# Curricula and Proxy Hours for Distance Learning

**Definition of Distance Learners**: Learners who receive more than 50 percent of instructional hours in a distance learning format during the program year are considered distance learners for NRS reporting purposes.

**Testing:** Learners in distance learning settings must fulfill the same assessment requirements as all other learners (see Section 2). Agencies must assess distance learners in a secure proctored environment, either at the adult education site or other proctored and secure location and with staff trained to administer the assessment.

**Curricula and Proxy Hours**:

- **Curricula used for distance education**: Agencies may use curricula approved by the CDE that field-based distance learning programs have implemented successfully. Programs may also submit other curricula for CDE approval that meet the needs of the population they are serving.

- **Proxy Hours**: Proxy hours are determined by a review of CDE-approved range for each curriculum and may include hours for additional activities to meet local needs. CDE provides proxy contact hours for curricula that are used extensively in distance learning programs throughout California. CDE-recommended proxy hours are determined by a field group convened from each program area to review the most widely used curricula and determine an appropriate number of proxy hours per unit for each. The field colleagues are distance learning professionals with experience using the curricula in question. Agencies requesting a number different from the suggested number of proxy hours provide a justification, and if the CDE consultant has questions about the request, he or she contacts the agency to discuss and gather additional information.

- CDE promotes a rigorous outcome-based learner mastery model with designated benchmark levels for program completion verified by an identified process that may include teacher and/or external certification.

## 12 hours of "actual contact"

All eligible individuals receiving services under AEFLA: WIOA Title II must complete at least 12 hours of instruction to be considered a "participant" under 34 CFR 463.150. Program closures due to COVID-19 have resulted in placing students in distance learning settings, and those students may be in various stages of progress. Learners can still obtain 12-hours of instruction through distance learning, by accruing contact hours through telephone, teleconference, online communication, or other channels where the participant and program staff can interact and through which participant identity is verifiable.

**Remote Testing**

CDE permits agencies to implement remote testing, and will continue that policy. Agencies that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified; (2) any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured; and (3) the remote proctor can properly administer the test. Only secure electronic versions of a test are administered by a remote proctor and are deemed secure by the test publisher, are allowed.

In addition, WIOA Title II agencies must follow the guidelines listed below:
1. CASAS assessments, GED® and Hi-SET® are the only remote tests approved at this time
2. Remote Testing Administrators or Proctors must have a certificate of completion (as a certified CASAS eTests Proctor, which covers all test proctoring including online testing).
3. The testing credentials or training records of each proctor or administrator must be available to the CDE upon request for monitoring purposes.
4. California WIOA Title II funded agencies must incorporate a written standard operating procedure for remote testing into the Local Assessment Policy which addresses:
   a. Test security,
   b. Test integrity,
   c. Protection of personally identifying information,
   d. Specify the certification or trainings to administer the specific assessment tests,
   e. Process for pre-screening students to verify identity,
   f. Orientation of students to remote online testing environment,
   g. List technology tools used to test, per publisher guidance, and
   h. A plan to respond to video or technical glitches and communicate plans clearly to students.