

TWC Adult Education & Literacy

Distance Learning Agency Plan

Section A: Contact Information

Date Submitted: 11/6/18 **Person Submitting:** Christa Trevino -

Agency Name	Denton ISD
Agency Address	315 Cross Timber
Consortium Name	
Consortium Role	

Distance Learning Staff (add/delete rows as necessary)

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Section B: Curricula and Teacher Training

Approved DL Curricula Chosen and Curriculum-Specific Teacher Training

Describe the training that teachers will receive specific to EACH curricula you have chosen. Include information on who will offer the training, how much time teachers will spend in training. Also, include follow-up activities to the training and an approximate timeline. Add rows as necessary.

DL Curricula Name	Description of Teacher Training
1. Burlington English	Teachers, Team Leads and Instructional Coaches undergo a 2.5 hour interactive course, "Initial Training (New Users)" Zone POCs undergo an initial training with the Burlington English representative and participate in monthly webinar conferences. Training will be ongoing and supported by local staff and Burlington English Representatives as needed. Zone POCs complete Modules 1 and 3 of the DL Academy and any other state and program requirements.
2. Essential Education (GED Academy)	Teachers, Team Leads and Instructional Coaches will complete a 1 hour minimum webinar course on how to use and administer Essential Education.

	<p>Training will be ongoing and supported by local staff and Essential Education Representatives as needed.</p> <p>Zone POCs complete Modules 1 and 3 of the DL Academy and any other state and program requirements.</p>
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Section C: Curricula and Teacher Training

For EACH curriculum you have chosen for use, complete the following questions.

Name of DL Curriculum	
Burlington English	
Student Recruitment	
Description of students to be recruited, including student type (ESL/ABE/ASE), literacy levels, and other pertinent characteristics	<p>Primarily ESL and EL Civics students. Secondary, ABE, ASE and IET students. Students are assessed on their eligibility to participate in the AEL program’s online distance learning.</p> <p>DL is designed for students that cannot attend traditional classroom schedules. Additionally, DL will be used to augment traditional classroom direct hours as a hybrid model.</p>
Strategies you will use to recruit these students	<p>At orientation, students are screened for DL fit.</p> <p>Students will be shown the importance of how Burlington English can increase instruction hours outside of the classroom.</p> <p>Instructors will continuously monitor students for DL opportunities.</p> <p>Program promotes DL option as part of advertising and recruitment.</p>
Pertinent information about requirements for participation (such as in-person pre-and post-testing requirements and minimum hours spent on DL activities)	<p>Students will be required to attend a minimum three-hour program orientation. To meet 12 direct contact hour requirement, distance learning students will participate in a face-to-face intro class, which involves training in the use of the Burlington English software, review of computer skills and follow-up on progress as needed.</p> <p>All students are required to take their pre- and post-tests in person.</p> <p>True DL students will be required to complete a minimum of 5 hours a week and hybrid students, 2 hours a week.</p>
Screening tools/processes you will use with these students	<p>At intake and orientation, students will be asked:</p> <ul style="list-style-type: none"> ● If traditional classroom schedules do not fit their needs ● If they’re willing and interested in DL option ● If they have internet and technology access ● If they can complete 12 direct contact hours ● If they can commit to DL curriculum requirements
Strategic partnerships that can help you recruit these students	<p>Area libraries. School Districts. Literacy councils. Workforce Solutions centers. Churches and Mosques. Other nonprofit FBOs and CBOs. Correction agencies.</p>
Student Orientation	
List major sections to be included in the student orientation and the approximate length of each section.	<p>Enrollment paperwork, assessment testing, and goal setting, review of orientation manual (2.5 hours).</p> <p>DL student screening (.5 hours)</p>
Where and when will the orientation occur and how many hours over how many days will	<p>Orientation will be conducted at each zone’s designated site. They will be administered as needed and aligned according to individual zone schedules.</p>

students be involved in orientation?	
Will the orientation be delivered individually or in groups?	Orientation will be conducted in a group setting for students.
Will the orientation be delivered in-person, virtually, or in a hybrid format?	All orientation will be delivered in person.
Describe how you will assess students' technology skills prior to or during the orientation.	During orientation, students are introduced to the DL software and its skill requirements. Students will be given the opportunity to voice general issues concerning technology skills both in orientation and in class.
Describe the technology skills necessary for a student to successfully access and use the DL curriculum.	Students must know basic computer functions and how to access Burlington English through the desktop shortcut on provided technology.
Describe how you will assess if students have these skills and if not, how you will teach these skills.	The students will be initially assessed during orientation. In class, the teacher will provide student accounts for practice, comprehension and to address introductory issues. Students with little computer knowledge will be introduced to Burlington English modules for software introduction and the GCFGlobal website (https://edu.gcfglobal.org/en/) for an introductory lesson on computer basics in class.
Describe study skills strategies that you will teach during orientation. This might include having students complete a distance learning contract, a weekly planner for DL study, etc.	Burlington English students will learn study skills for online learners that will cover tips such as using their learning style, taking helpful notes (conclusions, write out questions and answer them, color code notes, etc.), taking scheduled breaks, mnemonics, etc. in the classroom and in orientation. The students will be encouraged to use a weekly planner to keep track of any assignments that are due, available monitored labs, and scheduled online lessons.
How much time will students be expected to engage in DL studies weekly? How often are they expected to communicate with teachers? Are they required to attend class or labs, and if so, what are these expectations? How will you communicate these expectations to students?	True DL students will be required to complete a minimum of 5 hours a week and hybrid students, 2 hours a week. True DL students will be in communication with their Instructional Coaches at least once a week for follow-up communication. Hybrid students communicate with teachers during class time. Students will be required and expected to attend at least 12 direct contact hours of class time. Students will sign a contract during orientation expressing these expectations. This will be reiterated during class time. True DL students will sign a second contract specific to DL policies during transition to true DL status.
Student Support	
What type of support will be available to the student for assistance with technology issues, and during what times will it be available? Who will provide the support?	Teachers provide in-person student technology and software support during class time. The zone POC will be available during office hours for further support via email or phone.
What resources are available to students to access the materials and/or technology they need to participate in this curriculum?	The students will also be educated on how to use local resources to access internet to complete lessons.

	Everyone On (http://www.everyoneon.org/welcome) is a program that helps people with limited access to computers and the Internet purchase computers and internet access at discounted rates.
Student Communication	
What methods will be used by the teacher(s) to communicate with this student?	The teacher and/or Instructional Coach will communicate with the student by phone, using the Remind app, and by email.
How often will teachers communicate with students?	Hybrid students: Classroom teachers will be in contact with the students about DL when the students attend class. Teachers will respond to student email and/or phone calls within 48 hours during the week. True DL students: Instructional Coaches must be in contact at least one time per week with the student. Instructional Coaches will respond to student email and phone calls within 48 hours during the week.
How will teachers give feedback to students on their academic progress?	Teachers give in-person feedback to hybrid students in class. Instructional Coaches give feedback to true DL students during the weekly check-up via phone or email.
How will teachers conference with students regarding progress towards student goals?	Teachers will discuss progress with hybrid students and re-evaluate goals as necessary every 60 hours after progress testing. Instructional Coaches will discuss progress with true DL students and re-evaluate goals as necessary every 60 hours after progress testing.
What methods will teachers use to motivate and retain students?	Teachers remain in constant awareness with hybrid student goals and motivate them according to Retention Action Plan. During true DL weekly check-ups, Instructional Coaches remind students of goals and motivate towards student progress.
Documentation	
What form(s) will you need to create to record the direct contact hours you are accumulating with DL students?	TEAMS sign-in sheets are used to record direct classroom contact hours for DL students. Other than classroom, direct hours will be recorded on direct contact hour log.
What types of forms will you need to create to keep track of and monitor the proxy hours students have completed?	Reports generated by the Burlington English software are used .
What processes will you put in place to ensure a student's proxy and direct hours are entered correctly into the TEAMS data system?	There is already an established process of direct hours data auditing. TEAMS data is compared against sign in sheets and direct hour contact logs for direct hours. A proxy hour data audit would consist of checking TEAMS proxy hours against the report run from Burlington English Software.
What criteria will you use to designate that a student has successfully completed a unit of study or made satisfactory progress?	The Burlington English Software determines if a student has made progress and will be allowed to continue in the course content. Students will take a pretest within Burlington English per content/module area. They need to achieve a minimum score to be exempted from the module to move on. All the above metrics are reportable in Burlington English and can be run by the teacher whenever necessary.
What criteria will you use to designate a student as "active," "inactive," or "dropped out?" How will you judge whether a student has dropped out of the	Students who do not have logged hours in DL for two consecutive weeks will be considered inactive. They will be contacted and asked about barriers that are preventing them from persisting in the DL community of practice. If the student does not log any hours in the following two weeks (four weeks total) they will be considered dropped out and will lose their Burlington English seat.

program and the reasons for doing so?	If the student returns, they can be reactivated one more time with a reminder of program requirements.
Name of DL Curriculum Essential Education	
Student Recruitment	
1. Description of students to be recruited, including student type (ESL/ABE/ASE), literacy levels, and other pertinent characteristics	Primarily, ABE, ASE and IET students. Secondary, ESL and EL Civics students. Students are assessed on their eligibility to participate in the AEL program's online distance learning. DL is designed for students that cannot attend traditional classroom schedules. Additionally, DL will be used to augment traditional classroom direct hours as a hybrid model.
2. Strategies you will use to recruit these students	At orientation, students are screened for DL fit. Students will be shown the importance of how Essential Education can increase instruction hours outside of the classroom. Instructors will continuously monitor students for DL opportunities. Program promotes DL option as part of advertising and recruitment.
3. Pertinent information about requirements for participation (such as in-person pre-and post-testing requirements and minimum hours spent on DL activities)	Students will be required to attend a minimum three-hour program orientation. To meet 12 direct contact hour requirement, distance learning students will participate in a face-to-face intro class, which involves training in the use of the Essential Education software, review of computer skills and follow-up on progress as needed. All students are required to take their pre- and post-tests in person. True DL students will be required to complete a minimum of 5 hours a week and hybrid students, 2 hours a week.
4. Screening tools/processes you will use with these students	At intake and orientation, students will be asked: <ul style="list-style-type: none"> ● If traditional classroom schedules do not fit their needs ● If they're willing and interested in DL option ● If they have internet and technology access ● If they can complete 12 direct contact hours ● If they can commit to DL curriculum requirements
5. Strategic partnerships that can help you recruit these students	Area libraries. School Districts. Literacy councils. Workforce Solutions centers. Churches and Mosques. Other nonprofit FBOs and CBOs. Correction agencies.
Student Orientation	
6. List major sections to be included in the student orientation and the approximate length of each section.	Enrollment paperwork, assessment testing, and goal setting, review of orientation manual (2.5 hours). DL student screening (.5 hours)
7. Where and when will the orientation occur and how many hours over how many days will students be involved in orientation?	Orientation will be conducted at each zone's designated site. They will be administered as needed and aligned according to individual zone schedules.
8. Will the orientation be delivered individually or in groups?	Orientation will be conducted in a group setting for students.

9. Will the orientation be delivered in-person, virtually, or in a hybrid format?	All orientation will be delivered in person.
10. Describe how you will assess students' technology skills prior to or during the orientation.	During orientation, students are introduced to the DL software and its skill requirements. Students will be given the opportunity to voice general issues concerning technology skills both in orientation and in class.
11. Describe the technology skills necessary for a student to successfully access and use the DL curriculum.	Students must know basic computer functions and how to access Essential Education through the desktop shortcut on provided technology.
12. Describe how you will assess if students have these skills and if not, how you will teach these skills.	The students will be initially assessed during orientation. In class, the teacher will provide student accounts for practice, comprehension and to address introductory issues. Students with little computer knowledge will be introduced to Essential Education online tutorial for software introduction and the GCFGlobal website (https://edu.gcfglobal.org/en/) for an introductory lesson on computer basics in class.
13. Describe study skills strategies that you will teach during orientation. This might include having students complete a distance learning contract, a weekly planner for DL study, etc.	Essential Education students will learn study skills for online learners that will cover tips such as using their learning style, taking helpful notes (conclusions, write out questions and answer them, color code notes, etc.), taking scheduled breaks, mnemonics, etc. in the classroom and in orientation. The students will be encouraged to use a weekly planner to keep track of any assignments that are due, available monitored labs, and scheduled online lessons.
14. How much time will students be expected to engage in DL studies weekly? How often are they expected to communicate with teachers? Are they required to attend class or labs, and if so, what are these expectations? How will you communicate these expectations to students?	True DL students will be required to complete a minimum of 5 hours per week and hybrid students, 2 hours per week. True DL students will be in communication with their Instructional Coaches at least once a week for follow-up communication. Hybrid students communicate with teachers during class time. Students will be required and expected to attend at least 12 direct contact hours of class time. Students will sign a contract during orientation expressing these expectations. This will be reiterated during class time. True DL students will sign a second contract specific to DL policies during transition to true DL status.
Student Support	
15. What type of support will be available to the student for assistance with technology issues, and during what times will it be available? Who will provide the support?	Teachers provide in-person student technology and software support during class time. The zone POC will be available during office hours for further support via email or phone.
16. What resources are available to students to access the materials and/or technology they need to participate in this curriculum?	The students will also be educated on how to use local resources to access internet to complete lessons.

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Student Communication	
17. What methods will be used by the teacher(s) to communicate with this student?	The teacher and/or Instructional Coach will communicate with the student by phone, using the Remind app, and by email.
18. How often will teachers communicate with students?	Hybrid students: Classroom teachers will be in contact with the students about DL when the students attend class. Teachers will respond to student email and/or phone calls within 48 hours during the week. True DL students: Instructional Coaches must be in contact at least one time per week with the student. Instructional Coaches will respond to student email and phone calls within 48 hours during the week.
19. How will teachers give feedback to students on their academic progress?	Teachers give in-person feedback to hybrid students in class. Instructional Coaches give feedback to true DL students during the weekly check-up via phone or email.
20. How will teachers conference with students regarding progress towards student goals?	Teachers will discuss progress with hybrid students and re-evaluate goals as necessary every 40 hours after progress testing. Instructional Coaches will discuss progress with true DL students and re-evaluate goals as necessary every 40 hours after progress testing.
21. What methods will teachers use to motivate and retain students?	Teachers remain in constant awareness with hybrid student goals and motivate them according to Retention Action Plan. During true DL weekly check-ups, Instructional Coaches remind students of goals and motivate towards student progress.
Documentation	
22. What form(s) will you need to create to record the direct contact hours you are accumulating with DL students?	TEAMS sign-in sheets are used to record direct classroom contact hours for DL students. Other than classroom, direct hours will be recorded on direct contact hour log.
23. What types of forms will you need to create to keep track of and monitor the proxy hours students have completed?	Reports generated by the Essential Education software are used .
24. What processes will you put in place to ensure a student's proxy and direct hours are entered correctly into the TEAMS data system?	There is already an established process of direct hours data auditing. TEAMS data is compared against sign in sheets and direct hour contact logs for direct hours. A proxy hour data audit would consist of checking TEAMS proxy hours against the report run from Burlington English Software.
25. What criteria will you use to designate that a student has successfully completed a unit of study or made satisfactory progress?	The Essential Education software determines if a student has made progress and will be allowed to continue in the course content. Students will take a test within Essential Education per content/module area. They need to achieve a minimum score to be exempted from the module to move on. All the above metrics are reportable in Essential Education and can be run by the teacher whenever necessary.
26. What criteria will you use to designate a student as "active," "inactive," or	Students who do not have logged hours in DL for two consecutive weeks will be considered inactive. They will be contacted and asked about barriers that are preventing them from persisting in the DL community of practice.

<p>“dropped out?” How will you judge whether a student has dropped out of the program and the reasons for doing so?</p>	<p>If the student does not log any hours in the following two weeks (four weeks total) they will be considered dropped out and will lose their Essential Education seat. If the student returns, they can be reactivated one more time with a reminder of program requirements.</p>
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