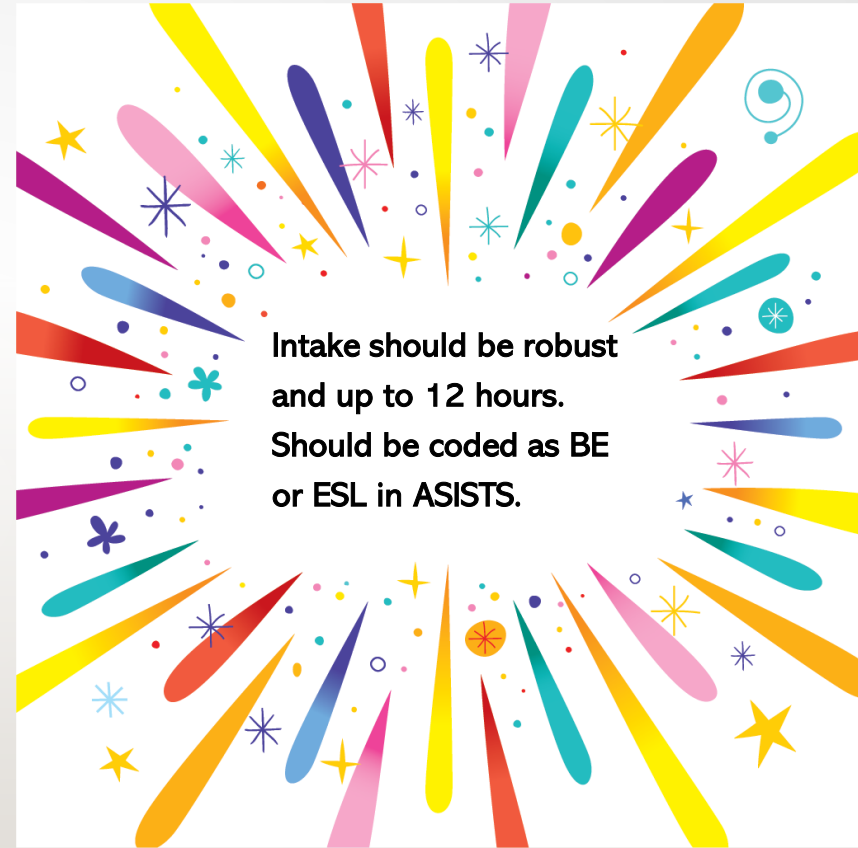
Arís Bird

VIRTUAL INTAKE



WHAT DOES VIRTUAL INTAKE LOOK LIKE?

1. Individual Paperwork (1 on 1)
 - a) Remote/Hybrid Screening Tool
 - b) ISRF
 - c) Remote Intake Check-list
 - d) All Required Forms
2. Group Orientation
3. Assessment
 - a) Best Plus (Individually)
 - b) TABE 13/14 (Small group)



CONSIDERATIONS

Is the student the right fit for remote or hybrid instruction?

Is the instructor the right fit for remote or hybrid instruction?

Online Platform to be used.

Communication to student – link for intake, orientation, instruction.

Setting up 1 on 1 meetings with students vs. groups.

**IS THE STUDENT
A GOOD FIT
FOR REMOTE OR
HYBRID
INSTRUCTION?**



HYBRID SCREENING TOOL


**IF STUDENT DOES NOT MEET
THE REQUIREMENTS ON THE
SCREENING TOOL, THEY ARE
NOT ELIGIBLE FOR REMOTE OR
HYBRID INSTRUCTION.**

**THIS INCLUDES LEVEL I
STUDENTS.**

STUDENT HYBRID SCREENING TOOL

- Does the student have a quiet place to work?
- Does student have the time to attend classes?
- Is student willing to spend periods of time on the computer?
- Does the student have a computer available to them?
- Does the student have an email account?
- Does student know how to use a web browser?
(Microsoft Edge, Google Chrome)
- Does the student have internet?
- Does the student have a camera and audio on their computer?
- Will the student attend in person classes?

REMOTE INTAKE CHECKLIST



AEPF Remote Intake Checklist

CASE MANAGER OR INTAKE COORDINATOR

(Updated March 2021)

AEPF PROGRAM NAME & LOCATION:

Student Name: _____ Start & End Date: _____

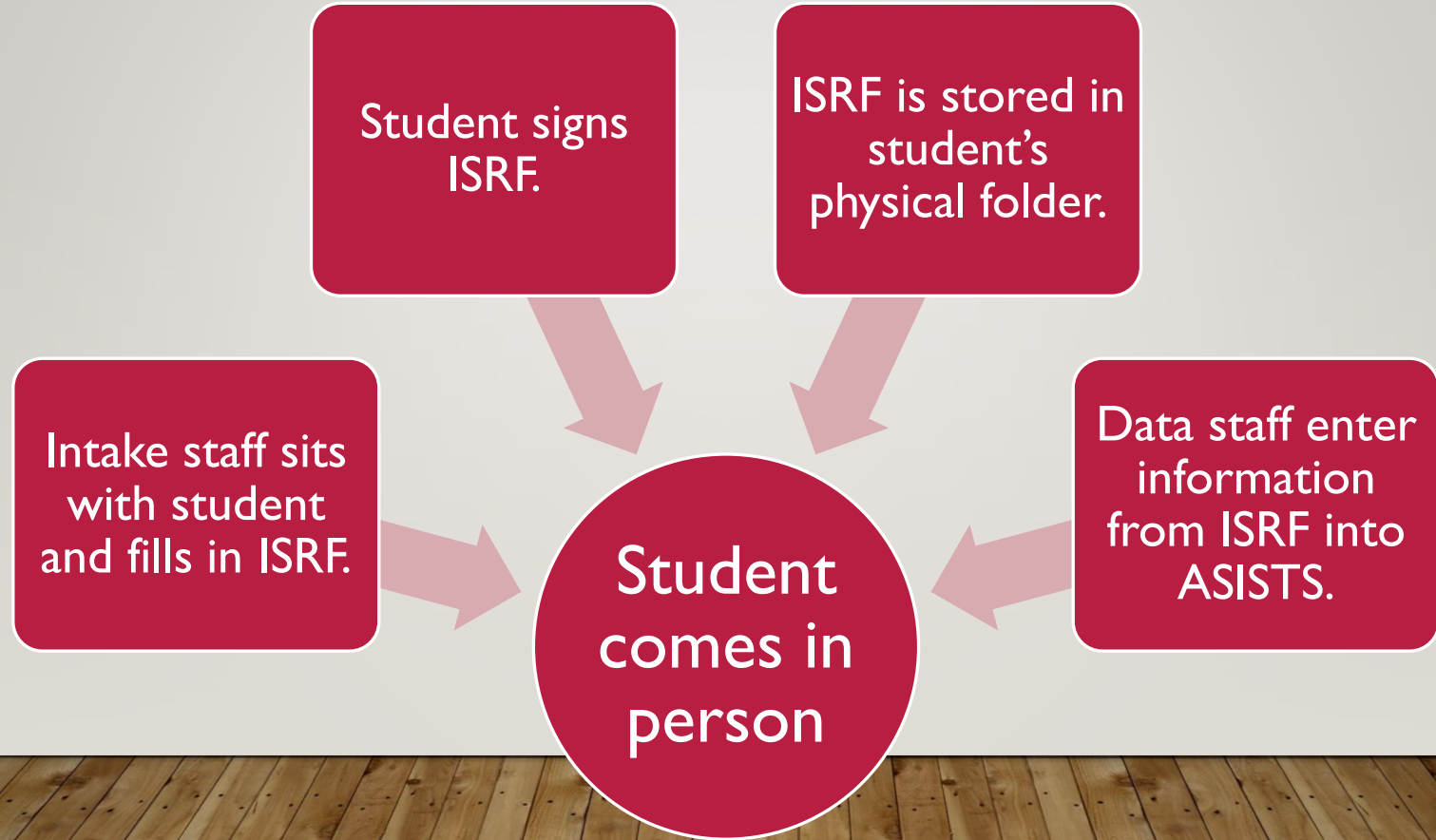
Course Name: _____ Intake Date: _____

INTAKE AGENDA	KEY ITEMS
<p>1. Preparation - a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the student's technology needs and the appropriate internet <input type="checkbox"/> Ensure that the student has a computer and reliable internet <input type="checkbox"/> Set up the video call date and send the link to the platform <p>2. Preparation - b</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer student questions and provide contact in case they need help <input type="checkbox"/> Provide programming information and resources <input type="checkbox"/> Provide the student a copy of the ISRF form in preparation for intake <p>3. Remote Video Intake Activities - a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish rapport and address any questions <input type="checkbox"/> Help the student fully complete the ISRF form <input type="checkbox"/> Identify all barriers and determine supportive resources <p>4. Remote Video Intake Activities - b</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the American Disabilities Act disclosure form & provide resources <input type="checkbox"/> Develop Employment and Education Plan (EEP) tailored to student's needs <input type="checkbox"/> Provide information on pre-req test assessments <p>5. Remote Video Intake Activities - c</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain Fast Track opportunities or ISE services in your organization <input type="checkbox"/> Introducing a Pathway to High School Equivalency (PHS) (HS2) to the student or introducing students to WUVA partner services: VCL, UNAG, WIC, Health Insurance etc. <p>6. Remote Video Intake Activities - d</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide student attendance contract and program policies - signed <input type="checkbox"/> Inform student of Case Mgr Services for referrals and resources <input type="checkbox"/> Provide student their course schedule and expectations <p>7. Remote Video Intake Activities - e</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with staff contact information <input type="checkbox"/> Explain the expectations of remote instruction and connect on that to how students with student ambassadors for support <p>8. Remote Video Intake Activities - f</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask the student for alternative contact information for follow-up outcomes <input type="checkbox"/> Request completion of up to 15 hours of intake & total hours of the course <input type="checkbox"/> Develop plan for student post programming <p>9. Post Video Intake Activities - a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Any portion of time spent with intake must be captured in AEPF's intake attendance hours must be entered by the end of the month <input type="checkbox"/> Follow-up with student to answer questions or provide resources <p>10. Post Video Intake Activities - b</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow-up on outstanding items or questions <input type="checkbox"/> Follow-up with student periodically to check in and update contact <input type="checkbox"/> Review student attendance periodically and provide support 	<ul style="list-style-type: none"> <input type="checkbox"/> ISRF must be fully completed & signed <input type="checkbox"/> Technology needs have been assessed <input type="checkbox"/> Identification of Barriers to Success <input type="checkbox"/> Explanation of services and instruction <input type="checkbox"/> Selection of programming <input type="checkbox"/> Addressing accessibility needs <input type="checkbox"/> Scheduling of video call <input type="checkbox"/> Answering questions <input type="checkbox"/> Reviewing policies and expectations <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px; text-align: center; font-weight: bold; font-size: x-small;">COMMENTS AND FEEDBACK</div> <div style="margin-top: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: x-small; margin-top: 10px;">INTAKE STAFF</div> <p style="font-size: x-small; margin-top: 5px;"><i>I have conducted intake remotely with the student listed above and have completed all intake requirements in support of the student. The student has enthusiastically agreed the ISRF form using my approved software.</i></p> <p style="font-size: x-small; margin-top: 5px;">Employee Signature _____</p> <p style="font-size: x-small; margin-top: 5px;">Date _____</p>

ISRF



TRADITIONAL METHOD FOR COMPLETING AN ISRF



COMPLETING THE ISRF WITHIN ASISTS

Only for programs approved for Hybrid/Remote Instruction

Only one individual per program will have access.

Submit contact information of individual who will be given access from your program to Aris Bird, Regional, RAEN



REMOTE/HYBRID ISRF REQUIREMENTS



MUST BE COMPLETED I
on I to protect student
privacy.



**Intake staff must have a
computer, internet, camera
and audio ability.**



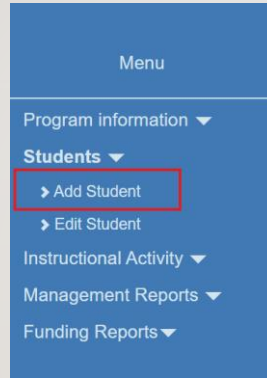
**Student must have a
computer, internet,
camera, audio and ability
to access to online
platform.**



**Program must have a
platform such as Google
Meet, Teams, Webex, Zoom
to meet with the student.**

ISRF COMPLETION – TWO OPTIONS – OPTION #2

Option #2: Fill out the ISRF data directly into ASISTS and use the built-in signature request process



New Student Entry - ISRF

Elements in red are required

Basic Information					
First name	Mary	Middle initial		Last name	Jones
Birth date	07/04/2000	Original prog. start			08/11/2025
Address	30 Primrose Ave				
City	New City	State	New York	ZIP	10954
Home phone	845-555-4567	Mobile phone	123-456-7890	Email	MJones@email.com
Emergency phone	123-456-7890	Contact Name			
Remote Student	<input checked="" type="checkbox"/>				

- Click “Add Student” in ASISTS
- Complete the ISRF screen **completely**, paying special attention to the accuracy of the email address
- Indicate that this was a “Remote Intake” by clicking the “Remote Student” check box
- Save ISRF Information using the “Save” button at the bottom of the screen

ISRF COMPLETION – TWO OPTIONS – OPTION #2 (CONT'D)

Option #2 continued: Request signature

The screenshot shows a web form titled "Nationality" with the following fields:

- Country of birth: Select a country
- Status: Select a status
- Date of US settlement: mm/dd/yyyy
- Primary language: [empty]

Below the form are two buttons: "Generate ISRF for Signing" and "Download Signed ISRF". A "Survey" link is visible in the top right corner of the form area.

Below the form, the question "Where did you hear about this program?" is followed by two columns of radio button options:

<input type="checkbox"/> <input type="checkbox"/> State Local	<input type="checkbox"/> <input type="checkbox"/> State Local
<input type="checkbox"/> <input type="checkbox"/> Ad on transit (bus, train, subway)	<input type="checkbox"/> <input type="checkbox"/> Flyer
<input type="checkbox"/> <input type="checkbox"/> Social media (Facebook, Instagram, Twitter)	<input type="checkbox"/> <input checked="" type="checkbox"/> Other (please specify)

https://docs.google.com/document/d/1zQMHF_GfZCz7GbVksDM7r79EBf5j0xxtkN2_SiQAoYE/edit?usp=sharing

- Go to the “Student Details” screen
- Scroll down & click the “Generate ISRF for Signature”
 - NOTE: Email will go to the email address entered for the student
- After student signs, use “Download Signed ISRF” button to get and print a copy of the signed document
- Full Instructions available using ← link

Aris Bird

In the chat:
List one
orientation
activity.

ORIENTATION

AFTER THE VIRTUAL SCREENING TOOL, DOCUMENTS & ISRF





WHAT IS INCLUDED IN VIRTUAL ORIENTATION?



Most activities can be conducted in a small group setting.



Overview and Introduction to the program.



Staff Introduction.



Virtual Tour of the Program if student may need to attend in person.



How to connect with staff virtually. Email? Phone? How can they get help? Are there office hours?



Expectations of attendance. How are classes structured?

- How to access class virtually?
- Case Management - Identify barriers of the student.
- Assessment of TABE 13/14 and Best Plus 3.0 (all students need a new test).
- Letting students know that someone from the program will follow-up with them 2 and 4 quarters after exit to continue the program funding.

Reminder: Students can't miss 3 consecutive classes of either modality.

VIRTUAL ASSESSMENT REMINDERS

TABE 13/14 & BEST PLUS 3.0

TABE 13/14 REMOTE PROCTORING

1. Step by Step Guidance at DRC.
[TABE Student Instructions for Remote Testing.pdf](#)
2. Contact the DRC with a CC to your RAEN and Aris Bird for technical assistance.
3. Student and Assessor must have a computer, internet, audio, camera, quiet location to work.
4. TABE 13/14 Level L is not available.
5. TABE 11/12 Level L is not appropriate to be conducted remotely.



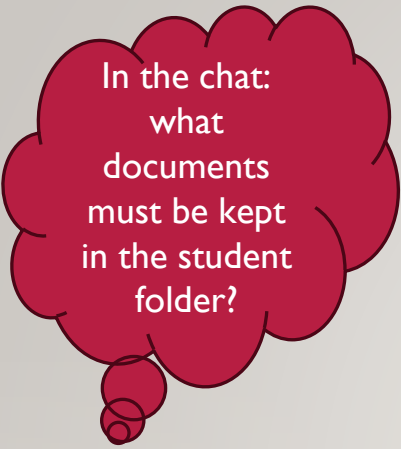
BEST PLUS 3.0 REMOTE REMINDERS

Test Administrator Requirements

- Certified test administrator (Best Plus 3.0)
- Must have internet, a computer with a camera and audio
- Camera on
- Must be comfortable with video conferencing software
- Must follow CAL's Test Administrator Guide
- Test must be 1 on 1
- Verify student.

Student Requirements

- Computer with camera and audio.
- Camera on
- Internet
- Quiet testing location
- Ability to navigate video conferencing software.



In the chat:
what
documents
must be kept
in the student
folder?

RECORD KEEPING

THE ISRF AND OTHER DOCUMENTS



RECORD KEEPING FOR HYBRID AND REMOTE

ISRF **MUST** be printed and signed in student folder. (Includes remotely completed)

The remote screening tool must be completed and physically placed in the student's folder.

The intake checklist must be completed and physically placed in the student's folder.

Assessments - even conducted remotely, results must be printed and physically placed in the student's folder.

All other requirements for the student folder remain.

Must be kept for 6 years plus current fiscal year (7 total years)

Must be audit ready at all times.

VIRTUAL CASE MANAGEMENT

“IF IT’S NOT IN ASISTS, IT DOES NOT EXIST.”

Reminder:

If a staff member is scheduled for case management time on the PIF, that staff member should be conducting case management activities during that time.

VIRTUAL/REMOTE CASE MANAGEMENT



Must be an established student that has been through intake



Update Barriers to Employment



Enrolled not counted



Updating EEP



Updating ISRF (got a job, moved, etc)



Referral to available resources



Document time spent with students in ASISTS.



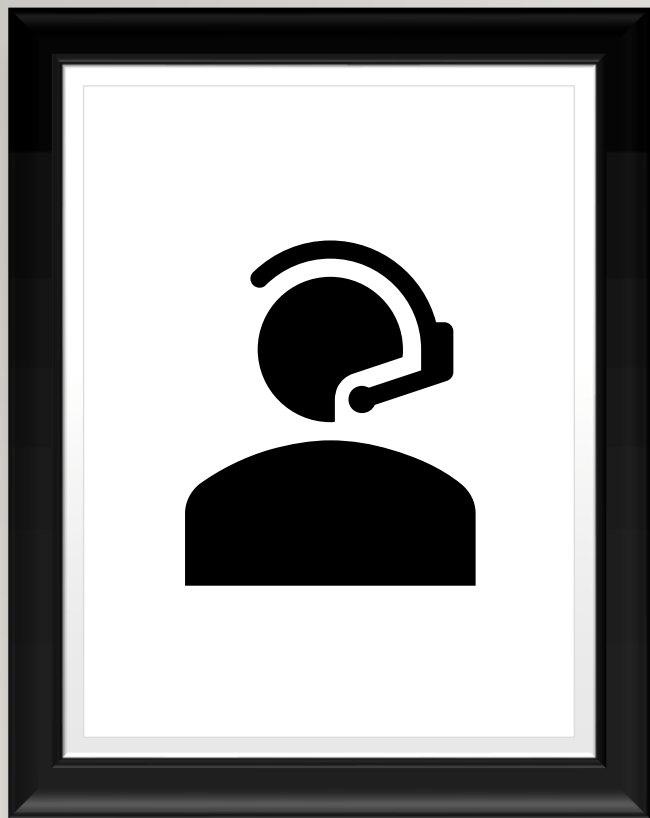
5 minutes spent with student can count as **.5** of an hour in ASISTS.

REMINDER: LINKS TO CLASSES



**Must be sent to the RAEN by the 20th of every month and available
always upon request.**





WHO DO I
CONTACT?

QUESTIONS?



Must fill out to earn PD credit.

