District of Columbia
Office of the State Superintendent of Education
Adult and Family Education

DC Distance Education Policy
for Workforce Innovation and Opportunity Act
(WIOA), Title II Providers and Partners

Approved by the US Department of Education
Office of Career, Technical and Adult Education

August 2019 (v. 1.1)

SECTION I. OVERVIEW

1A. Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations require that the District of Columbia submit a plan to the U.S. Secretary of Labor as well as the U.S. Secretary of Education that outlines a four-year workforce development strategy for the State's workforce development and adult education system. Federal reforms to WIOA foster better alignment of federal investments in job training and adult education and integrate service delivery across workforce programs.

The District's WIOA Unified State Plan was developed by the Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO), Office of the Deputy Mayor for Planning and Economic Opportunity (DMPED), Workforce Investment Council (WIC), Department of Employment Services (DOES), Department on Disability Services-Rehabilitation Services Agency (DDS/RSA), Office of the State Superintendent of Education (OSSE), Department of Human Services (DHS), and the University of the District of Columbia (UDC). The Office of the City Administrator's (OCA) Office of Performance Management also provided additional capacity and support to this core team of agencies during the plan development.

The WIOA Unified State Plan's emphasis on expanding economic opportunity to District residents across the city makes partnerships critical to ensuring that more residents are able to access a career pathway to the middle class through the following goals:

- Alignment of the District's Workforce System,
- Access to Integrated/Concurrent Workforce and Education Services,
- Sector Strategies/Alignment with Business Needs, and
- Increased Performance and Accountability.[1]

1B. Adult Education and Family Literacy Act (AEFLA)

The OSSE is the District of Columbia agency responsible for administering the AEFLA, a federal initiative authorized by Title II of the WIOA of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR § 463. The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). The AEFLA is designed to give adults the opportunity to improve their skills through high-quality, research-based programs and activities.

Through its Adult and Family Education (AFE) team, OSSE:

- Awards federal and local funds to eligible providers to offer adult education services to District residents;
- Facilitates State leadership activities including professional development, technical assistance, and monitoring;
- Provides resources (assessment, screening, instructional software and materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports State and local program performance, progress, and outcome data to

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[1] District of Columbia Workforce Innovation & Opportunity Act (WIOA) 2016-2020

the U.S. Department of Education, city officials and other stakeholders to facilitate continuous improvement at the state and local program levels.

1C. National Mandates for the National Reporting System (NRS)

The U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) requires that state education agencies and local program providers collect data and report on core indicators of performance in accordance with the National Reporting System (NRS):

- Measurable Skill Gains;
- Secondary Credential Attainment;
- Employment Rate;
- Median Earnings;
- Secondary Credential Attainment and Enrollment in Postsecondary Education or Training;
- Secondary Credential Attainment and Entrance into Employment; and
- Attainment of a Postsecondary Credential.

Local program providers are required to follow-up with students after they exit the program to collect data on the student's attainment of the core indicators of performance listed above.

OCTAE further requires that state and local entities use the approved methods to conduct follow-ups which include survey and/or data matching methods. OCTAE describes the approved follow-up methods in the "[Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: National Reporting System for Adult Education](#)" (Dec. 2017).

1D. State Mandates for Data Collection and Reporting

OSSE Adult and Family Education requires local program providers to collect and maintain data in the State's management information system, Literacy Adult and Community Education System (LACES). This system meets the U.S. Department of Education, National Reporting System (NRS) accountability and reporting requirements. Local program providers are also required to use the DC Data Vault to collect and maintain data needed to refer students to appropriate government and/or non-government agencies for education, training, and other related services.

OSSE AFE further permits, and encourages, local providers to ensure that instruction is of sufficient intensity to achieve the program level student learning outcomes. This may be done by providing instructional services online/distance, virtual, hybrid, and/or self-directed learning, remediation and tutoring options, when appropriate, with instruction oversight. A creative use of these teaching and learning options will allow the OSSE AFE sub-grantee to meet the AEFA and WIC Career Pathways grant requirements to offer, at a minimum, 24 hours of instruction (classroom, tutoring, and/or blended learning) per week. Of these 24 hours of instruction, a minimum of 4-6 hours per week must be with an instructor.

1E. Purpose

This document provides policy guidelines pertaining to distance education processes as issued by the DC Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE). The purpose of this guidance is to: (1) ensure the provision of quality distance education services to adult learners in the District of Columbia; (2) provide resources for integrated education and training programs to design

programming of sufficient intensity and quality for students to make educational gains; and (3) comply with federal, state, and local accountability and reporting requirements under the Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Family Literacy Act. Adherence to this policy is required of all OSSE AFE sub-grantee agencies and evaluated in the OSSE AFE Monitoring System.

The Adult Education and Family Literacy Act (AEFLA) Request for Applications requires that AEFLA funded agencies provide access/interaction with an instructor for a minimum of 4 to 6 hours per week. AEFLA funded agencies are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and blended learning) per week. The inclusion of approved online learning curricula augments the learning opportunities for students so that they may develop essential computer skills, have the flexibility to learn while managing family and/or work responsibilities, and can accelerate their progress to attaining their college and career goals.

SECTION 2. DEFINITIONS

2A. Distance Education

Distance Education is defined in the *National Reporting System Implementation Guidelines[2]* as the "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."

2B. Blended/Hybrid Learning

Blended/hybrid learning is a formal instructional delivery model that incorporates a distance learning component where students learn in part through online curricula. "Blended learning occurs with a mix of instructional models. An early definition characterizes it as a regular classroom instruction combined with distance learning, where distance is added to intensify or accelerate instruction." (Petty, 2005; Porter & Sturm, 2006) In this model, the teacher enhances face-to-face instruction with complimentary online learning opportunities in which online lessons can be personalized to meet the student's individual needs.

2C. Synchronous and Asynchronous Learning

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.[3]

Digital and online learning experiences can also be asynchronous—i.e., instruction and learning occur not only in different locations, but also at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems

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[2] *National Reporting System Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education (February 2016).* http://www.nrsweb.org/ Retrieved Nov. 3, 2017.

[3] *The Glossary of Education Reform*, https://www.edglossary.org/synchronous-learning/ Retrieved March 3, 2018.

that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

2D. Distance Education Participant

An NRS participant is an "adult who receives at least twelve (12) hours of instruction." A distance education participant is a participant who receives the majority of his/her instruction through approved distance education curricula. The distance education instruction and study is outside of the participants' face-to-face interaction with an instructor, tutor or mentor. Participants may be placed into appropriate distance education curricula based on their educational functioning level and entry assessment scores. While both the face to face and distance learning hours will be reported, the individual becomes a distance education participant when 51% or more of his/her contact hours are delivered at a distance.

2E. Contact Hours

Contact hours are defined as "hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab."[4]

In distance education, the contact hours may occur synchronously in which participants interact with a staff member/instructor for orientation, pre- and post-testing, supplemental classroom instruction, tutoring conducted face-to-face for via Skype, and/or live webinars.

2F. Proxy Contact Hours

Proxy contact hours are defined as the time that distance education participants spend engaged in approved distance education activities.[5] Proxy contact hours represent the equivalent of the time required for covering similar content if instruction had occurred in a classroom.[6] Proxy contact hours provide an average of the amount of instructional time participants are likely to spend on specific distance education activities.

Proxy contact hours occur asynchronously when the participant works independently in State-approved distance education curricula. A participant may complete asynchronous activities at the program site, in a computer lab, at home, at a public library or any other suitable location. However, proxy contact hours are distinct from in-class contact hours.

Proxy contact hours for each approved activity are assigned using one of the three models approved by the U.S. Department of Education as outlined in the NRS Implementation Guidelines:

   a. **Clock Time Model** – This model can be used with software that tracks a participant's "time on task." Approved software must log out participants after a pre-determined period of inactivity. In this model, one hour of time in the program is equivalent to one proxy contact hour.

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[4] *National Reporting System Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education (February 2016).*

[5] Virginia Department of Education. *Distance Education Policy for Virginia Adult Education and Literacy Programs. Rev. Dec. 2015. Retrieved from* http://www.doe.virginia.gov/instruction/adulted/data_monitoring_evaluation/distance_education/distance_education_policy.pdf *on Nov. 3, 2017.*

[6] Vanek, Jenifer, et.al. *IDEAL Distance Education and Blended Learning Handbook*, Fifth Edition, August 2016. Retrieved http://edtech.worlded.org/wp-content/uploads/2017/07/IDEAL_Handbook.pdf on Nov. 6, 2017.

b. **Teacher Verification Model** – This model may be used for situations in which a participant receives instruction in a multimedia curricula or from a variety of sources or in which the distance education activities are facilitated by an instructor. In this model, the proxy contact hours are awarded upon verification of the facilitator/instructor that the assignment(s) have been completed.

c. **Learner Mastery Model** – This model awards proxy contact hours for content that the participant has mastered as evidenced by passing a test on the content of the lesson at a predetermined level. In this model, mastery, and the awarding of proxy contact hours, is generally set at passing a test at 80% or above.

SECTION 3. REQUIREMENTS

This Distance Education Policy adheres to requirements in the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners*, which provides guidance for assessment practices in the District of Columbia for adult participants in Integrated Education and Training.

3A. Intake, Orientation, Pre- and Post-Testing

Intake, orientation, pre- and post-testing of District residents participating in distance education must be administered on-site and in person.

SECTION 4. ASSESSMENT

All distance education and/or blended learning participants must be assessed in accordance with the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) Providers*, which identifies the Comprehensive Adult Student Assessment Systems (CASAS), the State-mandated assessment.

4A. Assessment of Distance Education Participants

CASAS assessments must be administered in a proctored, face-to-face setting. Pre-tests must be administered prior to the provision of instructional services. Post-tests must be administered in a proctored, face-to-face setting.

SECTION 5. DISTANCE EDUCATION CURRICULA

OSSE AFE purchases licenses for curricula designed to assist adult students in meeting their educational and career goals and makes these curricula available to AFE sub-grantees, WIOA partners, DC government agencies, and other agencies that provide adult literacy, workforce preparation, workforce training and/or integrated education and training services to District residents. OSSE AFE has researched and approved select curricula for use in distance education. OSSE AFE reserves the right to review and consider the impact of approving additional distance education curricula.

5A. Approved Distance Education Curricula

OSSE AFE has approved a number of distance education products that can meet the adult education, workforce preparation, and/or workforce training needs of adult learners. For a complete list of approved products, refer to Appendix A: List of State Approved Distance Education Curricula.

5B. Application to Request Approval of Distance Education Curricula

OSSE AFE accepts applications from eligible providers to request approval of distance education curricula. Eligible providers should submit the "Application to Request Approval of Distance Education Curricula" for a product to be considered. When submitting an application, eligible providers should be sure to answer all of the questions in the application and submit supporting documentation where indicated in the application.

OSSE AFE reviews applications on a quarterly basis. Approved curricula are posted on the OSSE website on the "List of State Approved Distance Education Curricula."

SECTION 6. PROFESSIONAL DEVELOPMENT

6A. Training and Resources for Instructors

Integrating distance and/or hybrid/blended learning into a program's design requires planning and professional development. The instructor is an essential component of any successful distance and/or blended/hybrid learning. OSSE AFE provides professional development on the online instructional resources funded by the State. Also, the "Professional Development Resources for Distance Education Instructors" identifies documents and resources to aid instructors in the provision of distance and/or blended/hybrid learning opportunities. Additionally, providers may request technical assistance from OSSE AFE.

SECTION 7. REPORTING

7A. Measuring Contact Hours for Learners in Distance Education

According to the National Reporting System (NRS) students in distance education (defined below under Student Participation Measure #2) must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where student and program staff can interact and through which learner identity is verifiable.

7B. Reporting Instructional Time for Distance Education Participants

A participant is identified as a distance education participant if the majority of contact hours earned in a program year are comprised of proxy contact hours. Contact hours and proxy contact hours are recorded in the state's management information system, Literacy Adult Community Education System (LACES). Distance education is tracked if the hours entered for a student are indicated as "Instruction-Distance Learning." If 51% or more of a student's current fiscal year instructional hours were generated from Distance Learning, then the student will populate all NRS tables and also populate NRS Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education as well as NRS Table 5A: Outcome Achievement for Participants in Distance Education.

Please note that agencies that have participants populating NRS Table 4C are required to conduct follow-ups on participants using the data elements that are reported on NRS Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education:

- Employment Second Quarter after exit;
- Employment Fourth Quarter after exit;
- Median Earnings Second Quarter after exit;
- Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit;
- Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit; and
- Attained a Postsecondary Credential While enrolled or within one year of exit.

7C. Documentation Required for Monitoring

For monitoring purposes, agencies must maintain evidence documenting each participant's measurable skill gains, contact hours, and proxy contact hours reported in the management information system. Evidence should be maintained in the student folder to be examined in the folder sampling portion of the monitoring process. Acceptable evidence of proxy contact hours includes:

- Time on Task or Hours Reports generated by the approved distance education publisher of the curriculum.

The evidence must include:

- Name of the student;
- Name of the approved distance education product;
- Date range; and
- Unit(s)/module(s) that the participant has completed and/or mastered.

Questions regarding this policy should be submitted in writing to the OSSE Adult and Family Education State Director at OSSE.AFETA@dc.gov.

APPENDICES

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Adult and Family Education
List of State Approved Distance Education Curricula

Distance Education Product	Model Used to Award Proxy Contact Hours	Number of Proxy Contact Hours Awarded	Evidence
Aztec	Clock	Time recorded in software	Student Time on Task Report
Burlington English	Clock	Time recorded in software	Student Time on Task Report
Essential Education -CASAS Academy -Computer Essentials -GED Academy -Money Essentials -Work Essentials	Clock	Time recorded in software	Study Time Report
MyFoundationsLab	Clock	Time recorded in software	Student Time on Task Report
Virtual Job Shadow	Clock	Time recorded in software	Student Detailed Usage Report
WIN Learning System	Clock	Time recorded in software	Student Time on Task Report
Other Approved Software			
National External Diploma Program (NEDP) *While the National External Diploma Program (NEDP) is an assessment program, not a curriculum, the NEDP online is approved by OSSE AFE for the collection of distance education proxy hours for NEDP clients in the Generalized Assessment phase.*	Clock	Time recorded in software	Client Time on Task Report

DISTRICT OF COLUMBIA
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EDUCATION
OSSE

Adult and Family Education
Application to Request Approval for Distance Education Curricula

Background

In 2017, the DC Office of the Superintendent of Education, Adult and Family Education (OSSE AFE) held a grant competition for OSSE Adult Education and Family Literacy Act (AEFLA) and DC Workforce Investment Council (WIC) Career Pathway Grant funds. In the OSSE AEFLA and WIC Career Pathways Request for Applications (RFA), OSSE indicated the allowance of distance education to increase the number of instructional hours provided to participants. Additionally, OSSE AFE supports the provision of blended and/or distance learning to increase program delivery options for adult learners.

The OSSE AFE Distance Education Policy provides guidance on assessment, including pre- and post-testing distance education participants, approved distance education curricula, calculating proxy contact hours, and the process for OSSE AFE sub-grantees, partners and/or other providers to submit an application to request approval for distance education curricula online.

Request for Approval

Complete this application for any distance education curriculum product that is not already approved by OSSE Adult and Family Education.

Point of Contact for the Application	
Agency:	
Name:	
Position Title:	
Address:	
City, State, Zip:	
Email:	
Phone:	
Agency Website:	
Program Name:	
Type of Program:	Indicate the type of program. *Check all that apply.* ☐ Adult Basic Education (ABE) ☐ Adult Secondary Education (ASE) ☐ English Literacy Acquisition (ELA) ☐ Integrated English Literacy Civics Education (IELCE) ☐ Integrated Education and Training (IET) ☐ Integrated Education and Workforce Preparation ☐ Other: (specify) _____

About the Publisher/Vendor of the Curriculum	
Name of Publisher/Vendor:	
Publisher/Vendor Website:	
Name of Publisher/Vendor Point of Contact:	
Email of Publisher/Vendor Point of Contact:	
Phone Number of Publisher/Vendor Point of Contact:	
About the Curriculum/Product	
URL of the Product:	
Product Type:	Indicate the type of product. *Check all that apply.* ☐ Digital Literacy ☐ English Language Arts ☐ English as a Second Language (ESL) ☐ Integrated Education and Training ☐ Math ☐ Financial Literacy ☐ Occupational Literacy ☐ Other: (specify) _____
Product Level:	Indicate the National Reporting System (NRS) Educational Functioning Levels, (EFLs), CASAS Scale Scores and Grade Level Equivalents (GLEs) for which the product is recommended. *Check all that apply.*
	CASAS ABE Reading GOALS Scale Scores by NRS Educational Functioning Levels (EFLs) and Grade Level Equivalents (GLEs) ☐ NRS Level 1 – CASAS Reading Scale Scores 193 and below – 203 (GLEs 1-2) ☐ NRS Level 2 – CASAS Reading Scale Scores 204 – 216 (GLEs 3-4) ☐ NRS Level 3 – CASAS Reading Scale Scores 217 – 227 (GLEs 5-6) ☐ NRS Level 4 – CASAS Reading Scale Scores 228 – 238 (GLEs 7-8) ☐ NRS Level 5 – CASAS Reading Scale Scores 239 – 248 (GLEs 9-10) ☐ NRS Level 6 – CASAS Reading Scale Scores 249 – 254+ (GLEs 11-12)

	CASAS ABE Math GOALS Scale Scores by Educational Functioning Levels (EFS) and Grade Level Equivalents (GLEs) ☐ NRS Level 1 – CASAS Math Scale Scores 193 and below – 203 (GLEs 1-2) ☐ NRS Level 2 – CASAS Math Scale Scores 204 – 214 (GLEs 3-4) ☐ NRS Level 3 – CASAS Math Scale Scores 215 – 225 (GLEs 5-6) ☐ NRS Level 4 – CASAS Math Scale Scores 226 – 235 (GLEs 7-8) ☐ NRS Level 5 – CASAS Math Scale Scores 236 – 244 (GLEs 9-10) ☐ NRS Level 6 – CASAS Math Scale Scores 245 – 249+ (GLEs 11-12)
	CASAS ABE Life and Work Reading and Listening Scale Scores by Educational Functioning Levels (EFS) and Grade Level Equivalents (GLEs) ☐ NRS Level 1 – CASAS Reading/Listening Scale Scores 180 and below – 205 (GLE 1) ☐ NRS Level 2 – CASAS Reading/Listening Scale Scores 181 -190 (GLE 1) ☐ NRS Level 3 – CASAS Reading/Listening Scale Scores 191 -200 (GLE 1) ☐ NRS Level 3 – CASAS Reading/Listening Scale Scores 201 -210 (GLEs 2-3) ☐ NRS Level 5 – CASAS Reading/Listening Scale Scores 211 – 220 (GLEs 4 - 5) ☐ NRS Level 6 – CASAS Reading/Listening Scale Scores 221 – 235 (GLEs 6 - 8)
Product Description:	Provide a brief description of the product.
Scope and Sequence:	☐ Upload a copy of the product's modules, lessons, and/or scope and sequence.
Standards Alignment:	Indicate whether the product aligns with the specified standards. *Check all that apply.* ☐ Career and Technical Education Employability Skills Model ☐ Career One-Stop Competency Model ☐ CASAS Basic Skills Content Standards and/or CASAS Competencies ☐ College and Career Readiness Standards (CCRS) ☐ Common Core State Standards (CCSS) ☐ Other: (specify) _____
	Provide a brief description of the alignment between the product and the standards.

Instructional Content	
Appropriate Placement:	Indicate how students are placed in the appropriate lesson/module in the software. *Check all that apply.* ☐ By placement test in the software ☐ By instructor based on the student's CASAS Student Performance by Competency report ☐ Other: (specify) _____
Determination of Mastery:	Indicate how mastery of basic skills and/or competencies is determined. *Check all that apply.* ☐ Pre- and Post-test in the software ☐ Demonstration ☐ Observation ☐ Oral Presentation ☐ Essay or Writing Sample
Criteria for Awarding Proxy Contact Hours	
Reporting Time on Task:	Does the product include reporting time on task? *Check all that apply.* ☐ Yes ☐ No ☐ Upload a sample of the Time on Task/Hours report(s) generated for an individual student.
Method for Determining Proxy Contact Hours:	Indicate the method(s) used to determine proxy contact hours. *Check all that apply.* ☐ Clock ☐ Learner Mastery ☐ Teacher Verification
Publisher's Documentation of the Software's Clock Time Settings:	What is the predetermined period of inactivity after which the software will log out the participant?
	☐ Upload a written statement from the publisher describing how the software is programmed to auto-exit or time out after a period of inactivity. Be sure to include the number of minutes until the software times out.

Review and Approval of Applications

OSSE Adult and Family Education will review submissions quarterly. Submitters will be notified once the application has been reviewed and approved and/or if additional information is needed prior to approval. Please contact OSSE.AFETA@dc.gov with any questions about the application.

EDUCATION

DISTRICT OF COLUMBIA
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Adult and Family Education
Professional Development Resources for Distance Education Instructors

- **IDEAL Consortium**
  The IDEAL Consortium helps member states establish quality innovative distance and blended learning programs by offering professional development, providing technical support, and facilitating a network of education leaders from across the country. The IDEAL Consortium aims to ensure that all learners have access to quality learning opportunities beyond the classroom.
  https://edtech.worlded.org/professional-development/ideal-consortium/

- **International Society of Technology in Education (ISTE)**
  The International Society of Technology in Education (ISTE) is a nonprofit organization with more than 85,000 members. ISTE provides services, including evaluation, to improve teaching, learning, and school leadership through the use of technology. In 2007, ISTE published a comprehensive overview of effective online teaching and learning practices, *What Works in K-12 Online Learning*. Chapter topics include virtual course development, online learning in elementary classrooms, differentiating instruction online, professional development for teachers of virtual courses, and the challenges that virtual schools will face in the future.
  http://www.iste.org

- **LINCS**
  LINCS is a national leadership initiative of the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to expand evidence-based practice in the field of adult education. LINCS demonstrates OCTAE's commitment to delivering high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.
  LINCS is comprised of: The LINCS Resource Collection; LINCS Professional Development Center; The LINCS Community, an online community of practice; and The Learning Portal.
  https://lincs.ed.gov/keywords/distance-education

Table 4C
Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one EFL gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand 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 in 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 EFL gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

Table 5A
Primary Indicators of Performance for Participants in Distance Education

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

Instructions for Completing Table 5A

Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

Note: All shaded columns will be calculated automatically by OCTAE's data system.