

Dear AEFLA Local Providers

The Adult Education program at the Wyoming Community College Commission has been monitoring the COVID-19 situation and is working to determine how we can best be of service to all of you.

Early last week the Commission disseminated the email below:

As the State Educational Agency (SEA) for Adult Education, we encourage you to follow the guidelines of local health care professionals and of College/Program Administrators. The Commission fully anticipates that as this contagion spreads throughout our State, we may see more and more educational agencies switching to online learning. Unfortunately, this will undoubtedly include our local Adult Education programs. To help you prepare for a possible temporary switch to an online version of Adult Education, I have attached a copy of our distance learning policy. The State realizes that some local providers may not have indicated a need/want for distance learning, but these are extenuating circumstances and the State will fully support your use of online technologies for your adult education students so that we can mitigate the impact upon student learning outcomes.

With the growing concern over the spread and impact of the coronavirus, particularly in group gathers, your Wyoming SEA has put together some collective resources and other information that may help you as some of you begin the transition into virtual classes and distance learning modalities.



TESTING

One of the challenges during this time will be testing of students as this must be conducted in person. The State would recommend that this be handled case by case where only one student at a time is being tested. Local protocols and procedures will undoubtedly restrict and or outline how/when students can be on campus. Please follow these protocols.

Local programs will undoubtedly face challenges finding ways in which students can complete a program of study through HiSET and or by taking a post test. The Commission recommends that local providers consider these options for testing.



1. Students who need a post-test, could take the test through the One-Stop center. Program directors should contact the local DWS office to see if testing could be completed at their site. This form of testing should be very limited as DWS offices around the State will likely facing increasing numbers of people who for unemployment purposes.
2. Local programs should utilize laptops or paper-based testing to test off site (if possible).



In light of the coronavirus outbreak, ETS wants adult educators to be aware that we are committed to the health and safety of the entire *HiSET*® community.

In the event that a HiSET test center is closed due to health concerns, we will work to make the process as seamless as possible for test takers to register for a later date at no additional charge. Ongoing updates regarding important information about future testing and test-taker support can be found on the Coronavirus HiSET Test Updates page. For additional support, please contact our Customer Service team by live chat or phone at **1-855-MyHiSET**.

Seat Availability

Test centers remain open in some Wyoming areas. Students can schedule appointments for available dates on the Scheduling Your HiSET Exam page.

Free Test Prep

We encourage students to take advantage of free HiSET test preparation resources:

- Download the Practice Tests.
- Access the Interactive Practice Tests.
- Download the list of Khan Academy® Math Tutorial Videos and Exercises (PDF).
- View the Language Arts — Reading Sample Questions (PDF).
- Access the *CBAL*® Quick Math Practice system.
- Follow these tips for getting ready for the test.

Stay Connected

The best resources to stay up to date on HiSET news include:

- The Coronavirus HiSET Test Updates page
- The HiSET global website: hiset.ets.org/
- Facebook®
- Twitter

Your Well-being Remains Our Top Priority

Tips to keep you and others healthy:

- Wash your hands frequently.
 - Maintain social distancing.
 - Practice respiratory hygiene.
 - Feeling unwell? Seek medical care early.
 - Get advice from a health care provider.
 - Stay informed: World Health Organization.
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Although the Colleges and their respective testing centers are closed, there are other options that AE program directors may want to consider when trying to find a place to have students complete their HiSET examinations. In addition to College testing centers there are multiple other ‘approved’ test sites in Wyoming. A comprehensive list of HiSET testing centers in Wyoming can be found in the chart below.

City	Center Name	Contact Person	Phone Number
Casper	Natrona County Detention Center	Leanne Loya	307-234-5424
	Casper Re-Entry Center	Marlene Dittenburner	307-234-3776
Worland	Wyoming Boys School	Eric Pomeroy	307-347-5377
Sheridan	Wyoming Girls School	Dixie Cooper	307-647-7476 ext. 34
	Gathering Place	Ron Krikac	307-674-5851
	Lifehouse	Holly Hofer	hhofer@sheridan.edu
Guernsey	Wyoming Cowboy Challenge Academy	Donna Dawson	307-836-7514
Mountain View	Valley Learning Center	Suzi Worthen	307-747-6125
Rawlins	Carbon County Higher Ed. Center	David Throgmorton	307-328-9274
	CCHEC	Judy Hamel	307-328-9274
Saratoga	Platte Valley Community Center	Cory Hudson	307-328-9274
Baggs	Little Snake River HEC	Amanda Dellen	307-710-1211

Other options may include sites out of the State that are not located in an educational facility.

Undoubtedly, all of these sites will have restrictions in place for testing, but local directors may call to discuss any options that might be available for your tester(s).



During this difficult time all Adult Education programs in Wyoming have been granted permission to utilize any of the online distance learning platforms that are a part of Wyoming’s approved distance learning program. A complete list of approved distance learning packages can be found in the Appendix to this Resource.

Hours counted through distance learning platforms must follow the proxy hour limitations outlined in Wyoming's policy.

Programs may also replace a face-to-face model with technologies that incorporate Facebook Portal, Zoom, Google Hangouts, Uber Conference, or Google Meet, for example. Hours in which a student attends through these sources may be temporarily counted as face-to-face hours.



New Intakes and Career Services Course

Local programs may want to limit the intake of new students until we know how long programs will have to remain closed.

For students that are in the middle of the intake process, local programs could place the Career Service course into module form using Powerpoint presentations that students can work through on their own. Embedded links can direct students to such things as ONET, learning styles inventories, online video's that you typically show during the class, etc. This course could be placed on a jump drive and hours for completion of this course would follow the protocols listed in Wyoming policy # 03092020



COVID-19 (Coronavirus) Resources

- Wyoming Office of Homeland Security - <https://www.arcgis.com/apps/MapSeries/index.html?appid=42fd398fa8f449fb930f2d3755c5a1bb>
 - Wyoming Department of Health - <https://health.wyo.gov/publichealth/infectious-diseaseepidemiology-unit/disease/novel-coronavirus/>
 - Centers for Disease Control (CDC): www.cdc.gov/coronavirus/2019-ncov/
 - World Health Organization: www.who.int/emergencies/diseases/novel-coronavirus-2019
 - [Tracker of educational disruption and response worldwide](#) – UNESCO
 - **Coronavirus Quick Reference Guide:** www.customguide.com/cheat-sheet/coronavirus-quick-reference.pdf
 - **WorkReady Mobile:** [Pandemic Response Tech Grant](#)
 - **DCCCD testimonial:** youtu.be/wvQBxJIUy9w (WorkReady Mobile)
 - **U.S. Department of Education** <https://www.ed.gov/coronavirus?src=feature>
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Chairman Pai from the FCC has launched an initiative called “Keep America Connected” during the COVID 19 event. This called on all broadband and telephone providers to make and continue to make the internet available to all Americans.

Below is a list, from that document, of the providers that have made a commitment to provide up to 60 days of internet access as no charge to those in need. Not all from the list are available in Wyoming. Here are some that the Wyoming Community College Commission has found in Wyoming that are making the commitment.

- Charter/Spectrum - <https://corporate.charter.com/newsroom/charter-to-offer-free-access-to-spectrum-broadband-and-wifi-for-60-days-for-new-K12-and-college-student-households-andmore>
- Comcast - <https://corporate.comcast.com/covid-19>
- LR Communications (Formerly NGL Connection) - <https://www.facebook.com/nglconnection/posts/2971361449550880>
- CenturyLink - <http://news.centurylink.com/covid-19>

Comprehensive list:

- ACIRA – Powered by Farmers Mutual Telephone Company & Federated Telephone, Allstream Business US, AlticeUSA, Antietam Broadband, Atlantic Broadband, AT&T, BBT, BOYCOM Vision, Burlington Telecom, Cable One, Central Arkansas Telephone Cooperative, CenturyLink, Charter, Cincinnati Bell, Citizens Connected, Comcast, Consolidated Communications, Cox Communications, Digital West, East Ascension Telephone Company, Education Networks of America, Emery Telecom, Farmers Telecommunications Cooperative, FirstLight, Frontier, Google Fiber, Grande Communications, Granite Telecommunications, Great Plains Communications, GWI, Hiawatha Broadband, Hill Country, IdeaTek Telcom, Inteliquent, Lafourche Telephone Company, Lakeland Communications, Long Lines Broadband, Mammoth Networks/Visionary Broadband, Mediacom, MetTel, Nex-Tech, Ninestar Connect, Northwest Fiber, Orbitel Communications, Pioneer Communications, Premier Communications, Range Telephone Cooperative, RCN, Reserve Telephone Company, Sacred Wind Communications, Shawnee Communications, Socket Telecom, Sonic, Sprint, Starry, TDS Telecom, TelNet Worldwide, T-Mobile, TracFone Wireless, Uniti Fiber, US Cellular, Vast Broadband, Verizon, Vyve Broadband Investments, Waitsfield and Champlain Valley Telecom, Wave Broadband, West Telecom Services, Windstream, and ZenFi Networks. And the trade associations ACA Connects, Competitive Carriers of America, CTIA, INCOMPAS, NCTA—The Internet and Television Association, NTCA—The Rural Broadband Association, USTelecom, and WISPA
- Att – <https://about.att.com/pages/COVID-19.html> Specifically see section “Supporting Customers and Communities”
- Verizon Wireless – <https://www.verizon.com/about/news/our-response-coronavirus>

- Sprint - <https://newsroom.sprint.com/covid-19-updates-sprint-responds.htm> - Specifically March 13th, 2020 news release
- T-mobile - <https://www.t-mobile.com/news/t-mobile-update-on-covid-19-response> - Specifically March 13th, 2020 news release

FREE

Companies offering free or discounted subscriptions to online courses and learning resources during the pandemic.

- **Amazing Education Resources**

This is an extensive list of resources that, for example, could be searched to see if the company is offering free or discounted subscriptions or prices for its services or its products during the pandemic <http://amazingeducationalresources.com/> Posted by Susan Giuliano

- **Aztec software**

Aztec software will donate free seats of its learning system for any displaced adult ed program

For businesses and institutions not already an Aztec customer, free access to Aztec Lite Online, Aztec's easy-to-use online learning management system for five (5) concurrent licenses. An unlimited number of students can be enrolled in the system but only 5 can use it at any given time. Included in this offer is access to the following learning series: Aztec's Fundamentals Series (GLE 0.5-2.9), Aztec's Foundations Series (GLE 3.0-5.9), and Aztec's Bridge Series (6.0-8.9), and Aztec's Kaplan GED or HiSET or TASC Learning System

For existing customers with access to the full administration system we would like to provide increased flexibility, which may include payment deferrals, and discounted licenses to address your needs to increase capacity during this crisis.

Should you have any questions, please feel free to contact our Community Relations Support group at crs@aztecsoftware.com, visit our website at www.aztecsoftware.com, or call us at 800.273.0033 Posted by Jonathan Blitt, CEO, Aztec software

- **Essential Education**

Currently, Essential Ed is offering a special to help people get through the virus and keep students learning from home. They are offering a license through 6/30/20 at \$7.63 per seat for access to both HiSET Academy and TABE Academy. They are also offering our Life Essentials package (Work Essentials, Money Essentials and Computer Essentials) at only \$8.00 for the same time period.

- **Burlington English**

Offering the option to purchase a 3 month license for \$24/seat with a 4th month at no additional cost. (\$6/seat/month) Contact your rep for more information: www.burlingtonenglish.com/contact/

- **Cell-Ed:** Offering THREE Options in response to the COVID-19 epidemic:
 - (1) [FREE Cell-Ed Coronavirus Guide](#) in English/Spanish you can call into on any mobile phone to get expert information in minutes in easy to remember micro-lessons to protect everyone. cell-ed.com/covid19c
 - (2) **Free Cell-Ed UNLIMITED for 90 Days for a limited number of new partners and includes 1000+ hours of full programming+certification+live coaching**
 - (3) [Cell-Med COVID-19 Crisis Response](#)
- **Learning Upgrade:** www.learningupgrade.com

Our Remote Learning Access Plan for Learning Upgrade. With many education providers now required to teach exclusively online, our plan enables you to provide all steps of instruction remotely with students using their smartphones and devices. This webinar will train teachers to remotely self enroll their students, view class reports, and reward student achievement. Enroll in the webinar here: zoom.us/webinar/register/WN_Hi8rmOEXRSK6hqmvKCECSA

- **Voxy:** Voxy's COVID-19 response here: <https://voxy.com/blog/2020/03/launching-interim-online-english-programs/>

Voxy seeks to support our partners and adult education programs across the U.S. by offering greater flexibility in our product and service offerings. While Voxy usually sells annual transferable licenses, because programs need greater flexibility at this time, we are able to pro-rate our nonprofit and educational pricing options and offer (3) month programs instead of the typical (12) month licenses. We will also be offering completely virtual launches and increased ongoing professional development workshops for teachers and administrators as they adapt to delivering 100% online models of program delivery (likely every Thursday going forward).

- **ABE**
News For You

News For You currently has free online access for Instructors and Students on Census 2020 stories. This includes a Teacher's Guide with suggested lesson plan and exercises for the online issue. The Census articles include sentence-by-sentence audio, popup vocabulary definitions, and bonus interactive exercises. Stories include an explanation of the census and why it's important, a timeline of when it's happening, a story about how many people plan to respond to the census, a story about how the Census Bureau is working to keep rumors from spreading online, a recap of the last census, a story about jobs with the Census Bureau, and a story about what America might look like in the future. Kevin Morgan, CEO, ProLiteracy

- **ASE/HSE Prep**
 - Essential Education's GED Academy , HiSET Academy, TABE Academy and Life Essential series
 - Aztec Software (e.g. for correctional facilities)
 - New Readers Press Online (GED/HiSET)
- **ESOL/ESL**
 - Leamos (Let's Read) a simple and easy-to-use pre-ESL online literacy course that teaches non-literate Spanish-speaking adults to read and write
 - Burlington English

- Voxy
- USALearns (free)
- Rosetta Stone
- News For You



Helpful Sites:

1. LINCS: Preparing for and offering adult basic skills online during the pandemic
<https://community.lincs.ed.gov/discussion/preparing-and-offering-adult-basic-skills-online-during-pandemic>
2. Continuing Instruction from A Distance
https://www.proliteracy.org/Portals/0/pdf/ProLiteracy-Continuing-Instruction-from-a-Distance.pdf?ver=2020-03-17-150154-483&utm_campaign=Programs%20-%20General&utm_source=hs_email&utm_medium=email&utm_content=84869813&hsenc=p2ANqtz-9lVZJEdlA3sl1PuADnBSv-Qam53ZHhdUZ9t4LOcJ0is0D9NDhCUArjH9_z4OCQeRAzWedDCHgymGTgEJNDvDkur52fq&hsmi=84869813
3. **Action plan for instructors to deliver Adult Ed including ESL, ABE, Math, and GED Prep to learners at home using smartphones and devices.** Learning Upgrade available as a no-cost pilot to new programs. To get instructors started, we are offering a webinar that goes through our approach to remote onboarding, ongoing communication, tracking progress, and rewarding success. Webinar: Thursday March 19, 2pm EST For more info and to sign up for the no-cost pilot and the webinar, visit: <https://web.learningupgrade.com/remote-learning/> Posted by Vinod Lobo, CEO, Learning Upgrade
4. **Zoom** (basic version is free and during the pandemic the sessions are not limited to 40 minutes <https://zoom.us/pricing>)
5. Loom (Chrome extension) for one-way communication -- "me on video with my desktop screen. I only use the Free version." Posted by Bernie Floresca
6. **Google Hangouts**
 From Google: " Starting this week, we will begin rolling out free access to our advanced Hangouts Meet video-conferencing capabilities to all G Suite and G Suite for Education customers globally including:
 - Larger meetings, for up to 250 participants per call
 - Live streaming for up to 100,000 viewers within a domain
 - The ability to record meetings and save them to Google Drive

These features are typically available in the [Enterprise edition](#) of G Suite and in [G Suite Enterprise for Education](#), and will be available at no additional cost to all customers until

July 1, 2020. If you need help getting started, please visit our learning center [page](#) or follow the instructions outlined in [our message to G Suite admins](#).

We're committed to supporting our users and customers during this challenging time, and are continuing to scale our infrastructure to support greater Hangouts Meet demand, ensuring streamlined, reliable access to the service throughout this period." Posted by Sherry Lehane

7. [Uber Conference](#) Free version allows 45 minutes. Has many of the same features of other conferencing/web-based presentation software. Here's a [video](#) on how to use Uber Conference and Google Meet, presented, and posted by Sherry Lehane.
8. [Google Meet](#) (Google Hangouts Meet) . See [video](#) on how to use Google Meet presented, and posted by Sherry Lehane.
9. National Association of State Directors of Adult Education: <http://nasdae.org/resources/>



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy #01202020: Wyoming's Distance Learning Policy
2020

Date: January 20,

Part I: Distance Learning Protocol and Guidance

Introduction

This policy is intended to define distance learning delivery for all Wyoming Adult Education (AE) programs that integrate distance learning into their regular 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. 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 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 both distance education and traditional classroom instruction during a program year (such as through a blended 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
- Video
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

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

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. 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

Part II: Assessment, Contact Hours and Approved Curricula

Approved Distance Education Curricula

Wyoming recognizes the list in Exhibit F “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. The state will approve additional curricula based on investigation and data analysis of products which meet the distance learning requirements.

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 location

Proxy Contact Hours

Proxy contact 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:

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

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.

Reporting Proxy Hours

Clock Time Model

- 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 in the Clock Time Model are tracked electronically.
- 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.

Teacher Verification Model

- 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 workbook units (See Exhibit F: Approved Curriculum for Distance Learning) as follows:
 - Completion at 75% or higher: 5 hours per unit
 - Completion at 60-74%: 4 hours per unit
 - Completion between 50-60%: 3 hours per unit
 - Completion at less than 50%: 2 hours per unit

Note: Participants who complete one of the post tests at the end of each unit and show mastery at 70% or higher can be awarded 1 additional proxy hour.

Hours may not be awarded until each unit is completed.

Learner Mastery Model

- Proxy hours in the Learner Mastery Model are awarded when the students pass a test demonstrated mastery of the course content. These proxy hours are predetermined as shown in Exhibit F “Approved Curriculum for Distance Learning”

Instructors enter approved attendance hours into LACES for managing and monitoring student distance learning. “Proxy” hours are also tracked in the student file.

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.

Instructional Time

Instructors will count both direct contact hours and distance education proxy hours. Report these hours into LACES to calculate instructional time. Traditional class 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 the TABE or either BEST assessments 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 40-60 hours of instruction for all AE students at NRS levels 1-4 or 30 hours minimum for ASE students 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. ESL students will be tested after 60 hours with TABE CLAS-E or BEST assessments.

- Intake, career service course, career pathways course, pre-testing and post-testing must be administered on-site and face-to-face at the Wyoming AE centers.
- The TABE or BEST assessment tool will be administered in person by a trained TABE/BEST examiner/instructor using standardized assessment procedures.
- All official practice tests will be administered in person by a local instructor using standardized assessment protocols.

- Determining posttest time and procedures for testing for NRS reporting are the same as those used in the traditional classroom.
- Assessments not conducted through face-to-face interaction 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.

Part III: 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 setting. Each AE program interested in offering a distance learning program will follow these procedures:

- Indicate in the grant application that distance education or a combination of distance learning and traditional classroom hours, or hybrid program of study, will be available.
- 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.
- 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.
- Coordinate marketing efforts to recruit additional potential distance learning students.
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software.
- Develop a distance learning plan including:
 - Analysis of employer's needs
 - An assessment of students' successes
 - A goal to increase the number of distance learners served with an accompanying marketing plan

Note: The Wyoming distance learning project was based on bridging the gap between local employers, remote learner's needs, and 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.

Local Program Contribution

Programs that implement distance learning must adhere to the Distance Learning Assessment 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 will be run on the distance learners and compared to the traditional students. Continuous improvement goals must be established each year.

NRS Table 4C

Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving MSG's (F)	Number Remaining in Program without MSG's (G)	Percentage Achieving MSG's (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with MSG's (J)	Percentage of Periods of Participation with MSG's (K)
ABE Beginning Literacy										
ABE Beginning Basic										
ABE Intermediate Low										
ABE Intermediate High										
ASE Low										
ASE High*										
ESL Beginning Literacy										
ESL Low Beginning										
ESL High Beginning										
ESL Intermediate Low										
ESL Intermediate High										
ESL Advanced										
Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score 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 D through G.

- The number in column D is the number of participants who completed one or more Educational Functioning Level 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 E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F 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, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$ Each row total in Column H is calculated using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing HSEC tests.

Exhibit F - Approved Curriculum for Distance Education

Title	Audience	Model	Criteria for Awarding Proxy Hours	Delivery Mode	Notes and Contact Information	Description
<p>Aztec: -HiSet Prep -TASC Prep -Work Ready -Becoming a US Citizen -Learning Financial Literacy -Bridge Series -Foundation Series</p>	<p>ABE/ASE</p>	<p>Clock time</p>	<p>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.</p>	<p>online</p>	<p>Supplementary hard copy workbooks and/or other supplementary materials provided by Aztec and completed by students cannot be counted as proxy hours.</p> <p>Aztec Software 51 Commerce Street Springfield, NJ 07081 800-273-0033/913-258-0011 http://www.aztecsoftware.com/aztec/</p>	<p>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.</p>
<p>Burlington English</p>	<p>ESL</p>	<p>Clock time</p>	<p>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.</p>	<p>online</p>	<p>Supplementary hard copy workbooks and/or other supplementary materials provided by Burlington English and completed by students cannot be counted as proxy hours.</p> <p>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</p>	<p>Burlington English offers 50 English language courses plus online training.</p>

Crossroads Café	Beginning Low to Intermediate High ESL	Mastery	Students receive 10 proxy hours for each of the 26 units if they master each of the unit activities and tests with at least 70% proficiency.	online, video, print	Access to videos: https://www.ket.org/series/XRDC/ KET Adult Learning, 600 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396.	Crossroads Café is a video and workbook series that includes 26 lessons focusing on English Language skills development for ESOL learners.
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.

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	ABE/ASE	Clock time	System tracks time on task for each activity completed and times students out after preset period of inactivity.	online	Supplementary hard copy workbooks and/or other supplementary materials provided by Essential Education and completed by students cannot be counted as proxy hours. 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.

KAHN 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.kahnacademy.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.
Prealgebra & Intermediate Algebra, 2 nd Edition by Elayn Martin-Gay Workbook	ABE/ASE	Teacher Verification	Participants receive proxy hours for completing each workbook unit as follows: <ul style="list-style-type: none"> • Completion at 75% or higher: 5 hours per unit • Completion at 60-74%: 4 hours per unit • Completion between 50-60%: 3 hours per unit • Completion at less than 50%: 2 hours per unit Note: Participants must complete one of the post tests at the end of each unit at	print	Unit 1: Whole Numbers-pages 1-48 Unit 2: Integers & Introduction to Solving Equations-pages 49-82 Unit 3: Solving Equations & Problem Solving- pages 83-108 Unit 4: Fractions & Mixed Numbers- pages 109-162 Unit 5: Decimals-pages 163-206 Unit 6: Percent-pages 207-252 Unit 7: Graphs & Triangle Applications- pages 253-294 Unit 8: Geometry & Measurement- pages 295-332 Unit 9: Equations, Inequalities, & Problem Solving-pages 333-368 Unit 10: Exponents & Polynomials- pages 369-408 Unit 11: Factoring Polynomials-pages 409-446 Unit 12: Rational Expressions-pages 447-488 Unit 13: Graphing Equations & Inequalities-pages 489-554 Unit 14: Systems of Equations-pages 555-588 Unit 15: Roots & Radicals-pages 589-	The workbook supplements the textbook used in the Adult Education managed classroom environment.

			70% to receive an additional 1 proxy hour for the unit.		620 Unit 16: Quadratic Equations-pages 621- 646 Publisher: Martin-Gay, University of New Orleans, Lakefront	
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.

Teknimedia	ABE/ASE, HSEC, and ESL	Clock time	System must track time and log out participants after preset period of inactivity	online	Supplementary hard copy workbooks and/or other support materials provided by Teknimedia cannot be counted as proxy hours.	Teknimedia
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.
USA Learns - 1st English Course	Beginning ESL	Mastery	USA Learns, Part 1 contains 20 units. Students receive three proxy hours for each unit completed. Important: Students must complete each unit exam with at least 70% proficiency before proxy hours are awarded. There are a maximum of 60 proxy hours allowed.	online	www.usalearns.org	USA Learns is a free internet-based, multimedia website for English language learners. Each episode contains a series of vocabulary, comprehension, and grammar exercises.

