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pennsylvania
DEPARTMENT OF EDUCATION

Distance Learning

Bureau of Postsecondary and Adult Education
Division of Adult Education Policy

Subject: **Distance Learning**
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POLICY STATEMENT

The Division of Adult Education requires all grantees to incorporate distance education models and distance learning opportunities into the range of services they provide to students. For the purposes of this policy, the division uses the definition of distance learning in the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: National Reporting System (NRS) for Adult Education:* a formal learning activity in which the students and instructors are separated by geography, time, or both. The distance education models recognized by the division are defined in the Guidance section of this policy. The use of computer-based curricula or other computer-based learning activities that take place during in-person classroom instruction are not distance learning activities. Homework assignments are not distance learning activities, either.

Agencies funded by the Division of Adult Education will provide blended learning to students. In blended learning, students participate in both real-time instruction, which can be either in-person or remote, and supplemental distance learning activities that are tied to and enhance the content of the real-time instruction. Adult Basic Education Direct Service grant-funded programs must provide supplemental distance learning opportunities to their students. Integrated English Literacy and Civics Education programs and Family Literacy Direct Service programs should provide supplemental distance learning opportunities to their students. Programs must inform all students about the opportunity to receive supplemental distance learning services, provide appropriate supplemental distance learning activities to all students who want to participate, and prepare students for successful participation in distance learning activities. Programs may not limit supplemental distance learning opportunities to students in specific classes and may not offer supplemental distance learning activities in lieu of real-time instruction. Programs may use approved paper-based distance learning curricula for supplemental distance learning activities with students who do not have access to necessary technology. Programs may provide teacher-assigned non-supplemental distance learning opportunities in addition to, but not in lieu of, supplemental distance learning opportunities.

Programs will be responsible for documenting, tracking, and reporting students' participation in division-approved distance learning opportunities separately from attendance in real-time instruction. Programs must use division-approved distance learning curricula in order to report the hours in eData. Details on how to identify adults in eData as distance learners and record the hours are in the *eData Instructional Manual and Glossary*. Distance learning hours recorded in eData count towards the recommended timeframes for administration of follow-up assessments. All students in distance learning must be assessed according the Policy D.100 Adult Learner Assessment

Agencies should refer interested and qualified students who they are unable to serve with either in-person or remote real-time instruction to the Statewide Distance Learning Project using the procedure and practices described below.

PURPOSE

Distance Learning Opportunities Provided by Local Programs

Adult basic education programs must provide a flexible schedule of instruction of sufficient intensity and quality so that students can achieve educational gains and earn a high school equivalency credential and transition to employment or postsecondary education or training, as appropriate. Distance learning opportunities provide students with greater intensity of instruction that is aligned with real-time instruction and focused on their specific needs and interests to help them achieve outcomes more quickly. Computer-based distance learning opportunities support students in honing digital literacy skills necessary for future educational and career opportunities.

Statewide Distance Learning Project

To provide educational opportunities to adults who do not have access to division-funded adult basic education services at a local program, the Division of Adult Education contracts with one agency to serve as the Statewide Distance Learning Project to provide adult basic education services through distance learning. The Statewide Distance Learning Project will provide the following services:

- Adult basic education (ABE), adult secondary education (ASE), and high school equivalency (HSE) test preparation instruction to individuals who are unable to participate in instruction at a local program;
- English-as-a-Second Language (ESL) instruction to individuals who are unable to participate in ESL instruction at a local program; and
- High school level math instruction (*College and Career Readiness Standards* Level E) to supplement math instruction at local programs.

GUIDANCE

The Division of Adult Education recognizes the following types of distance education:

Computer-based or technology-enhanced

Real-time remote instruction

Definition: A teacher or tutor uses telephone, teleconferencing, or video conferencing tools to conduct a live class, small group, or pair in real time with one or more students. The teacher or tutor must have a way to verify student identity and participation and precisely document each student's start and end time. Programs must develop standardized procedures for teachers and tutors to meet these requirements.

Acceptable materials: The content can be standard instructional content. Programs are encouraged to purchase books to give to students to use.

Determining distance learning time: Teacher verification model; programs report students' actual attendance time as they would for in-person instruction.

Supplemental distance learning

Definition: A teacher or tutor assigns activities from the approved computer-based curricula listed in this policy. The content of the assigned activities aligns with and enhances the content of the real-time instruction, and the teacher or tutor reviews the content with the students, either in groups or individually.

Acceptable materials: Approved computer-based distance learning resources listed in this policy.

Determining distance learning time: Clock Time Model; report time on task as recorded by the website.

Teacher-assigned non-supplemental

Definition: The teacher or tutor assigns activities from approved computer-based distance learning curricula, but the activities are not aligned with the content of real-time instruction. The teacher or tutor must review the activities with the students.

Acceptable materials: Approved computer-based distance learning resources listed in this policy.

Determining distance learning time: Clock Time Model; report time on task as recorded by the website.

Paper-based

Paper-based: NRS-reportable

Definition: The teacher or tutor assigns work from the paper-based distance learning curricula and resources approved in this policy. Students complete the work, return it to the teacher or tutor for review, and the teacher or tutor provides feedback. Programs using the paper-based curricula and reporting related hours must have written, standardized procedures for staff to follow.

Acceptable materials: Approved paper-based distance learning curricula and resources listed in this policy.

Determining distance learning time: Teacher Verification Proxy Time Model; refer to the list of approved paper-based distance learning resources below. Each approved curriculum has related assignments, and each assignment has an assigned *Distance Learning Time*. There are additional criteria for each of the curricula on how much of the assignment students must complete in order for the program to report the assigned *Distance Learning Time*. Programs must have local documentation to support the times entered.

Paper-based: Not NRS-reportable

Definition: The teacher or tutor assigns work from resources not in the list of approved paper-based distance learning resources below.

Determining distance learning time: Not allowed. However, programs may track estimated time on task for these activities in a class, group, or pair assigned to an N-contract in eData.

Statewide Distance Learning Project

To support access to distance learning instruction for adults who cannot attend real-time instruction at a local program or for whom needed services are not available at a local program, agencies will inform students about and refer them to the Statewide Distance Learning Project.

Local Agency Responsibilities for Students Referred to the Statewide Distance Learning Project:

- Provide information to students about the Statewide Distance Learning Project;
- Help potential distance learners determine if distance learning is an appropriate option;
- Refer students to Statewide Distance Learning Project, if appropriate;
- Share any data collected before the referral, such as data on the intake form or any standardized assessments, with the Statewide Distance Learning Project. Local programs are not required to enter that data into eData if they are not providing any further services to the students; and
- Conduct their own intake, assessment, data entry, and support services for students who are referred to the Statewide Distance Learning Project for CCRS Level E math instruction while still attending the local agency for other adult education instruction.

Statewide Distance Learning Project Responsibilities:

- Provide orientation to the Statewide Distance Learning Project;
- Have students complete an adult intake form;
- Assess students according to Policy D.100 Adult Learner Assessment;
- Provide instruction using approved distance learning curricula and resources identified in this policy;
- Track all distance learning instructional hours;
- Enter student data into eData per *eData Instructional Manual and Glossary* within 14 days of collection;
- Maintain student files per division guidelines;
- Coordinate with programs that refer students; and
- Provide case management to distance learning students.

The Statewide Distance Learning Project is responsible for ensuring complete data and records for all students receiving distance instruction from the project.

National Reporting System (NRS) Reporting

For federal reporting purposes, all participants receiving a minimum of 12 hours of distance learning will be reported in NRS Tables 4C and 5A as participants in distance education.

RESOURCES

The Distance Education Technical Assistance Project provides support to division-funded adult basic and family literacy programs to provide high-quality distance learning opportunities to students.

APPROVED DISTANCE LEARNING CURRICULA FOR PROGRAM YEAR 2020-21

Programs are only permitted to enter distance learning instructional time in eData when they use standards-aligned distance learning curricula that have been approved by the Division of Adult Education.

Approved computer-based curricula have been reviewed and determined to be acceptable in three areas:

1. They have an acceptable student interface;
2. They have an acceptable teacher or program interface; and
3. They have an acceptable level of instructional value.

Approved paper-based curricula have been reviewed and determined to be acceptable in three areas:

1. The design is effective for distance learning;
2. They have an acceptable level of instructional value; and
3. They have an acceptable amount of practice and appropriate assessment.

Additionally, the Division of Adult Education will approve teacher-created lessons and materials that are standards aligned and meet the following criteria:

1. The lesson focus and materials are clearly stated and appropriate for adults;
2. They have an acceptable level of instructional value; and
3. They have an acceptable amount of practice and appropriate assessment.

Teachers should submit lessons here for review and will be notified of approval or non-approval. Approved lessons will be posted on the Pennsylvania Adult Education Resources website.

The Division of Adult Education will review curricula on a regular basis. New curricula may be added during the program year. Outdated curricula will be removed annually. Agencies will be notified of the removal of any curricula in a timely fashion.
Note*:* No official endorsement of the publisher or curriculum should be inferred.

Approved Computer-Based Distance Learning Resources

ESL: Clock Time Model

Product	Assignment	Distance Learning Time
Burlington English	Online activities	Time on task as recorded by the website
Cell-Ed	Online activities	Time on task as reported by the company
ESL Library Plus	Online activities	Time on task as recorded by the website
Khan Academy	Online activities	Time on task as recorded by the website
New Readers Press Online	Online activities	Time on task as recorded by the website
Newsela Pro	Online activities	Time on task as recorded by the website
Pearson English MyEnglishLab	Online activities	Time on task as recorded by the website
Reading Horizons	Online activities	Time on task as recorded by the website
Rosetta Stone	Online activities	Time on task as recorded by the website

Product	Assignment	Distance Learning Time
USA Learns	Online activities	Time on task as recorded by the website
Voxy	Online activities	Time on task as recorded by the website

ABE/ASE: Clock Time Model

Product	Assignment	Distance Learning Time
ALEKS	Online activities	Time on task as recorded by the website
Aztec	Online activities	Time on task as recorded by the website
Ebsco/Learning Express Library	Online activities	Time on task as recorded by the website
Edmentum Courseware	Online activities	Time on task as recorded by the website
Edmentum Study Island	Online activities	Time on task as recorded by the website
EdReady (by NROC)	Online activities	Time on task as recorded by the website
Essential Education's CASAS Academy	Online activities	Time on task as recorded by the website
Essential Education's CASAS GOALS Academy	Online activities	Time on task as recorded by the website
Essential Education's GED Academy	Online activities	Time on task as recorded by the website
Essential Education's HiSET Academy	Online activities	Time on task as recorded by the website
Essential Education's TABE Academy	Online activities	Time on task as recorded by the website
Fast Forward by KET	Online activities	Time on task as recorded by the website
IXL	Online activities	Time on task as recorded by the website
Khan Academy	Online activities	Time on task as recorded by the website
Learning Upgrade	Online activities	Time on task as recorded by the website
Lexia PowerUp Literacy	Online activities	Time on task as recorded by the website
New Readers Press On-line: Pre HSE, GED test prep, and HiSET exam prep courses	Online activities	Time on task as recorded by the website
Newsela Pro	Online activities	Time on task as recorded by the website
Reading Horizons	Online activities	Time on task as recorded by the website
Townsend Press Learning Center	Online activities	Time on task as recorded by the website
WIN Courseware	Online activities	Time on task as recorded by the website

ABE/ASE: Teacher Verification Proxy Time Model
Read Theory

Assignment	Distance Learning Time*
Reading passage quiz passed	0.16 hours (10 minutes)

Approved Paper-Based Distance Learning Resources

ABE/ASE: Teacher Verification Proxy Time Model Curricula

Kaplan: New GED® Test Strategies, Practice, and Review

Assignment	Distance Learning Time*
Reasoning through Language Arts pretest or practice test	150 minutes
Mathematical Reasoning pretest or practice test	115 minutes
Social Studies pretest or practice test	90 minutes
Science pretest or practice test	90 minutes
Lesson	30 minutes
Content area test practice questions	45 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: HiSET Preparation Series

Assignment	Distance Learning Time*
Reasoning through Language Arts pretest or practice test	150 minutes
Mathematical Reasoning pretest or practice test	115 minutes
Social Studies pretest or practice test	90 minutes
Science pretest or practice test	90 minutes
Lesson	30 minutes
Content area test practice questions	30 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

ABE/ASE: Teacher Verification Proxy Time Model Resources

California Distance Learning Project: GED Video Partners Workbooks

Assignment	Distance Learning Time
Workbook chapter	2.5 hours= 50-74 percent of workbook chapter judged complete by teacher 4.5 hours = 75-100 percent of workbook chapter judged complete by teacher

Cambridge Adult Education: Exercise Books

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Pre-High School Equivalency

Assignment	Distance Learning Time*
Pretest	1 hour
Pretest with Language Arts extended response	1.5 hours
Lesson	0.5 hour
Posttest	1 hour
Posttest with Language Arts extended response	1.5 hours

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Social Studies for the GED Test and Science for the GED Test

Assignment	Distance Learning Time*
Social Studies Unit 1	135 minutes
Social Studies Unit 2	150 minutes
Social Studies Unit 3	165 minutes
Social Studies Unit 4	105 minutes
Science Unit 1	360 minutes
Science Unit 2	360 minutes
Science Unit 3	240 minutes
End of Workbook Practice Test	90 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Score boost

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: TABE Mastery (11 & 12)

Assignment	Distance Learning Time*
Pre-Test	90 minutes
Practice Test	90 minutes
Unit Skill Check	60 minutes
Level E Mathematics Lesson	60 minutes
Level M Mathematics Lesson	60 minutes
Level D Mathematics Lesson	90 minutes
Level A Mathematics Lesson	90 minutes
Level E Reading Lesson	60 minutes
Level M Reading Lesson	90 minutes
Level D Reading Lesson	90 minutes
Level A Reading Lesson	90 minutes
Level E Language Lesson	60 minutes
Level M Language Lesson	60 minutes
Level D Language Lesson	60 minutes
Level A Language Lesson	60 minutes

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

New Readers Press: Writing Series 1-4

Assignment	Distance Learning Time*
Strategy Lesson	0.5 hour
Unit Practice	0.5 hour
GED test practice	1 hour
GED test practice Language Arts extended response	0.75 hour

* All times are awarded for 80-100 percent of the activity judged completed by the teacher. Partial credit will not be awarded for activity judged less than 80 percent complete by the teacher.

PBS LiteracyLink: GED Connection or Pre-GED Connection

Assignment	Distance Learning Time
Workbook program	2 hours = 50-74 percent of workbook chapter judged complete by teacher 4 hours = 75-100 percent of workbook chapter judged complete by teacher
Pretest/posttest	1 hour for each pretest or posttest completed

PBS LiteracyLink: Workplace Essential Skills

Assignment	Distance Learning Time
Workbook program	1 hour = 50-74 percent of workbook chapter judged complete by teacher 2 hours = 75-100 percent of workbook chapter judged complete by teacher
Skills preview or Skills review	1 hour for each pretest or posttest completed