

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.106

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**Title: WorkReady U – Curriculum and Instruction**

Authority: Board Action

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**Standards-Aligned Curriculum**

WorkReady U programs shall follow a standards-aligned curriculum. The standards listed below provide clear expectations for students, teachers, and other stakeholders. Building on a foundation of clear expectations and educator effectiveness, standards support higher and deeper levels of learning for students and aid in educator growth leading to improved teaching and greater learning outcomes.

- The ***College and Career Readiness Standards (CCRS) for Adult Education*** is a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work and citizenship – in the areas of English language arts/literacy and mathematics.  
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- The ***English Language Proficiency (ELP) Standards for Adult Education*** correspond to the CCRS for English Language Arts and Literacy, and Mathematical and Science Practices and are intended to address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs).  
<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- The ***Employability Skills Framework*** is a resource from the Office of Career and Technical Adult Education (OCTAE) for information and tools to inform the instruction and assessment of employability skills  
<http://cte.ed.gov/employabilityskills/index.php/background/what#>
- The ***Northstar Digital Literacy Standards*** define the basic skills needed to perform tasks on computers and online. Northstar’s standards and modules cover the following categories: essential computer skills, essential software skills, and using technology in daily life.  
<https://www.digitalliteracyassessment.org/assessment-info>

## Distance Learning

The Louisiana Community and Technical College System requires that local programs submit a designation of distance learner for students enrolled in the adult education program, by participating in state-approved curricula and following a state-approved model for distance education.

1. The student must be designated as a distance education learner if the majority of the student's attendance hours are in distance education utilizing only state-approved curricula. NRS approved proxy contact hours include:
  - a. ***Clock Time Model***, which assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or standalone software program. Student hours are taken from the activity statistics provided in the software.
  - b. ***Teacher Verification Model***, which assigns a fixed number of hours of credit for each completed assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment. Telephone call and email contact are allowable in this model; however, a contact log containing the date of contact, student name, topic discussed, and length of contact. The contact log must be filed with student attendance records.
  - c. ***Learner Mastery Model***, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (70 percent) earns the credit hours attached to the material
2. Students must have at least 12 contact hours with the program.
3. Pre-tests and post-tests are to be administered in person or remotely using the state assessment policy and test publisher guidelines.
4. Programs will report all required NRS data elements on distance education students in the state approved data management system.