Massachusetts Guidelines
For
Effective Distance Learning
in Adult Basic Education

Massachusetts Department of Elementary and Secondary Education
Adult and Community Learning Services

75 Pleasant Street
Malden, MA 02148
www.doe.mass.edu/acls

June 2016
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I. Introduction

Distance Learning (DL) is a formal 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 web-based programs, computer software and other online technologies. Teachers support distance learners through communication by telephone, email, texting or other technologies, and software.

Hybrid learning is an instructional delivery model that incorporates distance learning activities with traditional face-to-face (F2F) classroom instruction.

Integrating DL into the Overall Community Adult Learning Center (CALC) Program

The primary purposes for integrating DL into the core CALC instructional program are to:

- Increase access to services for students on a waiting list or other referral sources
- Serve students in need of Adult Secondary Education (ASE) and English for Speakers of Other Languages (ESOL) services using a hybrid model for currently enrolled students in F2F classes in which students develop independent study skills
- Increase intensity while having regular and frequent access to F2F learning and academic support services
- Help students become college and career ready in order to reach one or more next steps, including transitioning into post-secondary education, becoming job ready, obtaining employment, and accessing occupational training
II. DL Model Overview
Adding New Programs to DL

Community Adult Learning Centers (CALCs) are funded for either DL Option 1 or Option 2. This choice determines whether DL instruction is available exclusively at the Hub (Option 1) or whether DL instruction is available at the CALCs (Option 2).

Programs new to DL are funded as Option 1. Programs with proven performance can request an upgrade to Option 2. Any change in Option status requires ACLS approval from the state DL Coordinator (Wyvonne Stevens-Carter).

Hubs, CALC Option 1, and CALC Option 2

- **The Hub** is the online instruction provider. ACLS funds two DL Hubs. One Hub provides ASE and Pre-ASE instruction and the other Hub provides ESOL instruction.
- **Option 1** - A minimum of 10 students are served with this option. All students receive DL instruction from the Hub. Eligible students may be enrolled in traditional F2F classes at the learning center (dual enrollment) or recruited from the waiting list or other referral sources and receive all instruction online from the DL Hub or the CALC (direct enrollment).
- **Options 2** - A minimum of 20 students are served with this option. Students receive instruction from the learning center DL instructor. Eligible students may be enrolled in traditional classes at the learning center (dual enrollment) or recruited from the waiting list or other referral sources and receive all instruction directly online from the CALC (direct enrollment).

Hybrid Model

ACLS supports a hybrid model of distance learning that offers a combination of online instruction and F2F interaction. The features of the hybrid model are based on the following key components:

- Regardless of where primary DL instruction occurs, all Option 1 and Option 2 programs must provide DL students with ongoing and regularly scheduled F2F interaction for instructional support. Support may include, but is not limited to, individual tutoring, small group drop-in sessions (ESOL or HiSET subject areas), and conversation groups for ESOL students, and other opportunities for group learning as needed.
- Option 2 programs may choose to establish a hybrid model class within the CALC. This type of class consists of a cohort of students enrolled in face-to-face classroom instruction with an online component taught by the DL instructor. The DL instructor/coach responsibilities may be filled by a current teacher. The recruitment, intake and orientation may be done by an advisor.

Student Participation

- Students must complete 12 contact hours of orientation and have these hours recorded in the ACLS web-based data management and accountability system before enrollment in the DL program.
- In order for students to move expeditiously toward their educational goals and next steps, students must commit by signing a student contract to participate, on average, five hours per week or more on DL curriculum product(s) and supplemental activities. Depending on the DL curriculum product(s) used, student participation hours in the DL hybrid model must be captured under the proxy seat-time method or direct time method.
Proxy Seat Time

- **Clock Time Model** - hours based on time a learner is engaged in a curriculum program that tracks actual time on task
- **Learner Mastery Model** - fixed number of hours assigned for unit or lesson mastery based on passing a unit or lesson test

Direct Time

- **Supplemental F2F**
  - Supplemental F2F instruction such as tutoring, workshops, mentoring, and conversation classes (which could occur in the program’s computer lab)

- **Supplemental at a distance**
  - Synchronous online instructor-led discussion, tutoring or webinars
  - Telephone conference calls (teacher keeps a log that shows time and instructional topics discussed over the phone)
  - Live broadcast to remote location (facilitator/teacher keeps a log)
  - Online sites such as Khan Academy, Career Ready 101, and/or Reading Horizons

Student Eligibility

**ABE Students**

Students must be 16 years of age or older, not enrolled in a secondary school.

- Dually enrolled students must have a scaled score of at least 400 (GLE 6) in reading literacy as determined by the Massachusetts Adult Proficiency Test (MAPT).
- Directly enrolled DL students must have a scaled score of at least 500 (GLE 9) in reading literacy as determined by the MAPT.

**ESOL Students**

- Students must be 16 years of age or older, not enrolled in a secondary school.
- All DL ESOL students must have a scaled score of at least 401 (SPL 2) as determined by the BEST Plus tests or a scaled score of at least 397 (SPL 2) as determined by the TABE Class-E.
III. Distance Learning Curricula

ACLS approved core curricula for use in distance learning programs include:

HiSET and pre-ASE curricula

- KET Fast Forward – College and Career Ready
- Skills Tutor
- eXtra Learning
- Odyssey Ware

ESOL curricula

- USA Learns
- Skills Tutor
- Rosetta Stone

Supplemental Instruction and Support for ABE and ESOL Programs

- ESOL programs offering supplemental instruction and support, the program's curriculum and components must be informed by the standards and benchmarks of the Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages (ESOL) and incorporate the CCRAE standards and level-specific standards where applicable and supportive of English language learners' next steps for college and/or careers. [http://www.doe.mass.edu/acls/frameworks/esol.pdf](http://www.doe.mass.edu/acls/frameworks/esol.pdf)
- Supplemental instructional materials should incorporate real-life “authentic” contexts that are responsive to the needs, skills, goals, and interests of adult students in their roles as students, family members, members of the community, and lifelong learners.
- Khan Academy, Career Ready 101, and Reading Horizons are approved as supplements to the core curriculum.

Curriculum Approval Process

Programs new to DL are encouraged to start with a single curriculum product in their first year. Programs that would like to use an online curriculum that is not on the approved list must complete the approval from in appendix E and contact Wyvonne Stevens-Carter, Digital Literacy Coordinator to seek approval.

Programs may recommend additional curricula for ACLS approval by completing the application in Appendix E and emailing it to [wyvonne.stevens-carter@doe.mass.edu](mailto:wyvonne.stevens-carter@doe.mass.edu). The ACLS Distance Learning Team will review all applications and notify programs when and if, new curricula are approved.
IV. DL Hub

Overview of the HUB

The Hub is the online instruction provider for students enrolled in Option 1 Community Adult Learning Centers. The responsibilities of the Hub are primarily to provide distance learning instruction, collaborate with the learning centers to identify screening and orientation protocols, provide communication protocols to ensure communication between the Hub staff and the CALCs, and support learning centers in developing content for the orientation called Introduction to Distance Learning.

The Hub must provide instruction for 52 weeks per year, preferably through semester courses or structural/thematic units. DL instruction provided at the Hub should reflect a balance of short courses, group and individual instruction, and synchronous/asynchronous instruction. Individualized courses of study with time-defined boundaries may be developed based on students’ needs.

DL Hub Instruction and Student Support

- Provide instruction and academic support for students enrolled at the Hub.
- Record student participation data into the ACLS web-based data management and accountability system for students enrolled at the Hub according to proxy seat time and direct time reporting methods.
- Inform CALCs when students are ready for post-testing so the CALCs can schedule the post-testing with their students in accordance with ACLS assessment policies.
- Provide instructional materials, access to curriculum, and supplemental materials to all students.
- Establish and support a sense of community among learners through social networking platforms.

DL Orientation: Introduction to Distance Learning for Students

The Instructional Hub provides content for the orientation Introduction to Distance Learning to be provided by the CALC to introduce and familiarize students with the hybrid model. This content includes but is not limited to, the curriculum used by the Hub, systems in place for communication with students, expectations for DL student participants, and an introduction to Hub teachers and staff. All distance learning students are required to complete 12 contact hours for student eligibility for federal reporting purposes prior to enrolling in the distance learning program.

The components of the orientation, Introduction to Distance Learning, should include:

- Introduction to the hybrid model of distance learning as both a supplement to classroom instruction and as an independent mode of learning
- Introduction and review of independent learning skills, time management, and communication skills
- Training in the curriculum software and instruction in the curriculum product, including how to participate in and complete modules, for assistance communicate with the instructor
- Introduction to computer skills necessary to work in the curriculum product, navigate the Internet, use social networking platforms, and communicate via email
- Any other systems used and implemented by the Hub (for students who receive instruction from the Hub)

At the conclusion of the orientation Introduction to Distance Learning, all students must enter into a written contract and commit to at least five hours per week for distance learning study and instruction.

Student participation may be a combination of curriculum and supplemental materials as measured by proxy seat time hours and direct (synchronous) time.
Staffing
It is recommended that the Hub employ three to four part-time DL teachers, who provide online instruction to students referred by the CALCs.

Programs are encouraged to combine part-time DL positions with classroom teaching so that adding DL time will create full time (FT) or close to FT positions in the program, provided staff is trained and effective in distance learning instruction. DL staff will participate in professional development opportunities for DL instruction through online forums, list-servs, webinars, and other venues on a regular basis.

All DL staff should participate in staff and professional development activities that are relevant to the needs of the program, community, and students served.

Participation by DL Hub program staff in the following activities is required:

- Within the first year of the grant, all distance learning instructional and coaching staff must attend the DL Kick-off and participate in the online course *Introduction to Teaching Adult Basic Education Students Online*.
- In the second and subsequent years of the grant, all distance learning instructional staff must participate in the online course *Pathways of Persistence and Providing Effective Screening*.
- All distance learning instructional staff must be trained in the approved distance learning curriculum products (ABE or ESOL) used by the Hub.
- The DL Hub staff should participate in regularly scheduled conference calls and webinars with the State DL Coordinator.
- The state DL and Hub coordinators facilitate a meeting with new programs at the ACLS sponsored DL Kick-Off.
- The DL Hub staff must attend the annual DL Summit.

Communication Protocols and Support for CALCs

- The Hub establishes communication protocols to ensure regular communication between the Hub staff and the CALCs to inform CALCs of their students’ progress on a monthly basis.
- The Hub provides content and support to the CALCs in designing the orientation called *Introduction to Distance Learning*.
- The Hub informs CALCs when students are ready for post-testing so the CALCs can schedule the post-testing with their students at participating learning centers in accordance with ACLS assessment policies.

Web-based data management and accountability system - Data Entry

- The Hub accepts students’ placements/referrals from DL CALCs in the ACLS web-based data management and accountability system. The Hub does not enter new student intakes; all students are placed and referred to the Hub by the CALC.
- The Hub enrolls participating DL students in the appropriate DL curriculum.
- The Hub enters DL student attendance based on the current curriculum proxy seat time model (mastery or clock time model) for the curriculum used by the Hub.
V. DL Option 1 Program

Enrollment

• A minimum of 10 students are served. All students receive DL instruction from the Hub. Student intake, screening, and orientation are the responsibility of the CALC. Eligible students may be enrolled in traditional F2F classes at the learning center (dual enrollment), recruited from the waiting list, or other referral sources and receive all instruction directly online from the DL Hub or the CALC (direct enrollment).
• The CALC is responsible for completing a minimum of 12 contact hours with a student prior to enrolling him/her at a DL Hub. The 12 contact hours may be a combination of intake, screening, and orientation.

Intake

The CALC is responsible for:

• Conducting outreach, recruitment, intake, enrollment, and goal setting for all DL students
• Conducting pre- and post-testing for DL students in accordance with ACLS Assessment Policy and Procedures at http://www.doe.mass.edu/acls/assessment/
• The initial assessment may take place at the first or second F2F meeting
• Obtaining necessary release of information forms for all DL students

Screening

• The CALC integrates DL prescreening into the adult learning center’s established intake process. Other resources include materials that may be obtained through the ASE and ESOL Hubs (contact the Hub Coordinators for more information). See the Distance Learning Handbooks linked in Appendix C.

Orientation

• The CALC offers its Introduction to Distance Learning orientation which is informed by the Hub on a frequent and ongoing basis. This orientation introduces cohorts of distance learning students to the hybrid mode, the curriculum and supplemental materials, ensures that essential technology skills are in place, introduces social networking tools to allow students to experience and participate in a virtual community of learners, and supports the independent study skills necessary for persistence and success in online learning.

Communication with the Hub

• The CALC follows a communication protocol established by the Hub to share information in order to best support DL students receiving instruction from the Hub. The communication is also important so the CALC’s DL coach can follow up on student enrollment and verify student participation in the distance learning program at the Hub.
• Communication Protocol between the ASE Hub & CALCs can be found at http://www.sabes.org/content/communication-protocol-between-ase-hub-calcs
• Communication Protocol between the ESOL Hub and CALCs can be found on the LEAD Staff Weebly site: http://sabes.org/content/communication-protocol-between-esol-hub-and-calcs

Student Support

• The CALC provides ongoing and regularly scheduled face-to-face support to DL students enrolled at the DL Hub.
ACLS Web-based data management and accountability system - Data Entry

- The CALC must enter student participation data into the ACLS web-based data management and accountability system for all DL students in a timely manner and in accordance with the ACLS Statement of Assurances.
- Each fiscal year, the CALC must add to the program plan the DL award of $5,000 on the Supplemental and Foundation page.
- The CALC records all DL Orientation hours on the DL curriculum screen. If more time is spent on orientation topics in subsequent sessions, additional hours (over 12) must be entered as supplemental F2F.
- The CALC places/refers all the DL students to the DL Hub from the student’s record. The Hub provides all DL instruction.
- The CALC enrolls students for whom it provides DL instruction into the DL curriculum used by the CALC.
- The CALC enters all F2F supplemental and at a distance supplemental attendance for students whom it provides DL instruction.
- Any funded DL CALC, can request option change (Option 1 to Option 2) in year two of DL funding. Any change in DL Option should be approved by state DL Coordinator before change of DL services.

COGNOS Reports

- The CALC will review DL Cognos reports on a regular basis to monitor attendance and student progress in order to support students effectively.

Staffing

The CALC must identify a staff person who will serve as the DL coach.

Programs are encouraged to combine part-time DL positions with classroom teaching so that adding DL time will create full time (FT) or close to FT positions in the program, provided staff is trained and effective in distance learning instruction. DL staff will participate in professional development opportunities for DL instruction through online forums, list-servs, webinars, and other venues on a regular basis.

ACLS recommends DL program staff participate in the following activities for professional development and networking opportunities to run effective programming:

- At least two teachers complete *Introduction to Teaching Adult Basic Education Students Online* within the first year of participation in the project and be trained in curriculum products used by the Hub.
- Within the first year of the grant, all distance learning instructional and coaching staff must attend the DL Kick-off.
- Director and/or DL coach attend the annual DL Summit.
- Learning centers are encouraged to utilize program and staff development resources to support the integration of distance learning.
- Learning centers are encouraged to provide access to training in the approved curriculum product(s) for all teachers to support the integration of distance learning.
- The DL coach must be trained in the approved distance learning curriculum product(s) used by the Hub.
- In the second and subsequent years of the grant, the DL coach must be trained in *Pathways of Persistence and Providing Effective Screening*. These trainings are provided through the System for Adult Basic Education Support (SABES).
VI. DL Option 2 Program

Enrollment
- A minimum of 20 students are served. Students receive DL instruction from the learning center’s DL instructor. Eligible students may be enrolled in traditional F2F classes at the learning center (dual enrollment) or recruited from the waiting list or other referral sources and receive all instruction directly online from the DL Hub or the CALC (direct enrollment).
- The CALC is responsible for completing a minimum of 12 contact hours with a student prior to enrolling him/her in the distance learning curriculum. The 12 contact hours may be a combination of intake, screening, and orientation.

Intake
The CALC is responsible for:
- Conducting outreach, recruitment, intake, enrollment, and goal setting for all DL students.
- Conducting pre- and post-testing of all DL students in accordance with ACLS Assessment Policy and Procedures at http://www.doe.mass.edu/acls/assessment/. The initial assessment may take place at the first or second F2F meeting.
- Obtaining necessary release of information forms for all DL students.

Screening
The CALC will integrate DL prescreening into the adult learning center’s established intake process. See the Distance Learning handbooks listed in Appendix C.

Orientation
The Learning Center offers its Introduction to Distance Learning orientation on a frequent and ongoing basis. This orientation introduces cohorts of DL students to the hybrid model, the curriculum and supplemental materials, ensures that essential technology skills are in place, introduces social networking tools to allow students to experience and participate in a virtual community of learners, and supports the independent study skills necessary for persistence and success in online learning.

DL Instruction
Students receive DL instruction from the DL instructor hired by the CALC. The DL instructor is required to complete Teaching Adult Basic Education Students Online within the first year of teaching DL.

Student Support
The CALC provides ongoing and regularly scheduled face-to-face support to all DL students.

ACLS Web-based data management and accountability system - Data Entry
- The CALC must enter student participation data into the ACLS web-based data management and accountability system for all DL students in a timely manner and in accordance with the ACLS Statement of Assurances.
- Each fiscal year, the CALC must add to the program plan the DL award of $10,000 on the Supplemental and Foundation page.
• The CALC records all DL orientation hours on the DL curriculum screen. If more time is spent on orientation topics in subsequent sessions, additional hours (over 12) must be entered as supplemental F2F.
• The CALC enrolls students for whom it provides DL instruction into the DL curriculum used by the CALC.
• The CALC enters DL students’ attendance for the curriculum used.
• The CALC enters supplemental F2F and supplemental at-a-distance attendance for students for whom it provides DL instruction.
• The CALC enters Supplemental F2F and at-a-distance attendance for students that attend the CALCs regularly scheduled sessions.

COGNOS Reports
The CALC must review DL Cognos reports on a regular basis to monitor attendance and student progress in order to support students effectively.

Staffing
The CALC must identify staff who will serve as the DL coach and teacher(s).

Programs are encouraged to combine part-time DL positions with classroom teaching so that adding DL time will create full time (FT) or close to FT positions in the program, provided staff is trained and effective in distance learning instruction. DL staff will participate in professional development opportunities for DL instruction through online forums, list-servs, webinars, and other venues on a regular basis.

Participation by DL program staff in the following activities is required:
• At least two teachers must complete Introduction to Teaching Adult Basic Education Students Online within the first year of participation in the project and be trained in curriculum products used by the Hub.
• Within the first year of the grant, all distance learning instructional and coaching staff must attend the DL Kick-off.
• The DL coach must attend the annual DL Summit.
• Learning centers are encouraged to utilize program and staff development resources to support the integration of distance learning.
• Learning centers are encouraged to provide access to training in the approved curriculum product(s) for all teachers to support the integration of distance learning.
• The DL coach must be trained in the approved distance learning curriculum product(s) used by the Hub.
• In the second and subsequent years of the grant, the DL coach must be trained in Pathways of Persistence and Providing Effective Screening. These trainings are provided through the System for Adult Basic Education Support (SABES).
Appendix A– Sample Distance Learning Student Contract

(Last Name)    (First Name)      (Middle Initial)

The (program name) is a supportive community that encourages and assists students in pursuing educational, career, and higher education goals.

All individuals enrolling in distance learning will participate and complete Introduction to Distance Learning (DL Orientation).

Individuals must agree to adhere to the following terms in order to participate in the distance learning program.

♦ All students must complete all work in a timely and appropriate manner. A minimum of five hours of studying per week is required.
♦ Adhere to the learning center policies for computer usage.
♦ Maintain appointments with the instructor.
♦ Maintain weekly contact with the instructor by phone, email, or in person.
♦ Notify staff if you will be late for, or unable to keep appointments.
♦ Complete all assessments including all pre- and post-tests.
♦ Return (if in possession of) all loaned software at the completion of the program and/or at the request of the learning center.

Check off if you agree to the following optional term:
☐ I agree to the use of photographs, videos, and quotations of me/or my child or ward (if under 18), in accounts or promotions of Distance Learning.

In signing this contract, you agree to accept the terms outlined above.

____________________________________________  ___________
Student’s Signature      Date

____________________________________________  ___________
Parent/Legal Guardian Signature (if student is under 18)  Date
Appendix B – Tools to Evaluate Teacher and Student Readiness for Distance Learning

The following link will connect you to the Ideal Consortium web site and the *Handbook of Distance Learning for Adult Learners, Fourth Edition* by Leslie Petty and Jerome Johnson, Ideal Consortium a project of the EdTech Center at World Education. This document contains a number of resources to assist you in developing your plans for recruiting and teaching adults at a distance.

Appendix C – Resource and Reference Materials

Distance Learning handbooks developed for ACLS by the UMass Boston, Center for Social Policy, June 2009, updated by ACLS 2014:

- **Handbook of Screening, For Instructors and Administrators of Online ESOL Programs**
- **Handbook of Screening, For Instructors and Administrators of Online High School Equivalency Programs**
- **Handbook of Support, For Instructors and Administrators of Online ESOL Programs, For Supporting Students for Persistence and Success**
- **Handbook of Support, For Instructors and Administrators of Online High School Equivalency Programs, For Supporting Students for Persistence and Success**

Appendix D – Glossary of Terms for Distance Learning

Appendix E – Application for New Distance Learning Curriculum Approval

Massachusetts Department of Elementary and Secondary Education Adult and Community Learning Services

Application for New Distance Learning Curriculum Approval
Please submit this form to Wyvonne Stevens-Carter at wyvonne.stevens-carter@doe.mass.edu

The Distance Learning Team will then review the application and make recommendations for approval.

<table>
<thead>
<tr>
<th>Name of Adult Education Program:</th>
<th>Date submitted:</th>
</tr>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Name of Director:</th>
<th>Name of Coordinator (or name of staff member who will oversee curriculum):</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Email address of Director:</th>
<th>Email address of Coordinator:</th>
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<table>
<thead>
<tr>
<th>Telephone of Director:</th>
<th>Telephone of Coordinator:</th>
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<td></td>
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</table>

New Curriculum for Approval

<table>
<thead>
<tr>
<th>Publisher:</th>
<th>Curriculum Basic Information – Curriculum Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Product name:</th>
<th>Clock Time Model – (online or stand-alone software programs that track time that student is engaged with the curriculum and which log out students after a pre-determined period of inactivity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact name:</td>
<td>Teacher Verification Model – (multi-media instruction from a variety of sources, fixed contact hours where the teacher determines if the assignment was completed)</td>
</tr>
<tr>
<td>Address:</td>
<td>Learner Mastery Model – (mastery of instructional content which is connected to the assignment of proxy hours, assigns a fixed number of hours based on the learner passing a test on the content of each lesson)</td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Email address:</td>
<td></td>
</tr>
<tr>
<td>Web site:</td>
<td>Adapted from “NRS Implementation Guidelines February 2016”</td>
</tr>
</tbody>
</table>

Adapted from “NRS Implementation Guidelines February 2016”
Recommended Number of Proxy Contact Hour Credits

Clock time model:
How will time be tracked?
How will time be recorded?

Teacher verification model:
Who will make the determination?
How many proxy hours should be awarded and how?

Learner mastery model:
What needs to be mastered?
At what level of achievement?
How many proxy hours should be awarded?

NRS Levels
This curriculum covers the NRS Levels (Check all that apply)

<table>
<thead>
<tr>
<th>ABE/ASE</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Literacy ABE</td>
<td>Beginning Literacy ESL</td>
</tr>
<tr>
<td>Beginning ABE</td>
<td>Low Beginning ESL</td>
</tr>
<tr>
<td>Low Intermediate ABE</td>
<td>High Beginning ESL</td>
</tr>
<tr>
<td>High Intermediate ABE</td>
<td>Low Intermediate ESL</td>
</tr>
<tr>
<td>Low ASE</td>
<td>High Intermediate ESL</td>
</tr>
<tr>
<td>High ASE</td>
<td>Advanced ESL</td>
</tr>
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</table>

Audience/Content
1. What audience does the curriculum serve?

2. What instructional content does the curriculum deliver?

Curriculum Components
(Check all that apply)

<table>
<thead>
<tr>
<th>Online/Website</th>
<th>Stand-alone software</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Workbooks</td>
<td>Videos/DVDs</td>
<td>Other</td>
</tr>
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</table>

Curriculum Coverage
Briefly explain how comprehensive the product is in its coverage of the material.

Cost

<table>
<thead>
<tr>
<th>Approximate cost per student $</th>
<th>Approximate cost per program $</th>
</tr>
</thead>
</table>

Is there a local or state license involved for this curriculum?

<table>
<thead>
<tr>
<th>State license</th>
<th>Local license</th>
<th>Licensing cost</th>
<th>Period covered by license</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other information about cost or pricing:
<table>
<thead>
<tr>
<th>Impact/effectiveness with adult students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research/Evidence</strong></td>
</tr>
<tr>
<td>Please provide evidence such as links or supporting material from the publisher or from other users that indicate the program is research-based or how the program was developed and what research was used when creating the applications.</td>
</tr>
<tr>
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<tr>
<td>Is this curriculum on other states’ lists of approved programs? If so, which ones?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Content Standards Support</strong></td>
</tr>
<tr>
<td>Describe how the curriculum supports the <em>College and Career Readiness Standards for Adult Education</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Ease and Usability</strong></td>
</tr>
<tr>
<td>Describe the ease of use for the learner and how instructors can follow the student and provide feedback and assistance.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Professional Development/Training</strong></td>
</tr>
<tr>
<td>Is training provided with the curriculum? If yes, who will provide the training?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Briefly describe training for the curriculum and ongoing professional development for staff.</td>
</tr>
</tbody>
</table>

Adapted from forms developed by the Rhode Island Adult Education Technology Advisory Committee