Distance Learning Policy: FY 24-25

Wyoming Adult Education
SEA: Wyoming Community College Commission

Policy #01202020R3: Distance Learning Policy Date: October 1, 2023

Section I: Federal Mandates and Guidance

National Reporting System

The National Reporting System (NRS) has outlined guidance on how Adult Education programs in the United States may record proxy hours for distance learning. This guidance mandates that all students who enroll in a distance learning class must have at least 12 contact hours before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where the participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Office of Career and Technical Education

OCTAE Program Memorandum 20-5 provides guidance on how distance learning proxy hours may be awarded for participants in corrections. This guidance articulates "States may use the same distance learning methods for adult education instruction in correctional facilities that they are using in the community, although this may be limited due to the lack of internet access inside of correctional facilities. OCTAE released a policy brief in 2015, titled Educational Technology in Corrections,9 that provides information and recommendations on using technology inside of correctional facilities.

Separately, the Department has provided guidance for institutions participating in the Second Chance Pell experiment regarding the opportunity to use distance learning to continue serving incarcerated students receiving Pell grants through this experiment. The Department reminded Second Chance Pell participants that distance learning requires regular and substantive interaction between instructors and students, and that telephonic communication or emails relayed by correctional program staff on behalf of students and from instructors to students are sufficient means to achieve the substantive interaction requirement as long as those interactions are provided regularly, on a scheduled basis, and initiated by the instructor."

Section II: State Mandates and Guidance

Introduction

The pandemic of 2020 resulted in many changes to the Adult Education programs in Wyoming. One of these changes saw the launch of virtual & hybrid/hyflex classrooms which incorporated a multitude of learning mediums. The intent of this policy is to clarify how to properly classify hours for a virtual classroom, proxy hours for distance learning, outline approved distance learning platforms/curricula, and establish a protocol for requesting new distance learning programs of study.

The policy further intends to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into AE learning activities. This document is based on the National Reporting System (NRS) distance learning guidelines and incorporates ideas and procedures developed by the Wyoming Community College Commission.

The Need for Distance Education

Wyoming has identified the need for distance learning as a means to improve the state's AE outcomes and to address the need for virtual and/or hybrid/hyflex classes as a direct result of COVID-19 and/or as a means to extend the Adult Education classroom in Wyoming beyond the traditional brick and mortar face-to-face type of classroom. The vast and remote regions of Wyoming have many small communities where it is economically unfeasible to use local teachers to serve those in need of literacy services. Wyoming has 23 counties, with an average of 6 people per square mile. Distance education provides a viable option for instruction and a way to recruit a larger population of students who were previously without access to AE services.

By implementing distance learning, AE programs will be able to reach the under-skilled adults who may be employed or unemployed by offering flexible hours and instruction through various types of media.

Students enrolled in distance education now have the same opportunity as traditional students to receive quality instruction from trained, knowledgeable instructors. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

Under the Workforce Innovation and Opportunity Act (WIOA) the effective use of technology is highlighted within the thirteen considerations when selecting providers. It states, "effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance."

The definition from the NRS Guidelines was used:
Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: *For participants who receive distance education and traditional/virtual classroom instruction during a program year (such as through a blended, virtual or hybrid distance-classroom approach or concurrent enrollment in both types of instruction) the State defines a student with 51% of their instructional time in distance learning to be a distance learner and thus reported on the NRS reports as such.*

It is common for adult learners to take traditional classroom-based, blended and or distance learning services during the same year. The majority of Wyoming distance learners preferred to receive both distance education and traditional classroom instruction during a program year.

General Distance Learning Requirements- Distance Education

The National Reporting System (NRS) definition is used by all Wyoming programs offering this service. Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education. Distance learning materials are delivered through a variety of media including, but not limited to:

Print	Broadcasts	Other online technology
Video	Computer software	
Audio recordings	Web-based programs	

Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Definition of Adult Education Learners

Traditional Learners*:* Students who receive the majority of their instruction through traditional face-to-face instruction.
Distance Learners: Students who receive a majority (51%) of their instruction through distance education services.
Blended Learners: Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities
Hybrid Learners: Students who receive instruction through a combination of virtual, traditional, and distance learning.

Tracking of Hours for NRS

Instructors will keep track of student time in the Wyoming management information system LACES by LiteracyPro Systems. Attendance hours will be entered in LACES in distance learning classes and in the traditional classroom setting on a weekly basis. Students are classified as distance learners if fifty-one percent of their hours are logged as distance education for NRS reporting. If they had forty-nine percent or less they are counted as traditional classroom learners. This designation is determined at the end of the fiscal year once all hours of instruction have been entered into LACES.

When using software products, the system must be able to track time spent on task or time spent before the student timed-out after a preset period of inactivity.

Career Service Course

Participants who are enrolled in any of the curricula outlined in *Exhibit A* to this policy, must complete a Career Services course prior to enrollment. The Career Services course may be completed online, through telephone communications, virtually, face to face, or through a combination of delivery modes and must include a valid assessment for pre-test purposes. Instructors and/or local program staff must be able to verify participant identity during all aspects of the Career Services course. All hours for the Career Services course must be entered into LACES as regular contact hours before enrolling in distance learning. Total contact hours for a Career Service course may not exceed 15 hours as per State policy #03092020.

Section III: Approved Curricula, Contact Hours and Assessment

Distance Education Curricula

Wyoming recognizes the list in *Exhibit A to this policy* "Approved Curriculum for Distance Learning" for use by AE programs. As instructors become more experienced and skilled at delivering distance education, Wyoming will draw from multiple sources to best support instructors and the needs of their students.

Many of the "new" print based materials outlined in this policy indicate that "up to 6-8 proxy hours" may be awarded; however, local directors may, after reviewing actual hours a participant spends working on these materials, award a lesser number of hours if deemed necessary.

Corrections Populations

Adult Education participants who are enrolled in a corrections facility and have restricted internet connection may utilize the print based curricula found in *Exhibit A* of this policy providing that participant identify is verifiable and consistent monthly interaction is maintained between Adult Education staff and the participant. Interaction between AE staff and the participant can be conducted virtually, through telephone communiques, in-person visits, or through the submission of mailed in documents in which identify has been verified by Corrections staff.

Requirements for Measuring Contact Hours

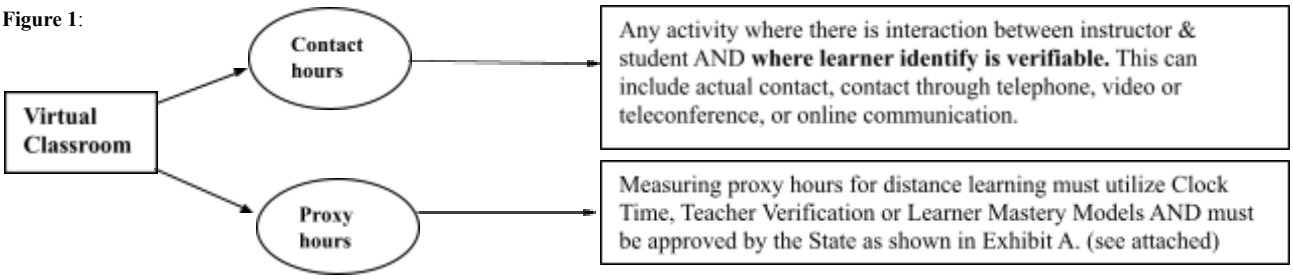
Students in distance education must have at least 12 hours of direct face-to-face contact with an AE program before they can be counted as a distance learner for federal reporting purposes. Beyond the initial 12 hours, contact hours can be a combination of direct contact and distance activities. Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified. Distance learning instruction may include a wider range of activities than those accepted for a traditional classroom, such as:

Face-to-face contact: orientation to online software, intake, pre-testing, post-testing, goal setting, career counseling
Live online discussions
Telephone conversations
Live video broadcast to remote locations
Virtual classroom environments

Requirements for Virtual Classrooms:

The State recognizes that the concept of virtual classrooms are new to Adult Education and may combine traditional, and distance learning components. The hours a student works in a virtual classroom are to be identified as shown in the figure below:

Figure 1:



Hours earned in virtual classrooms must be recorded by the instructor and subsequently entered into the LACES database as direct contact hours or distance learning proxy hours, as applicable.

Wyoming's Adult Education programs may develop unique virtual classrooms as appropriate for local needs as long as the model shown above clearly delineates how student hours are earned for reporting purposes.

Contact Hours

Like all participants, participants in distance education must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video/teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Proxy Hours

Proxy hours are defined in one of the three ways listed below. Hours utilizing approved software must be associated with one of the approved distance learning models of instruction:

1) Clock Time Model – Assigns hours based on time a learner is engaged in a software program that tracks time. A fifteen (15) minute idle time must be identified as an exit time from the system.

Wyoming AE has adopted software programs that identify active learning time. This incorporation has simplified reporting clock time proxy hours for Wyoming distance learning instructors. Proxy hours calculated through the Clock Time Model must utilize curricula that *electronically tracks* time the student spends interacting with instructional material and disconnects after a preset period of inactivity. Publishers must assure that a maximum of 15 minutes of inactivity occurs before disconnection.

2) Teacher Verification Model-Assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

Proxy hours in the Teacher Verification Model are awarded for various activities completed by the participant and verified by the instructor. These proxy hours are *pre-determined for each activity*. Reporting proxy hours for the Teacher Verification model in Wyoming, must be based upon the participants earned scores for the approved print based materials (See Exhibit A for this policy: Approved Curriculum for Distance Learning)

3) Learner Mastery Model – Assigns a fixed number of hours based on the learner passing a test (70%) on the content of the lesson.

Proxy hours in the Learner Mastery Model are awarded when the students pass a *test demonstrating mastery* of the course content. These proxy hours are predetermined as shown in Exhibit A for this policy "Approved Curriculum for Distance Learning".

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level.

Each local program offering distance learning must clearly identify distance learning hours in LACES and require instructors to enter the time tracked by the software for each unit the student completes. All distance learner data will be reported on the federal form NRS Table 4C. (See Exhibit C for this policy)

Instructional Time

Programs will count both contact hours and distance education proxy hours. These hours are entered into LACES to calculate instructional time with 'proxy hours' also being tracked in a student file. Contact hours and proxy hours are recorded separately on a weekly basis. At the end of each program year, LACES will classify students either as distance learners or as traditional learners, depending on where the majority (51%) of their time has been spent.

Assessment of Students in Distance Education

Assessment administration for pre-test and post-test is required at a proctored program site within the state. Distance learning students are to be pre tested in the first 12 hours and post-tested after the same amount of instructional time as traditional classroom students. Student contact hours will be tracked in the LACES data system. Upon completion of a minimum of 40 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students (tested with TABE 11/12 only) at NRS levels of 5 and 6, instructors will be advised that it is time to administer a post-test. Alternative forms of the test should be used. English as a Second Language (ESL/ELA) students will be tested after a minimum of 40 hours with TABE CLAS-E. TABE & CASAS assessment tools will be administered by a trained examiner/instructor using standardized assessment procedures either in person or virtually. Assessments not conducted through face-to-face interaction or virtually with a trained test administrator in a secure setting are not allowed for NRS reporting. This conforms to the validity and reliability necessary for reporting these scores.

All *official practice tests* will be administered in person by a local instructor using standardized assessment protocols or through approved virtual testing protocols as outlined in the State Assessment policy.

The intake process, a career service course, a career pathways course (where applicable), and pre/post testing are to be administered on-site and face-to-face at a Wyoming AE center or virtually where learning identify is verifiable.

Section IV: Application and Approval Procedures to Operate a Distance Learning Program

Wyoming will allow AE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom and/or hybrid models. Each AE program interested in offering a distance learning program will follow these procedures:

1) Indicate in the grant application or apply for permission (See Exhibit B to this policy) to utilize distance education or a combination of distance learning and traditional classroom hours, hybrid, or virtual program of study.
2) Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties including assessment, data entry, counseling, and instruction.
3) Complete training as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process and policies of distance learning.
4) Coordinate marketing efforts to recruit additional potential distance learning students.
5) Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning curricula or if modifications/changes need to be made to pre-approved Learner Mastery or Teacher Verification model curricula.

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and the needs of Wyoming AE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students.

Funding for Distance Learning

The Wyoming Community College Commission (WCCC) AE program allows local AE providers to include all expenditures for equipment, supplies, and staff time required for the implementation of a successful distance learning program in their local application budgets. No specialized distance education grants are offered for distance learning; however, the State has purchased statewide licenses for Essential Education and AZTEC which are shared among all providers.

Local Program Contribution

Programs that implement distance learning must adhere to this Distance Learning Policy. Programs may need to fund additional time and resources for distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

Training Requirements

WCCC realizes that distance learning is different from classroom teaching and requires classroom instructors to develop new skills. The program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system.

Final Report

Each program will write an annual report with specific data supporting the request to continue distance learning services. NRS Tables 4C (See Exhibit C to this policy) will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

Part V: Approval of New Distance Learning Curricula

Local programs that wish to add new curricula to the list of approved distance learning platforms, must complete the application form found in the *Exhibit D to this policy*. The State will make every effort to accommodate local program requests; however, submission of the application does not necessitate approval.

Requests for new distance learning programs of study will be approved by a State Distance Learning Committee, comprised of the State Director and two local program directors. All applications will be completely and fairly reviewed by this committee.

The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

Requirements for Distance Learning Curricula

Programs wishing to add curricula to the approval list for distance learning in Wyoming must ensure the following:

1) Alignment to the College and Career Readiness Standards or the English Language Proficiency Standards for Adult Education must be evident.
2) Digital, financial and employability skills are integrated throughout the curriculum.
3) Evidence and research based instructional techniques are to be used in all distance learning curricula.
4) OCTAE approved instructional models for distance learning are proposed with clear explanations of how proxy hours are to be awarded.
5) Pre/post testing follows OCTAE/NRS guidelines as outlined in the Wyoming Assessment Policy for Adult Education.
6) Proposed new print-based material must have been utilized by the local program for a period of not less than six months to establish a baseline from which proxy hours can be calculated.
7) Online instructional videos, such as those found on YouTube, may be utilized in conjunction with other learning models OR may only be used in isolation if using Learner Mastery model where participant is required to successfully complete an assessment at 70% or higher with no more than 1 proxy hour being awarded.
8) Applications for new distance learning curricula must be submitted to the State *by June 30th* each year so that OCTAE approval can be obtained. Submissions to OCTAE are due by October 1st each year and once approved will be allowed for use at the beginning of the following fiscal year.
9) Providers wishing to modify any approved curricula must notify the State of requested modifications. Major modifications will require approval by the State Distance Learning Committee. Curricula modifications which entail a 10% or less change do not need to seek re-approval. Minor changes may include changes to worksheets and instructor developed lessons or assessments.

Distance Learning Policy-Exhibit A: Approved Distance Learning Materials

<table>
<tr><th>Title</th><th>Audience</th><th>Model</th><th>Criteria for Awarding Proxy Hours</th><th>Delivery Mode</th><th>Notes and Contact Information</th><th>Description</th></tr>
<tr><td>Aztec:
-HiSet Prep
-Work Ready
-Becoming a US Citizen
-Learning Financial Literacy
-Bridge Series
-Foundation Series</td><td>ABE/ASE</td><td>Clock time</td><td>The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.</td><td>online</td><td>Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours.

Aztec Software
51 Commerce Street
Springfield, NJ 07081
800-273-0033/913-258-0011
http://www.aztecsoftware.com/aztec/</td><td>Aztec assists adult learners with assessing and remediating their learning needs. Aztec’s focus is to help identify a learner’s deficiencies, remediate those deficiencies, and prepare the learner with the life skills essential for his/her post-secondary experience. Build a Solid Foundation is aligned with TABE levels E & M. Building a Bridge to a Brighter Future is aligned to TABE level D and Pre HSE.</td></tr>
<tr><td>Bring Your ‘A’ Game</td><td>ABE/ASE</td><td>Clock time</td><td>The system records clock time for the eLearning modules, but the quiz at the end of the modules is mastery. The chart below, produced by the manufacturer indicates how proxy hours are to be awarded.
TASK AND TIME COMPLETION FOR BRING YOUR ‘A’ GAME ANYWHERE:
<table><tr><th>Task</th><th>Tim</th></tr><tr><td>Engaging in ten, 20-minute eLearning modules</td><td>3 ½ hours</td></tr><tr><td>Completing nine 10-item online knowledge checks</td><td>1 ½ hours</td></tr><tr><td>Posting to discussion boards (original posts, responses to classmates’ posts, responses to responses) following the completion of each eLearning module</td><td>2 ½ hours</td></tr><tr><td>Facilitated virtual discussion sessions with instructor</td><td>5 hours</td></tr><tr><td>Completing final 35-question certification exam</td><td>1 hour</td></tr><tr><td>Total</td><td>13 ½ hour</td></tr></table></td><td>online</td><td>Each learning module takes approximately 20 minutes with additional time on top for asynchronous or live discussion which is conducted either virtually through Zoom or similar technologies or face to face.

The Center for Work Ethic Development 2907 Huron Street, Suite 200
Denver Colorado, 80202
303.433.3243
Josh Davis (jdavies@workethic.org)</td><td>Bring Your ‘A’ Game curricula is used to build the seven foundational workplace skills of Work Ethic. Curricula utilizes research-based instructional design with the goal of not just developing skills but creating lasting behavioral change.</td></tr>
</table>

Burlington English	ESL	Clock time Teacher Verification	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. After a preset period of inactivity, the system stops counting time on task. Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English may be used as proxy hours up to 1 hour per unit. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 3 hours for the entire booklet.	online	BURLINGTON ENGLISH INC. 4800 N. Federal Hwy, Suite E207 Boca Raton, FL 33431 **https://www.burlingtonenglish.com/** Phone: (561) 672 7826 Fax: (561) 672 7827 Email: info@BurlingtonEnglish.us 1(855) USA-BURL / 1(855) 872-2875	Burlington English offers 50 English language courses plus online training.
Challenger Adult Reading Series*	AE (Literacy) and HSE	Learner Mastery	The Challenger series consists of eight levels which guide adult learners from beginning reading through to preparing for the high school equivalency examination. 1-2 proxy hours are to be awarded for satisfactorily completing 70% of each lesson. Challenger 1-3 series: only ONE proxy hour per lesson may be awarded Challenger 4-8 series; up to two hours may be awarded for each lesson.	print	New Readers Press 104 Marcellus Street Syracuse, New York https://ww.newreaderspress.com/adult-education/core-reading/challenger contact person: Kyle McKinzie Phone: 765-242-6772 mckinzie@proliteracy.org Series includes: **Challenger 1** ISBN: 9781564205681 **Challenger 2** ISBN: 9781564205698 **Challenger 3** ISBN: 97814205704 **Challenger 4** ISBN: 9781564205711 **Challenger 5** ISBN: 9781564205728 **Challenger 6** ISBN: 9781564205735 **Challenger 7** ISBN: 9781564205742 **Challenger 8**	Challenger uses phonics, controlled vocabulary and sequential skill development. Skills and concepts are presented in the context of diverse fiction and nonfiction passages relevant to adults. Books 1-4 emphasize learning to read, developing basic decoding, vocabulary, and writing skills. In books 5-8 the emphasis switches from learning to read to reading to learn, expanded higher-level readings and high –level vocabulary.

					ISBN: 9781564205759	
Common Core Achieve	ABE/HSE	Teacher Verification	Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level. Up to six proxy hours can be awarded for completion of each chapter.	print	Textbooks include: Common Core Achieve: Science ISBN: 9780021400157 Common Core Achieve: Reading and Writing. ISBN: 9780021432561 Common Core Achieve: Social Studies. ISBN: 9780021355648 Common Core Achieve: Mathematics ISBN: 9780021432578 McGraw Hill Education PO Box 182605 Columbus, Ohio 43218 1-800-338-3987	Common Core Achieve is a blended test-prep program that helps adult learners prepare for high school equivalency exams more quickly and retain more of what they learn. The text is aligned to the CCRS and is built upon the new standards and assessment targets for high school equivalency examinations. Contextualized skill instruction engages learners while preparing them for success on the HSEC, postsecondary credentials and family-sustaining careers.
Common Core Basics	ABE/HSE	Teacher Verification	Proxy hours are awarded upon completion of each chapter. Instructor verifies completion level. Up to six proxy hours can be awarded for completion of each chapter.	print	Textbooks include: Common Core Basics: Science Core Subject Module ISBN-13 : 9780076575527 Common Core Basics: Mathematics Core Subject Module ISBN-13 : 9780076575190 Common Core Basics: Writing Core Subject Module ISBN-13 : 9780076575220 Common Core Basics: Social Studies Core Subject Module ISBN-13 : 9780076575213 Common Core Basics: Reading Core Subject Module ISBN-13 : 9780076575206 McGraw Hill Education	Common Core Basics helps students build the essential test readiness skills necessary to master the 2014 GED® and/or HiSET exam. The standards-based curriculum builds key skills, strategies, and content knowledge for high school equivalency exams in the areas of Reading, Writing, Math, Science, and Social Studies.

					P.O. Box 182605 Columbus, OH 43218 800-338-3987	
Edmentum - PLATO courseware	ABE/ASE	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and activities provided by Plato and completed by students cannot be counted as proxy hours. http://edmentum.com	Plato Courseware provides proven online curriculum, personalized instruction, and assessments to prepare your adult learners for college and career success. Our solutions enhance the learning process with the quality, flexibility, interactivity, and online access that are vital to prepare your adult learners for the next step in their career or education. You can easily search for courses and content by instructional objective and subject area. This enhanced organizational structure makes finding appropriate content for all types of learners easier than ever.
ESL Library	ESL	Teacher Verification	Students receive up to 1 proxy hour for each lesson completed. Lessons are available in print and digital formats.	print	ESL Library Ben Buckwold, CEO 1-866-896-7123 Website: esllibrary.com	ESL Library provides instructors with a wide variety of topic-based lessons that are appropriately levelled from literacy to advanced. Each lesson integrates the four major ESL skills of reading, writing, listening, and speaking. Alignment to the ELA standards has been verified by WY's DL committee.
English Discoveries	ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	http://englishdiscoveries.net/	English Discoveries is an interactive online education software program for ESL students.
Easy English	Low Beginning ESL to High Intermediate ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Easy English and completed by students cannot be counted as proxy hours in TEAMS. www.easyenglish.com	Easy English has English level test, ESL classes, Reading and Listening tests, games in grammar, vocabulary, pronunciation and spelling.

Essential Education – HiSET Academy GED Academy TABE 11/12 Academy	ABE/ASE	Clock time Teacher Verification	System tracks time on task for each activity completed and times students out after preset period of inactivity. Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education may be used as proxy hours up to 3 hours per chapter. Instructors may award partial proxy hours for completing individual units, but may not exceed 3 hours.	online	http://essentialed.com 800-931-8069	Essential Education's instructional programs (HiSET Academy, GED Academy) feature a built-in assessment that creates a customized learning plan for each student, then adjusts the plan automatically as the student learns. Workbooks are aligned to the CCRS.
Foundations in Personal Finance-College Edition*	ABE/ASE	Clock Time	The system tracks clock time hours a student spends working on a task. The system automatically logs a student off after 15 minutes of inactivity	Online	Learners are given access to five online modules; savings, budgets, debt, college student essentials (guided career explorations, and family, friends & philanthropy (conflict resolution and the value of giving). The platform allows the instructor to choose from a menu of readings, videos, online discussion assignments, quizzes and custom assignments for each module to build a unique class that best serves their students. Publisher: Ramsey Solutions Website: ramseysolutions.com Contact information: Laura Green Laura.green@ramseysolutions.com 615-550-3207	Instructors can use this product to teach not only financial literacy, but also to offer skill-specific practice according to the needs of their current students. The modules can be customized to emphasize reading comprehension, writing skills, test-taking skills and/or visual literacy. The student interface allows learners to earn badges, track their progress, and easily identify which assignments to prioritize.
Integrated Digital English Acceleration (I-DEA)	ESL	Learner Mastery / Clock time	The system tracks clock time for graded quizzes. Graded discussions require 80% learner mastery. Instructors determine how much time to assign to lessons by utilizing a system Action Log which outlines students' time spent on specific tasks.	Online	I-DEA modules are embedded into a Learning Management System, such as Canvas and students are directed to the Canvas login page at canvas.instructure.com. Instructors, utilize https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx to build their courses on the LMS system.	I-DEA uses a flipped classroom model. Students complete pre-work through the web-based Canvas LMS on a device of their choice such as smartphone, tablet, laptop, or desktop computer. Pre-work contains pertinent vocabulary, grammar points, and other content to prepare students for the next day's face to face lesson.

IXL Learning	ABE/ASE	Clock Time	The system tracks clock time hours a student spends working on a task. The system automatically logs a student out after 10 minutes of inactivity.	Online	https://www.ixl.com Courtney Calhoun 650-436-5582 courtnec@ixl.com	The online system provides a wide array of course work which includes math, language arts, science, and social studies. Real time diagnostics pinpoints students' grade level proficiency in each subject.
KHAN Academy	ABE/ASE	Clock time	Teacher must set up a classroom for the students, then time can be tracked on task per student.	online	www.khanacademy.org Khan Academy P.O. Box 1630 Mountain View, CA 94042	The online system provides a complete array of course work including Math, science & engineering, history, reading, economics and test prep. Articles and videos support learning.

Math Sense	ABE/ASE	Learner Mastery	Math Sense provides instruction and practice for the range of math skills that adults need to succeed in life, at work, and on the high school equivalency tests. 8 proxy hours are to be awarded for successful completion of each unit with scores at 70% or higher.	print	This is a three-text series which aligns to the College and Career Readiness Standards. Math Sense 1: Focus on Operations Math Sense 2: Focus on Problem Solving Math Sense 3: Focus on Analysis **Math Sense 1: Focus on Operations** Unit 1: Whole Numbers: pages 14-35 Unit 2: Decimals: pages 36-65 Unit 3: Fractions: pages 66-101 Unit 4: pages 102-143 Unit 5: pages 144-165 **Math Sense 2: Focus on Problem Solving** Unit 1: Numbers & Properties: pages 14-39 Unit 2: Basics of Algebra: pages 40-77 Unit 3: Solving Problems with Algebra: pages 78-99 Unit 4: Geometry Basics: pages 100-141 Unit 5: Connecting Algebra & Geometry: pages 142-169 **Math Sense 3: Focus on Analysis** Unit 1: Data Analysis: pages 16-55 Unit 2: Counting & Probability: pages 56-73 Unit 3: Systems of Equations & Inequalities: pages 74-91 Unit 4: Functions: pages 92-111 Unit 5: Polynomials & Rational Expressions: pages 112-135 Unit 6: Quadratic Equations: pages 136-151 Math Sense by Cathy Fillmore Hoyt New Readers Press (copyright-2015) 104 Marcellus St. Syracuse, NY 13204 ISBN: #978-156206923, 978-156206916, 978-1564206930	Each textbook in the series provides skill level instruction, tips & tools for calculator usage, problem solving skill development, and test-taking practice. Math Sense 1 is designed to develop students' pre-algebra skills, provide a review of basic skills, & apply these skills in the workplace. Math Sense 2 is designed to develop students' skills in algebra, geometry, and reasoning to help them become better problem solvers, in the classroom and in the workplace. Math Sense 3 is designed to develop students' skills in data analysis, probability, and intermediate algebra.

New Readers Press: HiSET Test Preparation Series	ABE/ASE Students	Learner Mastery	Proxy hours are to be awarded as follows: **<u>Language Arts</u>**: up to 4 hours may be awarded for each completed unit with a score of 70% or higher. **<u>Mathematics</u>:** up to 3 hours may be awarded for each completed unit with a score of 70% or higher. **<u>Science & Social Studies:</u>** up to 5 hours may be awarded for each completed unit with a score of 70% or higher.	print	Books in series include: **Language Arts: Reading & Writing** ISBN: 978-1-564208866 Unit 1: Reading Fiction (pages 16-48) Unit 2: Reading Poetry (pages 49-63) Unit 3: Reading Non-Fiction (pages 64-91) Unit 4: Conventions of Language & Writing (pages 92-129) Unit 5: Writing Organization (pages 130-146) Unit 6: Writing an Evidence-Based Argument (pages 147-171) **Mathematics** ISBN: 978-1-564208859 Unit 1 Numbers & Operations; Ratios (pages 14-35) Unit 2: Operations & Algebraic Thinking (pages 3651) Unit 3: Algebraic Expressions, Equations, & Inequalities (pages 52-93) Unit 4: Functions (pages 94-107) Unit 5: Geometry (pages 108-130) Unit 6: Measurement & Data (pages 131-149) Unit 7: Statistics & Probability (pages 150-173) **Science** ISBN: 978-1-564208835 Unit 1: Science Inquiry & Skills (pages 17-39) Unit 2: Earth & Space Science (pages 40-73) Unit 3: Physical Science (pages 74-118) Unit 4: Life Science (pages 119-178) **Social Studies** ISBN: 978-1-564208842 Unit 1: Geography (pages 13-39) Unit 2: History (pages 40-97) Unit 3: Civics & Government (pages 98-147) Unit 4: Economics (pages 148-173)	Each of the subject-matter-specific books contain the content, practice, and strategies students need to pass the HiSET exam. Each unit in the series concludes with a Unit Test that covers all the content presented in the lesson. Lesson content correlates to the College and Career Readiness Standards.

New Readers Press Scoreboost for HiSET Scoreboost for GED	ABE/ASE HSEC students	Teacher Verification	Up to eight proxy hours are awarded for completion of each booklet in the series. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.	print	Booklets in Hiset Series include: 1) Sentence Structure, Usage, & Mechanics: ISBN #: 978-1-56420-688-6 2) Essay Writing & Organizational Skills ISBN#: 978-1-56420-109-6 3) Number Operations, Decimals, Fractions, Proportions, & Percent's: ISBN:#: 978-1-56420-108-9 4) Measurement & Geometry ISBN#: 978-1-56420-107-2 5) Algebraic Concepts ISBN#: 978-1-56420-100-3 6) Data Analysis, Probability & Statistics ISBN#: 978-1-56420-106-5 7) Graphic Skills for Science & Social Studies: ISBN#: 978-1-56420-687-9 8) Critical Thinking for Reading, Science, And Social Studies ISBN#: 978-1-56420-686-2 Booklets in GED series include: 1) Sentence Structure, Usage, & Mechanics: ISBN 978-1-564204660 2) Extended Response & Reading Comprehension: ISBN: 978-1-564204677 3) Critical Thinking for Reading, Science, & Social Studies: ISBN 978-1-564204707 4) Data & Graphic Skills for Mathematics, Science, & Social Studies 5) Fractions, Decimals, Percents, & Proportions: ISBN 978-1-564204622 6) Measurement & Geometry: ISBN 978-1-564204639 7) Graphs, Data Analysis, & Probability: ISBN 978-1-564204646 8) Algebraic Reasoning: ISBN 978-1-564204653 New Readers Press 1-800-448-8878 https://www.newreaderspress.com/	Each of these booklets contains approximately 40 pages of targeted lesson strategies, which include a review of the strategy, practice by example, and practice questions. All questions model the thinking processes and the TESTWISE feature offers test taking tips.

New Readers Press Scoreboost for TABE	ABE/ASE HSEC students	Teacher Verification	Up to eight proxy hours are awarded for completion of each booklet. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.	Print	Booklets in Series include: **Level E:** Reading: ISBN#: 978-0-929631-68-4 Language: ISBN#: 978-0-929631-50-9 Math 1: Number & Operations, Base Ten & Fractions: ISBN#: 978-0-929631-69-1 Math 2: Operations & Algebraic Thinking ISBN#: 978-0-929631-70-7 Math 3:Geometry, Measurement & Data ISBN# 978-0-929631-71-4 **Level M:** Reading: ISBN#: 978-0-929631-73-8 Language: ISBN#: 978-0-929631-72-1 Math 1: Numbers & Operations ISBN# 978-0-929631-74-5 Math 2: Measurement, Data & Geometry ISBN#: 978-0-929631-75-2 Math 3: Algebraic Thinking & Statistics ISBN# 978-0-929631-76-9 **Level D:** Reading: ISBN#: 978-0-929631-78-3 Language: ISBN#: 978-0-929631-77-6 Math 1: Number Systems & Function ISBN#: 978-0-929631-79-0 Math 2: Ratios & Proportional Relationships ISBN#: 978-0-929631-80-6 Math 3: Geometry, Measurement & Data ISBN#: 978-0-929631-81-3 Math 4: Statistics & Probability ISBN#: 978-0-929631-82-0 **Level A:** Reading: ISBN#: 978-0-929631-84-4 Language: ISBN#: 978-0-929631-83-7 Math 1:Numbers, Quantities, & Geometry ISBN#: 978-0-929631-85-1 Math 2:Algebra, ISBN#:978-0-929631-86-8 Math 3: Linear, Quad. & Exponential Models, ISBN#: 978-0-929631-87-5 New Readers Press: 1-800-448-8878	The series utilizes strategies aligned to the College and Career Readiness standards with examples depicting the strategy within the context of a text question. Guided practice activities activate critical thinking skills as student implement the strategy while independent practices provides learners with the opportunity to reinforce the concept.

					https://www.newreaderspress.com/	
New Readers Press Online: Pre HSEC HiSET Prep GED Test Prep	ABE/ASE HSEC students	Clock Time	Clients log in with their assigned passwords, the software tracks their time which is then recorded into LACES.	Online	Onlinelearning.newreaderspress.com New Readers Press Courtney Hacker (317)752-6092 chacker@proliteracy.org	The curriculum is aligned to the CCRS with sessions available in Language, Reading, Math, Science, and Social Studies. As students complete practice questions/tests, the system evaluates their progress in comparison to other students and determine strengths and weaknesses. A student report provides strengths/weaknesses by unit and by lesson so that instructors can create a personalized curriculum or target instruction/remediation on topics that are most challenging for students.

New Readers Press: Pre-High School Equivalency Workbooks	ABE Students	Teacher Verification	Up to eight proxy hours are awarded for completion of individual booklets. Instructors may award partial proxy hours for completing individual units within each booklet, but may not exceed 8 hours for the entire booklet.	Print	Booklets in series include: **Reading (Comprehension & Critical Thinking)** ISBN: 978-1-56420-640-4 **Science (Scientific Reasoning, Practices, and Data Analysis)** ISBN: 978-1-56420-646-6 **Social Studies (Critical Thinking & Graphic Literacy)** ISBN:978-1-56420-643-5 **Writing 1 (Grammar, Spelling, & Writing Basics)** ISBN: 978-1-56420-641-1 **Writing 2 (Developing & Organizing Written Responses)** ISBN: 978-1-56420-642-8 **Math 1 (Whole Numbers, decimals, Fractions, Percents & Measurement)** ISBN: 978-56420-644-2 **Math 2 (Algebraic Thinking, Data Analysis, & Probability)** ISBN: 978-1-56420-645-9 New Readers Press Courtney Hacker (317)752-6092 chacker@proliteracy.org https://www.newreaderspress.com/hse-test-preparation/pre-hse/pre-hse-workbooks	Lessons are aligned to the College & Career Readiness Standards. The series provides a solid foundation in the core skills needed to successfully complete the GED, TASC, and HiSET examinations. Each lesson begins with a pre-test to identify skill gaps while end of lesson tests provide the opportunity for learners to demonstrate skills learned.

PACE Learning Systems: At Your Own Pace & Accelerated Learning Labs **(For use in WYDOC facilities only)**	ABE/ASE students	Learner Mastery	Up to 1 hour per unit may be awarded for the completion of unit end Mastery test with a score of 70% or higher.	Print	Reading at Your Own Pace has 215 self-study lessons. English At Your Own Pace has 325 self-study lessons. Math At Your Own Pace has 415 self-study lessons. Accelerated Learning Lab: Reading Scope and Sequence has 635 self-study lessons. Accelerated Learning Lab: Language Scope & Sequence has 900 self-study lessons. Accelerated Learning Lab; Writing Scope & Sequence has 540 self-study lessons. Accelerated Learning Lab: Spelling and Sequence has 230 self-study lessons. Accelerated Learning Lab: Basic Math Scope & Sequence has 650 self-study lessons. Accelerated Learning Lab: Advance Math Scope & Sequence has 520 self-study lessons. Accelerated Learning Lab: Science Scope & Sequence has 650 self-study lessons. Accelerated Learning Lab: social Studies Scope & Sequence has 620 self-study lessons. Contact: Dr. Susan McKee, President & CEO 1-800-826-7223 smckee@pacelearning.com Website: https://pacelearning.com	Program is designed to meet the individualized needs of students and helps them achieve their potential through a wide range of resources and strategies appropriate for their learning style, abilities, and interests as well as their social, emotional, and physical situation.

Prealgebra & Intermediate Algebra, 2nd Edition by Elayn Martin-Gay Textbook & Workbook	ABE/ASE	Teacher Verification	Participants receive 8-16 proxy hours for completing each unit from the textbook chapter and/or workbook, when applicable. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the unit. Instructors may award partial proxy hours, but may not exceed 16 hours for the entire textbook and workbook units.	print	Unit 1: Whole Numbers-pages 1-93 Unit 2: Integers & Introduction to Solving Equations-pages 95-159 Unit 3: Solving Equations & Problem Solving- pages 161-210 Unit 4: Fractions & Mixed Numbers- pages 212-327 Unit 5: Decimals-pages 329-410 Unit 6: Percent-pages 413-487 Unit 7: Graphs & Triangle Applications- pages 489-551 Unit 8: Geometry & Measurement-pages 553-645 Unit 9: Equations, Inequalities, & Problem Solving-pages 648-723 Unit 10: Exponents & Polynomials-pgs 725-798 Unit 11: Factoring Polynomials-pages 801-868 Unit 12: Rational Expressions-pages 870-943 Unit 13: Graphing Equations & Inequalities- pages 946-1052 Unit 14: Systems of Equations-pages 1055-1102 Unit 15: Roots & Radicals-pages 1105-1158 Unit 16: Quadratic Equations-pages 1160-1223 **Publisher**: Martin-Gay, University of New Orleans, Lakefront ISBN-13: 978-0321602459 ISBN-10: 0321602455	The workbook supplements the textbook used in the Adult Education managed classroom environment and/or in a virtual classroom.
Reading Horizons Elevate	ABE/ESL	Clock time	The system tracks the time spent in each area of the program. The time on task for each activity is counted as proxy hours. Reports show time on tasks within lessons, library, and vocabulary sections. The system times students out after 10 minutes of inactivity.	online	Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, Utah 84054 http://readinghorizons.com info@readinghorizons.com 800-333-0054 (Toll Free) 801-295-7088 (Fax)	Reading Horizons teaches beginning, readers, struggling readers, and English Language Learners.

Rosetta Stone	Beginning Low ESL to Intermediate High ESL	Clock time	The system tracks the time on task for each activity completed. The time on task for each activity is counted as proxy hours. The system times students out after a preset period of inactivity.	online	Supplementary hard copy workbooks and/or other support materials provided by Rosetta Stone and completed by students cannot be counted as proxy hours. Rosetta Stone 1621 W. Kent Street, Suite 1200 Arlington, VA 22209 http://www.rosettastone.com	Rosetta stone prepares the student to use real world language.
Steck Vaughn Complete Test Preparation for the 2014 GED Test	ABE/ASE	Teacher Verification / Learner Mastery	Participants receive six proxy hours for completing each chapter. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	print	Paxen Publishing Customer Service 2194 Highway A1a, SITE 208 Indian Harbour Bch, Florida 32937 www.paxenpublishing.com 1.866.547.1895 ISBN: 978-544-252349-9	Textbook is a comprehensive program of the skills, instruction, practice, and self-assessment needed to prepare for success on a high school equivalency examination. Each content area has an entry test at the beginning to assess a learner's initial strengths/weaknesses and a comprehensive test at the end assesses the student's preparedness for the actual HSE.
Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity.	online	Teknimedia	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.
The Official Guide to the HiSET Exam	ABE/ASE, HSEC	Teacher Verification / Learner Mastery	Participants receive six proxy hours for completing each chapter in the text. Note: Participants must complete one of the post tests at the end of each unit at 70% to receive an additional 1 proxy hour for the chapter. Instructors may award partial proxy hours, but may not exceed 6 hours for each chapter.	Print	Educational Testing Services (ETS) ISBN: 9780071845847	The text is authorized by Educational Testing Service and contains authentic HiSET exam questions, descriptions and explanations of every test section, official scoring information, and strategies to help students be successful on the test.

TypingWeb	ESL, ABE, workplace	Clock time	System tracks time and logs participants out after present period of inactivity	online	https://www.typing.com/	This is a free tool that tracks participant hours that they spend on the computer typing, and it will measure their progress. The program offers certifications that the participants can take. There is a variety of tests that the participants can take to watch their progress.
United States History & Geography	ABE/ASE, High level ESL	Teacher Verification	Participants receive up to 2.5 proxy hours for completing each lesson from the textbook along with a 10-20 minute instructional video. Video: .5 hours Workbook: 2 hours Instructors may award partial proxy hours for completing individual units within each text, but may not exceed 2.5 hours.	print	Lesson 1: Colonizing America-Before Columbus: pages 1-3 & 10-13 Lesson 2: Founding the 13 Colonies: pages 16-22 Lesson 3: Population & Economy: pages 23-28 Lesson 4: The Colonies Fight for Their Rights pages 38-43 Lesson 5: The Revolution Begins: pages 44-51 Lesson 6: The Declaration of Independence: pages 52-62 Lesson 7: The Confederation & A New Constitution: pages 63-67 & 76-78 Lesson 8: Ratifying the Constitution: pages 81-85 Lesson 9: The Constitution-Connections to Today: pages 87-97 Lesson 10: Early Industry: pages 145-149 Lesson 11:The Land of Cotton: pages 150-154 Lesson 12:The Spirit of Reform: pages 164-169 Lesson 13:The Abolitionist Movement: pages 174-179 Lesson 14:Sectional Conflict Intensifies: pages 210-218 Lesson 15: The Civil War: pages 221-226 Lesson 16: The Civil War: pages 226-244 Lesson 17: Reconstruction: pages 247-253 Lesson 18: Urban America, Immigration: pages 304-311 Lesson 19: WWI & Its Aftermath: pgs. 376-382 Lesson 20: A World in Flames: WWII: pages 376-382 Lesson 21: The Civil Rights Movement-1954-1968: pages 571-586 McGraw Hill Publishing Company ISBN 978-0-07-660865-2 P.O. Box 182605 Columbus, OH 43218 800-338-3987	Text is a high school leveled textbook aligned with the Common Core Standards.

USA Learns	Low Beginning to High Intermediate ESL	Clock time	The system tracks the time on task for each activity. The time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	www.usalearns.org Sacramento County Office of Education PO Box 269003 Sacramento, CA 95826 408.449.1010	USA Learns is a free multi-course program that helps students learn beginning to intermediate English. The courses include videos, interactive activities, games, and quizzes to improve English skills in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking and life skills. A placement test is also available.
VOXY	ESL	Clock time	The system tracks the time on task for each activity. Time on task is counted as proxy hours. The system times students out after a preset period of inactivity	online	Voxy.com New Readers Press (317) 752-6092 Courtney Hacker chacker@proliteracy.org	VOXY is a web-based ESL program that is career-correlated and interest driven. The program aligns well to the CCRS.

*New this year

Distance Learning Policy-Exhibit B: Application to Use Distance Learning

Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: **Need for DL Program Services**. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: **Use of AEFLA Funds**.

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Distance Learning Policy-Exhibit C: NRS Table 4C

NRS Table 4C
Measurable skill Gains by Entry Level for Participants in Distance Learning
Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attained a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering EFL Level	Number of Participants	Total No. of Participants Excluded from MSG Performance	Total Attendance Hours for All Participants	No. Who Achieved at Least One EFL Gain	No. Who Attained a Secondary School Diploma or its Recognized Equivalent	No. of IET or Workplace Literacy Participants Who Achieved an MSG Other than EFL Gain & Secondary School Diploma	No. Separated Before Achieving MSG	No. Remaining in Program Without MSG	Percentage Achieving MSG	Total Number of Periods of Participation	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained	Total No. Of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other than EFL Gain & Secondary School Diploma	Percentage of Periods of Participation with MSG
(A)	**(B)**	**(C)**	**(D)**	**(E)**	**(F)**	**(G)**	**(H)**	**(I)**	**(J)**	**(K)**	**(L)**	**(M)**	**(N)**	**(O)**
ABE L-1														
ABE L-2														
ABE L-3														
ABE L-4														
ABE L-5														
ABE L-6														
ABE total														
ESL L-1														
ESL L-2														
ESL L-3														
ESL L-4														
ESL L-5														
ESL L-6														
ESL Total														
Grand total														

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school

programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)/(Column B – Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Distance Learning Policy-Exhibit D: WY Distance Learning Application

Wyoming Distance Education Application for New Distance Education Curriculum Approval

Please submit this form to diane.mcqueen@wyo.gov

Forms Due October 1st Each Year for Submission to OCTAE

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	**Curriculum Information – Instructional Model**
Curriculum Product Name:	____ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time. _____ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment. _____Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (√) all that apply	**Type of Course**	**Instructional Content e.g. speaking, listening, social studies**
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Identify the lead person responsible for distance learning in the local program.
6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.
7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

1. Name of Text: _____

2. Publisher: _____ Copyright date:_____

3. Publisher address:_____

4. ISBN #:_____ Author:_____

5. Will the distance learning program combine both Learner Mastery and Teacher Verification? Yes No
(If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)
B. How many proxy hours will be assigned per module/activity/lesson? What is your rational in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)
Please attach a full course syllabus.

WCCC Approval: To be Used by State Distance Learning Committee

Approved ___ yes ____no Typed Name: Title:	Date
Comments:	