

ALPaCa - Alternative Learning Packet Course via Teacher Verification

In 2020, in response to the pandemic and in an attempt to reach those students who had limited access to online instruction, the Alternative Learning Packet method was developed. One year later, during spring 2021, we have learned from those who responded to the *Course Design During the Pandemic Survey* that as the pandemic is drawing to an end and students are able to return to face-to-face classes, there is no longer a need for the widespread use of Alternative Learning Packets. **The approval for all ALPS approved from March 2020 through June 30, 2021 expires on June 30, 2021.**

We are replacing the emergency Alternative Learning Packets with a similar paper-based distance ed option entitled **Alternative Learning Packet Courses (ALaPCa)**. The **ALPaCa** is designed to be an eight-packet course of differentiated instruction and each course should be tailored to the needs of the individual student. Students studying via an **ALPaCa** are limited to one packet per week. The **ALPaCa** can be either Math or Language Arts.

The **ALPaCa** is a temporary solution designed to transition out of the pandemic and away from paper-based distance learning. An **ALPaCa** may be utilized only for a maximum of eight weeks per student. The eight-week **ALPaCa** serves as a bridge during which time the provider can arrange a device and internet access or an appropriate face-to-face class for the student.

The decision to transition away from paper-based distance education was informed by Consideration 7 of WIOA's 13 Considerations:

Whether the eligible provider's activities 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. Programs must have distance learning software available to support the instruction of adult learners.

The **ALPaCa** has a *scope and sequence* requirement which is to ensure that quality instruction is maintained throughout the course. The scope describes the material covered in the course and the sequence describes the order. Like a lesson plan, the scope and sequence give direction for the course to follow. The scope and sequence will not be as detailed as a lesson plan, though, because it only needs to show the benchmarks to be taught. Not how they will be taught. It is important for the scope and

sequence to demonstrate a thoughtful progression of the course utilizing the content standards and contextualized instruction. Please see the example scope and sequence on pages 11 - 14.

Important details to understand about **ALPaCa**:

- 1) Each lesson in an **ALPaCa** must be designed to be equal to three hours of instruction.
- 2) Math and Language Arts are the only subjects for which an **ALPaCa** can be utilized.
- 3) Students studying via an **ALPaCa** are limited to one Math and one Language Arts course per week.
- 4) Students are only permitted to study via **ALPaCa** for eight-weeks.
- 5) The **ALPaCa** instructor must meet individually with each student in-person, virtually, or by phone for thirty minutes each week. These weekly meetings are intended to be intentional, individualized instructional time devoted to each student. The thirty minutes are included in the three-hour value of an **ALPaCa**.
- 6) An **ALPaCa** must contain only open-source or original materials. Copy-written materials cannot be included in an **ALPaCa**.
- 7) An **ALPaCa** cannot be used in a hybrid learning environment. **ALPaCa** are intended to be utilized only by students with no access to technology and who cannot attend a face-to-face class.
- 8) **ALPaCa** students may not be registered to any other class while studying via **ALPaCa**.
- 9) Colleges are required to create an **ALPaCa** only section titled **ALPaCa** –
- 10) The **ALPACA** distance education option will expire on June 30, 2022.

Alternative Learning Packet Course Request Requirements:

- 1) Indicate the NRS level of the course – one NRS level per **ALPaCa**.
- 2) Indicate the subject (Math or Language Arts) of the course – one subject per **ALPaCa**.
- 3) Include a scope and sequence for the course.
- 4) Include only original or open-source materials. An **ALPaCa** cannot contain copy-written material.
- 5) The **ALPaCa** must be aligned to the College and Career Readiness Content Standards. The CCR Content Standards must be cited.
- 6) Indicate the Instructional Benchmarks of the **ALPaCa**.
- 7) Include thirty minutes of instructor facilitated learning each week.

- 8) Include sufficient learning activities to meet the stated learning objectives.
- 9) Include an Informal assessment of mastery of learning objectives.

In order to have an **Alternative Learning Packet Course** approved, directors should submit the Alternative Learning Packet Course Approval Request Form through the CCR Moodle Portal under the **ALPaCa** Moodle Course. The **ALPaCa** Request Form (as a Word document) and example *Scope and Sequence* along with a very brief video detailing the requirements for an Alternative Learning Packet Course Submission can be found on the [NCCC CCR Distance Ed Webpage](#).

- * *The ALPaCA Moodle Course and Instructional Video are not yet live. All directors will be registered to the ALPaCa Moodle Course by July 1, 2021. The instructional ALPaCA video will also be released prior to July 1, 2021.*

Additional Digital Literacy Resources:

[NCCCS Digital Literacy Resources](#)

[LINCS Digital Literacy Resources](#)

Alternative Learning Packet **Course** Approval Request Form

Alternative Learning Packet **Course** Approval Request Form

The Alternative Learning Packet Course is an approved distance learning method for students who have no access to online instruction. Students are permitted to study via ALPACA for a maximum of eight weeks.

Instructions for completing the form:

One approval request form should be submitted per NRS level and subject. Please submit this form as a **WORD** document along with a scope and sequence for the course and the answers to the narrative questions. All submissions must come from the program director and must include the following:

Please follow this link to identify [CCR Content Standards, Learning Objectives, and Instructional Activities](#) that align to the specified NRS Levels.

Director:	Date Submitted:
Program:	
Learning Packet NRS Level:	
Learning Packet Subject:	
Date Received by System Office:	
Approved By:	
Date of Approval:	

Along with the sample lesson plan a narrative must be included that answers the following:

1. How is course aligned to the CCR content standards?
2. Please list the learning objectives AND CCR content standards for the course.
3. How is the material appropriate for the stated NRS level?
4. How will the student have access to faculty for instructional support & assistance?
5. How will faculty provide feedback for completed packets?
6. Describe the process for maintaining documentation of student packets.

Complete this form and submit it along with the scope and sequence and required narrative in The ALPACA Course in the CCR Moodle Portal.

Alternative Learning Packet Course approval will require 30 calendar days from date of submission. Once approved, this form will be returned to you as a pdf and should be kept with the class file.

Example Scope and Sequence for ALPaCa Course Approval

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Course Title: ALPaCa Math Level 2	Content Area: Math	NRS Level: 2	
Course Content: ALPaCa Math Level 2 delivers instruction on i) number sense and operations ii) measurement iii)geometry iv) data analysis, statistics, and probability and v) algebra through contextualized and meaningful lessons and activities.			
Unit Title (one week)	Content Standard and Benchmark Number	Student Engaged Activity	Instructional methods and assessment
Number Sense and Operation 1	M.1.2.1	Counting exercise and number line activities,	Direct instruction on place value, number line and grouping. Contextualized instruction placing numbers in rank order. Check writing exercise Assessment through 30 minute teacher/student conferences.
Number Sense and Operations 2	M.1.2.9	Scenarios of shopping and paying bills when place value and time influence decision making,	Direct instruction on place value, estimation and mental math. Contextual examples from workplace and daily life situation

			Assessment through 30 minute teacher/student conferences.
Measurements	M.2.2.3	<p>Students list different things that get measured, Students estimate time, size, weight of different events and items.</p> <p>Create a plan to use time and materials to complete a project. (Baking a cake or mowing a yard)</p>	<p>Direct instruction on problem solving with measurements and intervals of time.</p> <p>Contextualized instruction through examples of reading schedules, reading appointment times, setting alarm clocks, following recipes, and building a deck.</p> <p>Assessment through 30 minute teacher/student conferences.</p>
Geometry	M.3.1	Draw examples of different geometric shapes.	<p>Direct instruction on geometric properties and relationships and geometric thinking and problem solving.</p> <p>Contextualized instruction through examples from real life and workplace uses such as stocking a grocery shelf, wrapping</p>

			<p>presents, packing a trunk.</p> <p>Assessment through 30-minute teacher/student conferences.</p>
Geometric Measurements	M.2.2.5	<p>Students recognize areas and different ways it is used in work and daily life. Students calculating the perimeter and square feet or a room. Using a measuring tape or stick.</p>	<p>Direct instruction on definitions of area, unit squares and plane figures. Guided practice calculating area and unit squares. Contextualized instruction for laying carpet and flooring, wallpaper and laying dirt for a garden.</p>
Data Analysis, Statistics, and Probability	M4.2.1	<p>Students make a list of minutes of watching television, talking on a cell phone, and playing video games. They then use that data to make a chart and bar graph.</p>	<p>Direct instruction on creating a graph from numbers, have students create graphs with given numbers. Contextualized instruction - looking at COVID data over a period of time to see what the graphs mean and discuss how the information can inform decision making.</p>

Algebra	M5.2.1	Students solve contextualized one and two step word problems, students create a budget for a party with supplies, cost and budget provided.	Direct instruction on word problems with different situations with unknowns in all positions. Contextualized Instruction standing in line with a twenty dollar bill and three items of different cost. And planning a trip for distance and gas usage and prices.
Arithmetic Patterns	M.5.2.8	Students will design a necklace with beads or design a tile layout to redo a floor. They must follow a pattern recognized from a set of numbers, shapes, or sizes.	Direct instruction - explain and show patterns in adding numbers. (an even number times an even number is an even number), any number multiplied by 4 can be divided by 2. Contextualized - demonstrate how patterns work in design, construction and transportation.

