



**Final Performance Report:**  
**Texas Workforce Commission- Distance Learning Mentor**  
**Initiative**

Reporting Period: August 31, 2015 – August 30, 2016

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***September 29th, 2016***

Northside ISD  
5900 Evers  
San Antonio, Texas 78238

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## Executive Summary

The Northside ISD Adult Education and Literacy (AEL) Distance Learning (DL) Mentor Initiative Project, funded by TWC Contract # 2015AEL001, was initiated by Northside ISD's AEL department in September of 2015. The goal of this project was to build capacity, expand and/or improve performance of AEL distance learning at four mentee sites. The mentee sites included: Education Service Center (ESC) Region 20, San Antonio ISD (SAISD), Southwest Texas Junior College (STJC) and Each One Teach One (EOTO). The mentee sites were at different points of DL capacity at the beginning of this project and thus had different needs. For example SAISD had a strong established DL program while EOTO had no experience in implementing a DL program. Before this initiative was undertaken, the four mentee sites reported 223 students in TEAMS as having taken a baseline assessment and at least one proxy hour during the 2014-15 instructional year. Two-hundred and twenty-two (222) of these students were identified at SAISD.

In order to build capacity and improve performance at mentee sites, Northside ISD staff provided training sessions in the form "Share Groups" and "Teacher Fun Days" and each organization was assigned a DL Coach to provide ongoing technical assistance throughout the grant period. The success of this project was measured by the following performance measures: number of centralized training sessions to mentee sites staff, number of hours of technical assistance provided to mentee sites by DL Coaches, number of individualized DL plans and orientation and screening procedures, DL student enrollment at mentee sites, retention of DL students at mentee sites, and improved performance of DL students. In addition to these performance measures the project made additional contributions in the AEL DL community by building a DL Directory for mentee sites (see Appendix 1), presenting and participating in panel discussion at state conferences, and supporting TCALL's registration efforts for the statewide Adult Education and Literacy Technology and Distance Learning Symposium Conference in San Antonio. Formal evaluations and informal feedback from conference participants indicated that these additional initiatives were successful.

## **Project Description**

Northside ISD implemented a variety of mentoring activities to improve success of Mentee Site DL programs. DL Mentors began by assisting each site with its Individual Plan (see Appendix 2) and developing SOPs (See Appendix 3). The DL Mentor group the offered three training sessions (Share Groups), which focused on the following topics:

- Share Group 1: Intro to DL software - GED Academy and Burlington English
- Share Group 2: Creating DL Plans
- Share Group 3: DL Methods of Delivery - Blended vs. Pure

These training sessions provided staff and volunteers at the Mentee Sites with a solid foundation in DL practices, and also addressed issues with staff buy-in to DL instruction.

To ensure that the training was implemented with fidelity as to meet the varied site-specific needs of mentee sites, each organization was assigned a DL Coach to provide ongoing technical assistance throughout the grant period. DL Coaches spent significant time at the mentee sites, assisting them with developing their individualized DL plan and implementing it effectively. These individuals supported mentee sites with building capacity in a number of areas, including but not limited to registration, orientation, screening, methods of delivery, documentation/data entry, and locating appropriate space. Two additional training sessions (Teacher Fun Days) were held in May 2016, allowing the Mentee Sites to present on the successful practices implemented in their DL program over the previous year and learn how to use useful technology like Google Docs and Remind.

Project activities took place in two different workforce development areas: Alamo and Middle Rio Grande. In order to engage more workforce development areas in the project, staff from the Mentor and Mentee Sites presented best practices developed through the project at the TALAE conference in April 2016. The DL Mentor group also participated in a panel discussion at the May 2016 Texas Career Pathways Series in Galveston and the Literacy Texas Conference in San Marcos in August, 2016. Materials developed through the project will be made available for use by other workforce development areas. Thus, the ultimate reach of this project is yet to be determined.

## **Numbers of Affected Students**

The ultimate goal of this project was to build or increase Distance Learning capacity at the four mentee sites in order to effectively reach more students. According to TEAMS, the total number of students enrolled with proxy hours in all four mentee sites in 2014-15 was 223 students. The original goal was to increase DL student to 313 DL students (40% increase from baseline

number of 223 students). As depicted in the table below, enrollment **numbers far exceeded goals**. A total of **917 students** were enrolled in DL courses at the 4 mentee sites by the end of the grant period.

Mentee Site	Pre-award Enrollment	Post-Award Enrollment Goals	Achieved Enrollment
EOTO	0	10	<b>6</b>
Region 20	1	30	<b>126</b>
SAISD	222	250	<b>492</b>
SWTJC*	0	20	<b>293</b>
<b>TOTAL</b>	<b>223</b>	<b>310</b>	<b>917</b>

\*Region 20 Consortium and college combined

Although enrollment is a good measure of project success and student reach, student retention is a better measure of program effectiveness and student reach. The original goal of this project was to improve retention of students in DL courses by a minimum of seventy-five percent of the 313 student goal, or in other words, the goal was to retain 235 students. Students were counted as “retained” if they completed at least 12 hours and completed a progress test. Of the 917 students who were enrolled in the DL classes (total of all Mentee sites), **511 students completed 12 hours and the progress tests. The minimum goal of 235 students was exceeded.** However, the percentage of retained students was 56%.

## Improvements to DL Capacity

In addition to the previously mentioned activities, capacity was improved at all four mentee sites by providing general and site-specific training such as: 1) technical assistance on the DL/TWC approved software, i.e. Burlington English, Aztec, GED Academy, USA Learns 2) TEAMS entry protocol including naming the DL class, 3) protocol on TEAMS entry of students direct hours and proxy hours (see Appendix 4), and 3) developing the Learner Intake Survey: Is Online Learning for Me? (see Appendix 5).

## Improvements to AEL DL Performance

An improved educational outcome of students in DL courses was a performance measure used to indicate ultimate success of DL Performance at mentee sites. The target goal was that by the end of the grant period 235 students (75% of 313 student goal) combined at all mentee sites would increase one NRS level. As indicated in chart below, **511 students gained at least one NRS level. The minimum goal of 235 students was exceeded.** However, the percentage of retained students was 56%.

Mentee Site	# of Enrolled Students	# of students that gained an NRS level	% of students that gained an NRS level
TO	6	0	0%
Region 20	126	93	74%
SAISD	492	295	60%
SWTJC*	293	123	42%
<b>TOTAL</b>	<b>917</b>	<b>511</b>	<b>56%</b>

## Achieved Project Goals

The Northside ISD Adult Education and Literacy (AEL) Distance Learning (DL) Mentor Initiative Project, funded by TWC Contract # 2015AEL001, **achieved and/ or exceeded all performance measure goals set at the initiation of the grant period.** See table below.

In addition to these quantitative measures, the success of the program was also documented through qualitative data such as anecdotal evidence. For example, a mentee stated “Our DL mentor has served us well. We have kept in good communication and we have learned a lot throughout this year. We have relied on our mentors for guidance in application of a successful DL model which we benefited from”.

Performance Measure	Goal	Achieved
Number of centralized training sessions to mentee sites staff	4 sessions	5 sessions
Number of hours of technical assistance provided to mentee sites by DL Coaches	480 hrs	Approx. 500 hrs
Number of individualized DL plans	4 plans	4 plans
A model for orientation and screening procedures	1 model	1 model
DL student enrollment at mentee sites	313 students	917 students
Retention of DL students at mentee sites (# of students that completed at least 12 hours of instruction and a progress test)	235 students	511 students
Improved performance of DL students (# of students that improve by at least one NRS level)	235 students	511 students

## Positive Outcomes and Best Practices

In addition to creating Individual Plans, SOP's for various facets of the program, the DL Mentors utilized other tools and strategies to assist mentee sites. Below are some highlights of work that was not covered in other areas of this report:

- The DL Mentees received two newsletters during the program year (see Appendix 6). Titled "DL Mentor". Issues were used to capture and centralize important DL-related information. For example, the August issue highlighted the Literacy Texas Conference, and Anson Green's speech on changing a normal classroom setting to a technology enhanced classroom.
- The DL Mentor Program taught the DL Mentees how to create a "Remind" account for their DL students.

- The DL Mentor for SAISD helped SAISD and Region 20 program expand their community program and sites by aiding in creating a summer Distance Learning Program.
- The DL Mentor group worked with the Distance Learning Statewide TWC Work Group.
- Based on feedback from the 2016 Texas Career Pathways Series-Distance Learning Initiative Panel Discussion - many participants expressed interest in having a DL Mentor Initiative in their community.

## Obstacles Encountered

- Meetings with individual DL Mentor coaches preceding and during the Alamo Consortium TWC Monitoring Visit in January were put on hold, as sites deemed the TWC Monitoring visit more important.
- All mentees liked the concept of having help to improve their programs capacity. However, getting information from the mentees about their program was initially perceived as threatening and intrusive; they also lacked the time and resources to respond to requests.
- Because of the geographical separation of the Southwest Texas Junior College sites, attempts to standardize a DL Orientation for the program presented a challenge. (The DL Orientation was standardized for all SWTJC campuses and the NISD campus.)
- Because TWC provided extra funds for all programs to purchase software and technology during the program year, the mentees sites purchased seats and liked the ideas of increasing their DL capacity. Unfortunately, TWC did not offer this extra money for the DL mentee sites to invest in software, new licenses, or extra technology for the 2016-2017 year.
- DL Mentors were challenged by English Discoveries DL reports encountered by SAISD. (No time out feature.)

## Recommendations for Improvement

Below are areas that pose opportunities for growth and recommendations identified by the NISD AEL DL team:

Increased Training Assistance: Feedback elicited from mentee sites indicated that additional time in following areas would benefit their programs: Training, Site visits and One-on-one time with teachers.

Although mentors mostly met with the AEL Directors, share groups and training was made available to all, but some teachers could not attend based on scheduling. A recommendation is to have DL share groups added to the PD portal for future viewing and or conduct mini DL



conferences on each mentee site that are tailored to their specific needs. This will require site assessment and planning to discuss barriers, issues and concerns. This will allow for the mentor to provide tailored training, which is inclusive of the best practices and strategies for implementing a successful DL program. One identified area for training is identification of students that would likely benefit and be successful in DL courses.

The PD Portal has been a great tool for Distance Learning in Texas, particularly the Tech and Tells. Having those available for future viewing has been a benefit to those who missed them on Thursday evenings or Friday at lunch. The Webinars offered have been spot on with information and innovative ways to enhance DL classes as well as ways to accumulate some direct contact hours.

As the completion of the Module #1 is a requirement for teachers to teach DL Classes, its long awaited development has postponed pertinent training and development. This could have, depending on the contents of Module #1, had an impact on teacher qualifications to teach DL as well as student learning, success rate and performance measures. The DL Team understands that Module #1 will be part of the PD Portal when it is completed.

Another recommendation to provide more targeted assistance is to create a call center or hotline where teachers could call in with questions and receive real-time assistance (Similar concept to the GED math hotline being established.) Another tool to assist in this endeavor will be the DL Directory. Teachers will be able to see who is teaching what in their area and can reach out to other teachers and see what is working or not working at different sites. The DL directory is a networking resource and should be marketed as such.

Student Retention: The NISD AEL DL mentors and mentees are in agreement that there is still room for improvement in the areas of implementation and retention. Once students enroll in the DL program, sites must find creative ways to keep them engaged in the program. This is where technology is paramount. Technology must continue to be integrated in an engaging and meaningful way to capture students' attention and develop interest in their course of study.

Being able to use different programs that have not been approved by TWC, but have been offered in Tech n Tell trainings, i.e. Schoology, need to be further explored.

Standardized Definitions/Processes: The definitions for blended and hybrid formats posed to be a challenge. There was a lot of confusion as to whether classes were blended, hybrid or a combination of the two. A formal operational definition needs to be established and disseminated throughout Texas. This will ensure that hours are entered into TEAMS correctly. In addition, students need a clear explanation of DL classes. Mentors observed students declining DL courses because they assumed they would be missing out on direct face-to-face contact and speaking practice.

Along the same principle of standardized definitions, it is the NISD AEL DL team's recommendation that a centralized uniformed way to label and enter DL classes into TEAMS is developed. Currently, mentee sites name and classify classes with no SOP.

The DL Mentor group recommends that Data Entry clerks are able to enter DL classes in a timely manner and are able to correctly enter proxy hours and direct hours, and be able to check for correct DL class names/numbers.

## Appendix 1: DL Directory

### Adult Education Directory

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**Program \***  
Example: AEL, NISD, ALAMO COLLEGES

### DL Information

**DL Contact Name**

**DL Contact Phone Number**

**DL Contact Email**

**Class number ID as appears in TEAMS**

**Class Description**  
Example: ASE, ESL, DISTANCE LEARNNG

**Would you consider this class a**

**Approved software used in class?**  
Example: Burlington English, Aztec, GED Academy

**Assigned Teacher in TEAMS for this class**

**Has assigned teacher taken DL Module 1?**

**Does the assigned teacher have a PD portal?**

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Send me a copy of my responses

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## Directory of Texas Distance Learning Providers

Organization Name: Austin Community College

Department: Adult Education

Physical Address: 5930 Middle Fiskville Road, Suite 419  
Austin, TX 78752-4341

Contact Person: Ms. Kathy Dowdy

Email: [kdowdy@austincc.edu](mailto:kdowdy@austincc.edu)

Phone: (512) 223-5123

Fax: (512) 223-7732

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: Capital Area

Organization Name: AVANCE - Houston

Physical Address: 4503 Magnum Rd.  
Houston, TX 77092

Contact Person: Ms. Dora Hinojosa

Email: [dhinojosa@avancehouston.org](mailto:dhinojosa@avancehouston.org)

Phone: (713) 812-0033 ext. 228; (713) 686-5228

Fax: (713) 812-9829

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: Gulf Coast

Organization Name: Bertha Voyer Memorial Library

Physical Address: 500 N. 6th St  
Honey Grove, TX 75446-

Contact Person: Ms. Pattie Mayfield

Email: [mayfield@honeygrove.org](mailto:mayfield@honeygrove.org)

Phone: (903) 378-2206

Fax:

Teacher Name:

Phone:

Email:

Curriculum Used:

## Directory of Texas Distance Learning Providers

Workforce Area: Texoma

Organization Name: Bilingual Education Institute  
Physical Address: 6060 Richmond Ave., Suite 180  
Houston, TX 77057-  
Postal Address: P.O. Box 570596  
Houston, TX 77257-  
Contact Person: Manal Jaffer  
Email: [manal@bei.edu](mailto:manal@bei.edu)  
Phone: (713) 789-4555  
Fax: (713) 789-4541  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Gulf Coast

Organization Name: Brownsville ISD  
Department: Adult Continuing Education  
Physical Address: 708 Palm Boulevard  
Brownsville, TX 78520  
Contact Person: Dr. Debbie Alford  
Email: [dalford@bisd.us](mailto:dalford@bisd.us)  
Phone: (956) 548-8175  
Fax: (956) 548-7904  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Cameron

Organization Name: Community Action of Central Texas  
Department: Adult Education  
Physical Address: 101 Uhland Road, Suite 107  
San Marcos, TX 78667  
Contact Person: Mr. Jon Engel  
Email: [jengel@communityaction.com](mailto:jengel@communityaction.com)  
Phone: (512) 392-1161 ext. 334  
Fax: (512) 396-4255  
Teacher Name:  
Phone:  
Email:

## Directory of Texas Distance Learning Providers

Curriculum Used:  
Workforce Area: Rural Capital

Organization Name: Fort Worth ISD  
Department: Office of Adult Education  
Physical Address: 5701 Meadowbrook Dr., Bldg 1  
Fort Worth, TX 76112  
Contact Person: Mr. Edward L. Spears II  
Email: [edward.spears@fwisd.org](mailto:edward.spears@fwisd.org)  
Phone: (817) 492-7960  
Fax: (817) 492-7977  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Tarrant County

Organization Name: Grayson College  
Department: Adult Education  
Physical Address: 6101 Grayson Drive  
Denison, TX 75020-8238  
Contact Person: Ms. Katrina (Kitty) Doolittle  
Email: [doolittlek@grayson.edu](mailto:doolittlek@grayson.edu)  
Phone: (903) 463-8784  
Fax: (903) 463-5284  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Texoma

Organization Name: Harris County Department of Education  
Department: Adult Education  
Physical Address: 6515 Irvington Blvd.  
Houston, TX 77022-5618  
Contact Person: Mr. Eduardo Honold  
Email: [ehonold@hcde-texas.org](mailto:ehonold@hcde-texas.org)  
Phone: (713) 692-6216  
Fax: (713) 695-1976

## Directory of Texas Distance Learning Providers

Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Gulf Coast

### Houston Community College System

Organization Name: Adult Education  
Department: 3100 Main Street, BD07  
Physical Address: Houston, TX 77002-9312  
P O Box 667517, MC 1745  
Contact Person: Houston, TX 77002  
Email: Dr. David Joost  
Phone: [david.joost@hccs.edu](mailto:david.joost@hccs.edu)  
Fax: (713) 718-5400  
(713) 718-5377

Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Gulf Coast

### Organization Name: Howard College - Big Spring Campus

Department: Adult Education  
Physical Address: 1001 Birdwell Lane  
Big Spring, TX 79720-5015  
Contact Person: Ms. Tammy Alexander  
Email: [talexander@howardcollege.edu](mailto:talexander@howardcollege.edu)  
Phone: (432) 264-5014  
Fax: (432) 264-5119

Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Permian Basin

### Organization Name: Kilgore College

Department: Adult Education & Literacy  
Physical Address: 300 South High Street

## Directory of Texas Distance Learning Providers

Longview, TX 75601-7137

Contact Person: Ms. Bobbie McGee-Benson

Email: [bmcgee-benson@kilgore.edu](mailto:bmcgee-benson@kilgore.edu)

Phone: (903) 236-2004; (903) 753-2642

Fax: (903) 753-3372

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: East Texas

Organization Name: [Literacy Council of Tyler](#)

Department: East Texas Consortium

Physical Address: 1530 SSW Loop 323

Tyler, TX 75701

Contact Person: Ms. Nancy Crawford

Email: [info@lcotyler.org](mailto:info@lcotyler.org)

Phone: (903) 533-0330

Fax: (903) 533-1801

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: East Texas

Organization Name: [Midland College](#)

Department: Adult and Development Education

Physical Address: Midland College 163 MHAB; 3600 North Garfield Avenue

Midland, TX 79705-6329

Contact Person: Ms. Lynda Webb

Email: [lwebb@midland.edu](mailto:lwebb@midland.edu)

Phone: (432) 685-6818; (432) 684-4100

Fax: (432) 685-6847

Teacher Name:

Phone:

Email:

Curriculum Used:



## Directory of Texas Distance Learning Providers

Organization Name: Navarro College  
Department: Adult Education  
Physical Address: 3200 West Seventh Avenue  
Corsicana, TX 75110-4818  
Contact Person: Ms. Leslie Hayes  
Email: [leslie.hayes@navarrocollege.edu](mailto:leslie.hayes@navarrocollege.edu)  
Phone: (903) 875-7464  
Fax: (903) 875-7466  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: North Central

Organization Name: North East ISD  
Department: Adult & Community Education  
Physical Address: 107 W. Rampart  
San Antonio, TX 78216-  
Contact Person: Larry Zimmerman  
Email:  
Phone: (210) 407-0140  
Fax: (210) 657-8958  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Alamo

Organization Name: Northside ISD  
Department: Adult Education  
Physical Address: 6632 Bandera, Bldg. B  
San Antonio, TX 78238-1435  
Contact Person: Ms. Nancy Bentley Dunlap  
Email: [nancy.dunlap@nisd.net](mailto:nancy.dunlap@nisd.net)  
Phone: (210) 397-8109; (210) 397-8138  
Fax: (210) 522-8108  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:

## Directory of Texas Distance Learning Providers

Organization Name: Odessa College  
Department: Adult & Continuing Education  
Physical Address: 201 W. University  
Odessa, TX 79764-7105  
Contact Person: Ms. Selsa L Lerma  
Email: [slerma@odessa.edu](mailto:slerma@odessa.edu)  
Phone: (432) 335-6381; (432) 335-6380  
Fax: (432) 335-6386  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Permian Basin, Upper Rio Grande WDA

Organization Name: Region 5 Education Service Center  
Department: Adult Education  
Physical Address: 350 Pine Street, Suite 500  
Beaumont, TX 77701-  
Contact Person: Ms. Brenda Schofield  
Email: [bschofield@esc5.net](mailto:bschofield@esc5.net)  
Phone: (409) 951-1710; (409) 381-1231  
Fax: (409) 384-3206  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:

Organization Name: Region 6 Education Service Center  
Department: Adult Education  
Physical Address: 3332 Montgomery Road  
Huntsville, TX 77340-6499  
Contact Person: Ms. Kristi Hayman  
Email: [khayman@esc6.net](mailto:khayman@esc6.net)  
Phone: (936) 435-8400; (936) 435-8323  
Fax: (936) 435-8470; (936) 293-3761  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Brazos Valley

## Directory of Texas Distance Learning Providers

### Region 9 Education Service Center

Organization Name: Adult Education  
Department: 301 Loop 11  
Physical Address: Wichita Falls, TX 76306-3706  
301 Loop 11  
Contact Person: Wichita Falls, TX 76306-3706  
Email: Mr. Octaviano Garza  
Phone: [octaviano.garza@esc9.net](mailto:octaviano.garza@esc9.net)  
Fax: (940) 322-6928 ext. 8284  
(940) 767-3836  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: North Texas

### Region 16 Education Service Center

Department: ABE  
Physical Address: 1601 South Cleveland  
Amarillo, TX 79102-4211  
Contact Person: Ms. Ruth Larson  
Email: [ruth.larson@esc16.net](mailto:ruth.larson@esc16.net)  
Phone: (806) 677-5284  
Fax: (806) 677-5255  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Panhandle

### Region 17 Education Service Center

Department: Adult Education  
Physical Address: 1601 24th Street  
Lubbock, TX 79411-  
Contact Person: Mr. Wayne Blount  
Email: [wablount@esc17.net](mailto:wablount@esc17.net)  
Phone: (806) 281-5750  
Fax: (806) 281-5758  
Teacher Name:  
Phone:

## Directory of Texas Distance Learning Providers

Email:  
Curriculum Used:

Organization Name: Region 20 Education Service Center

Department: Adult Education and Literacy

Physical Address: 1314 Hines Avenue  
San Antonio, TX 78208-1899

Contact Person: Ms. Kimberly Vinton

Email: [kimberly.vinton@esc20.net](mailto:kimberly.vinton@esc20.net)

Phone: (210) 370-5239

Fax: (210) 370-5758

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: Alamo

Organization Name: San Antonio ISD

Department: Adult and Community Education Department

Physical Address: Harris MS - Portable, 325 Pruitt Avenue  
San Antonio, TX 78204

Contact Person: Ms. Rebecca Atchley

Email: [ratchley@saisd.net](mailto:ratchley@saisd.net)

Phone: (210) 299-1102

Fax: (210) 299-0252

Teacher Name:

Phone:

Email:

Curriculum Used:

Workforce Area: Alamo

Organization Name: Socorro ISD

Department: Community Education

Physical Address: 12380 Pine Springs  
El Paso, TX 79928-

Contact Person: Mr. Anthony (Tony) Fraga

Email: [afraga@sisd.net](mailto:afraga@sisd.net)

Phone: (915) 937-1700

Fax: (915) 937-1790; (915) 937-1752

Workforce Area: Upper Rio Grande WDA

## Directory of Texas Distance Learning Providers

Organization Name: Southwest Texas Junior College

Department: Adult Education & Literacy

Physical Address: 2401 Garner Field Road  
Uvalde, TX 78801-6221

Contact Person: Dr. Olga M Escamilla

Email: [omescamilla@swtjc.edu](mailto:omescamilla@swtjc.edu)

Phone: (830) 591-7235

Fax: (830) 591-4183

Workforce Area: Middle Rio Grande Valley, Alamo

Organization Name: Texarkana ISD

Department: Bowie-Cass Adult Education

Physical Address: Texarkana College Campus, Corner of Tucker St. and Johnson Ave.  
Texarkana, TX

Contact Person: Ms. Dean Ransdell

Email: [deanr@txkisd.net](mailto:deanr@txkisd.net)

Phone: (903) 793-5632 ext. 1710 or 1711

Fax: (903) 798-2132

Workforce Area: North East Texas

Organization Name: Trinity Valley Community College

Department: Adult Education

Physical Address: 100 Cardinal Drive  
Athens, TX 75751-3243

Contact Person: Ms. Christie Hicks

Email: [chicks@tvcc.edu](mailto:chicks@tvcc.edu)

Phone: (903) 675-6398

Fax: (903) 670-2614

Workforce Area: East Texas

Organization Name: Victoria College

Department: Adult Education Center

Physical Address: 2200 E. Red River  
Victoria, TX 77901-

Contact Person: Ms. Tiffany Johnson

Email: [tiffany.johnson@victoriacollege.edu](mailto:tiffany.johnson@victoriacollege.edu)

Phone: (361) 573-7323

Fax: (361) 582-4348


Workforce Area: Golden Crescent

## Directory of Texas Distance Learning Providers

Organization Name: Weatherford ISD  
Department: Community Education  
Physical Address: 900 N. Elm  
Weatherford, TX 76086-2526  
Contact Person: Dr. Chip Evans  
Email: [cevans@weatherfordisd.com](mailto:cevans@weatherfordisd.com)  
Phone: (817) 598-2806  
Fax: (817) 598-2807  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: North Central

Organization Name: Ysleta ISD  
Department: Ysleta Community Learning Center  
Physical Address: 121 Padres Drive  
El Paso, TX 79907  
Contact Person: Mr. Lionel Nava  
Email: [lnava@yisd.net](mailto:lnava@yisd.net)  
Phone: (915) 434-9400  
Fax: (915) 858-6307; (915) 435-9553  
Teacher Name:  
Phone:  
Email:  
Curriculum Used:  
Workforce Area: Upper Rio Grande WDA

## Appendix 2: DL Individual Mentee Site Plans

 <b>Distance Learning Mentor Program Individualized Plan</b>	
<b>DATE</b>	October 23, 2015
<b>MENTOR</b>	Connie Tobe
<b>SITE NAME ADDRESS</b>	815 El Monte Blvd. San Antonio TX. 78201
<b>CONTACT ADMINISTRATOR: PHONE / EMAIL: TEACHER:</b>	Thomas Villa (210) 320-1287 Connie Tobe
<b>ORIENTATION</b>	
<b>PRODUCT/ SOFTWARE</b>	Burlington English
<b>IDENTIFICATION OF WEAKNESS</b>	<ol style="list-style-type: none"> <li>1.) Selection of DL Curriculum</li> <li>2.) Selection of DL Program</li> <li>3.) Student Buy-In</li> <li>4.) Teacher Buy-In</li> <li>5.) In search of a free DL program</li> </ol>
<b>IMPROVEMENT STRATEGY/ SUGGESTIONS:</b>	
<ol style="list-style-type: none"> <li>1.) Suggested Burlington English for ESL students</li> <li>2.) a. Discussed utilizing Burlington English for levels 1-Advanced ESL students b. Provided a listing of approved DL programs for ABE/ASE</li> <li>3.) a. Discussed routine use and updating of student goal sheets to improve student buy-in b. Discussed using a readiness survey to select appropriate students for the DL program</li> <li>4.) Ongoing professional development and the creation of learning communities <u>was</u> discussed as a strategy for creating team environment among the tutors within the agency.</li> <li>5.) EOTO is in the process of submitting paperwork for the evaluation and approval of two free learning management systems: Mango (ESL) and Schoology (ABE/ASE)</li> <li>6.) Development of DL SOP.</li> <li>7. Professional Development for Administrators and Volunteer staff on how to read DL TEAMS reports and Participant Rosters.</li> <li>8. Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.</li> <li>9. Mentor will research the free software program "Core Skills Mastery" to ascertain if CMS might meet the needs of EOTO.</li> </ol>	



## Distance Learning Mentor Program Individualized Plan

DATE	October 27, 2015
MENTOR	Connie Tobe, Nancy Dunlap
SITE NAME ADDRESS	Region 20
CONTACT ADMINISTRATOR: PHONE / EMAIL: TEACHER:	Rosalinda Pineda <a href="mailto:rosalinda.pineda@esc20.net">rosalinda.pineda@esc20.net</a> Michelle Yzaguirre
ORIENTATION	
PRODUCT/ SOFTWARE	GED Aztec
IDENTIFICATION OF WEAKNESS	<ol style="list-style-type: none"><li>1. Professional Development</li><li>2. Distance Learning Curriculum</li><li>3. Student Selection</li><li>4. DL Class Structure and staff placement</li></ol>
<b>IMPROVEMENT STRATEGY/ SUGGESTIONS:</b> <ol style="list-style-type: none"><li>1.) Suggested use of online, self-paced Distance Learning Academy Modules 1-3 as required professional development.</li><li>2.) Discussed use of the GED Aztec program and reviewed a listing of approved DL programs for ABE/ASE.</li><li>3.) Discussed student orientation and using a readiness survey to select appropriate students for the DL program.</li><li>4.) <ol style="list-style-type: none"><li>a. Reviewed types of blended and hybrid classes and discussed possible strategies to <u>coordinate</u> teaching materials for use in the classroom and in the computer lab.</li><li>b. confirmed that the use of an instructional assistant in the computer lab is permissible.</li></ol></li><li>5.) Will help revise current/original DL Learning Local Provider <u>Plan</u>. (Original plan lists ITTS, English for All, USA Learns) Updated plan should list Aztec and Burlington Software.</li><li>6.) Will help Region 20 meet DL quota. (58)</li><li>7.) Will develop DL SOP.</li><li>8.) Professional Development to Administration and Instructional Staff on how to read DL TEAMS reports and Participant Rosters.</li><li>9.) Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.</li></ol>	





## Distance Learning Mentor Program Individualized Plan

DATE	October 23, 2015
MENTOR	Gabriela Tobias/ Nancy Dunlap
SITE NAME ADDRESS	SAISD Huanes Learning Center 1411 Guadalupe Street, 78207
CONTACT ADMINISTRATOR: PHONE / EMAIL: TEACHER:	Mark Sanchez Graybill, Don (Teacher)
ORIENTATION	
PRODUCT/ SOFTWARE	Aztec/ Burlington English/ English Discoveries/ GED Academy DL
IDENTIFICATION OF WEAKNESS	<b>Areas of Improvement:</b> 1.) Proxy hours and Direct hours for blended classes need to be balanced according to TWC guidelines, 2.) Teachers ( Elivia Ayala, Agustina Garza, Watkins) need to get DL Academy 1 PD training online, 3.) Mark needs an assistant to help him with TEAMS report: (proxy hours are entered late, students are not being entered into the DL program in a timely manner, 4.) needs Lesson plans that blend in with face- to- face and software, 5.) Update DL SOP, and Agency plan 6.) Trouble with English Discoveries students would log in and would accumulate too many proxy hours.
IMPROVEMENT STRATEGY/ SUGGESTIONS:	<ol style="list-style-type: none"><li>1.) Setup DL Academy 1 for SAISD Teachers in Train PD training online, (possibly use same DL Academy 1 set up for SWTJRC)</li><li>2.) Research to see if English Discoveries is being worked on with its current problem,</li><li>3.) send a copy of our lesson plan for Burlington English and work with Burlington DL teachers</li><li>4.) Help Mark convince administration that proxy hours are not being entered in a timely manner and needs help in input</li><li>5. monitor input of proxy hours versus direct hours</li><li>6. Update DL Agency Plan, and develop DL SOP for SAISD</li><li>7. Work with Mark to make sure DL program is ready for TWC visit.</li><li>8. Develop DL Orientation plan for SAISD.</li><li>9. Professional Development to Administration and Instructional Staff on reading TEAMS DL reports and Participant Rosters.</li><li>10. Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.</li></ol>



## Distance Learning Mentor Program Individualized Plan

DATE	November 04, 2015
MENTOR	Gabriela Tobias/ Nancy Dunlap/ Connie Tobe
SITE NAME ADDRESS	SWTJC- Medina Valley Higher Learning Center, 153 CR 483, La Coste, TX 78039
CONTACT ADMINISTRATOR: PHONE / EMAIL: TEACHER:	Dr. Olga Escamilla 830-591-7236
ORIENTATION	
PRODUCT/ SOFTWARE	Aztec/ California Reading/ Plato
IDENTIFICATION OF WEAKNESS	<b>Areas of Improvement</b> 1.) Facility needs a teacher for Eagle Pass GED class/lab 2.) Needs a sign in sheet to keep track of students' hours 3.) DL teachers need to take DL Academy 1 4.) Create SOP for program site 5.) Record students' time with any program 6.) Site needs 40 people to complete their Consortium goal. 7.) DL students need to fill out an ITEC form along with a DL survey.
<b>IMPROVEMENT STRATEGY/ SUGGESTIONS:</b> 1.) Setup DL Academy 1 for Teachers in Train PD training online, (possibly create a more convenient time for full time teachers to complete PD training or break down trainings. 2.) Create a DL SOP for facility— Two plans needed for each workforce site. 3.) Work with Dr. Escamilla/TWC so that TEAMS data can be shared. Required amount to be enrolled for Alamo Consortium is 48. 4.) Help develop a cost allocation plan for Dr. Escamilla to present to her administrators to show DL pros and cons in different geographical areas. 5.) Make sure all students working on software at different sites are documented in TEAMS. 6. Work on developing Distance Learning Orientation for recruited DL students. 7.) E-mail ITEC form and DL Survey to Dr. Escamilla 8.) Work on additional resources for students – hot spots, free software for ABE students, add ESL students to DL programs/TEAMS. (DL doesn't have to be just for ASE students. 9. Professional Development to Administration and DL Instructional Staff on how to read TEAMS DL reports and Participant Reports. 10. Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.	

## Appendix 3: DL SOP's

<b>Standard Operations Procedure for: Distance Learning</b> <small>(Insert SOP Required Area outlined in Table 1)</small>		
Date Adopted or Revised	Staff Responsible	Program Name/Site/Location
September 2015	Gloria G De Leon Distance Learning teachers	NISD Adult Education Distance Learning
Process Guidelines		
Audience	NISD Adult Education staff	
Purpose	To provide procedures/information to the Adult Education Distance Learning administration and staff so that all the requirements included in the AEL Distance Learning Policy are met. To develop and maintain a Service Provider Distance Learning Plan for the Distance Learning and Blended classrooms, i.e. teacher training, software development/use, student orientation and DL implementation.	
Materials and Resources	Items needed to implement the Distance Learning Program.	
TWC AEL Distance Learning Policy- 2014-2015 TWC AEL Distance Learning Plan – 2012-2013, 2013-2014, 2014-2015 Service Provider DL Plan Distance Learning Lab with computers, LCDs, Smart Board, Elmos. Northside Distance Learning Information Form PowerPoint: NISD Adult Education Orientation Distance Learning Technical Survey Registration Requirement List Student Agenda Direct – Virtual Hours Sign In NISD Adult Education Student Enrollment Form Media Release Form Acceptable Use of the District's Electronic Communications System NISD Adult Education Internet and Lab Use Policy NISD Adult Education & Literacy Student Commitment Form NISD Adult Education Program BE/ASE Assessment NISD Adult Education Program ESL Assessment Student Learning Plan (SLP)		
Detailed Procedure	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	
The Distance Learning process involves multiple phases: 1) Program administrator and distance learning staff receive training on required/chosen AEL software, and use of NISD policies and equipment from NISD Technology Dept. 2) program administrator and DL staff attend TRAIN PD developed Distance Learning Academy which includes DL Module 1 (Intro to Distance Learning) Module 2 (Choosing Your DL Curriculum) , and Module 3 (D-Learning in Depth) to be certified to teach DL, 3) DL teachers must attend Vendor developed trainings/webinars to be able to teach ESOL students and implement web based instruction using Burlington English or Aztec , 4) DL teachers/staff trained on interviewing procedures (forms to be used) for students		

5) Students must attend an adult education orientation, a testing phase, and an interview phase before attending a DL or DL Blended class.

#### Interview Procedures for Distance Learning Student

After the students attend an orientation session and a testing session, they are scheduled for an interview session to determine if the students are eligible for distance education.

Preparation and steps:

- The interview will usually take 30 – 40 minutes.
- The interview is to be conducted on a one-on-one basis.
- The Technical survey will be discussed with the student.
- After the interview, the student will be placed in the appropriate class.

<b>Definitions (if needed)</b>	Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.
<p>BE/ASE Assessment – TABE test Forms 9 and 10.          ESL Assessment – TABLE Class E          Interview – The process of collecting information about students prior to class placement.          TABE – Test of Adult Basic Education (reading Language and Math)          TABE CLAS-E – Test of Adult Basic Education Complete Language Assessment System-English (Reading, Writing, Speaking, and Listening)          ITEC– Student learning Plan form that provides an opportunity for staff and learner to periodically discuss, identify, and review the goals for attending.</p>	
<b>References</b>	List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)
<p><a href="http://www-tcall.tamu.edu/taesp/guide08/cover.html">http://www-tcall.tamu.edu/taesp/guide08/cover.html</a>          D-Learning in Depth (PowerPoint presented at Texas Literacy Conference, August 2014)</p>	
<b>Other:</b>	Use this field for any commentary, notes or to cover an area not mentioned in the above sections.
<p>Distance Learning: (as defined in 3.1.11 of TWC RFP)          1)offer DL instruction that meets all requirements included in the AEL Distance Learning Policy          2) develop and maintain a Distance Learning Plan          3) attending training for DL administrators and instructors before Program begins DL          4) provide DL instruction ( on-line learning, screening, on-line learning community, real-time virtual interaction) – blended          5) online tutoring, advising, technical support on days, evening, and weekends          6) access mobile devices</p>	

## Standard Operations Procedure for: Distance Learning

(Insert SOP Required Area outlined in Table 1)

Date Adopted or Revised	Staff Responsible	Program Name/Site/Location
December 2015	Carolyn Heath Thomas Villa Connie Tobe Literacy Instructors	Each One Teach One Adult Literacy Center 815 El Monte Blvd. San Antonio, TX 78201
Process Guidelines		
Audience	Each One Teach One staff and volunteers	
Purpose	<ol style="list-style-type: none"> <li>1. To disseminate procedural information to the Each One Teach One administration and staff so that all the requirements included in the AEL Distance Learning Policy are met.</li> <li>2. To develop and maintain a Service Provider Distance Learning Plan for the Distance Learning and Blended classrooms, i.e. teacher training, software development/use, student orientation and DL implementation.</li> </ol>	
Materials and Resources	Items needed to implement the Distance Learning Program.	
<ol style="list-style-type: none"> <li>1) TWC AEL Distance Learning Policy- 2014-2015</li> <li>2) TWC AEL Distance Learning Plan – 2012-2013, 2013-2014, 2014-2015 Service Provider DL Plan</li> <li>3) Distance Learning Lab with computers, laptops, tablets, and headphones</li> <li>4) Each One Teach One (EOTO) Distance Learning Student Information Form</li> <li>5) PowerPoint: EOTO Distance Learning Orientation</li> <li>6) Distance Learning Technical Survey</li> <li>7) Registration Requirement/Documentation List</li> <li>8) Student Agenda</li> <li>9) Sign In Sheets (Direct and Proxy)</li> <li>10) EOTO Enrollment Form</li> <li>11) Media Release Form</li> <li>12) Acceptable Use of the Center's Electronic Communications System</li> <li>13) EOTO Internet and Lab Use Policy</li> <li>14) EOTO Commitment Form</li> <li>15) EOTO Assessment (Basic Education, Secondary Education, or ESL)</li> <li>16) Student Learning Plan (SLP)/Goal Sheet</li> <li>17) Student Test Score Record (TABE or BEST Plus)</li> <li>18) Student Readiness/Computer Literacy Survey</li> </ol>		
Detailed Procedure	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	
The Distance Learning process involves multiple phases:		
<ol style="list-style-type: none"> <li>1) The program administrator and the distance learning staff receive training on required/chosen AEL software, and use of EOTO policies and equipment from EOTO Technology Dept.</li> </ol>		

- 2) The program administrator and the DL staff attend TRAIN PD developed Distance Learning Academy which includes DL Module 1 (Intro to Distance Learning) Module 2 (Choosing Your DL Curriculum) , and Module 3 (D-Learning in Depth) to be certified to teach DL.
- 3) DL teachers must attend approved trainings and/or webinars in order to teach ESOL students and implement web based instruction using Burlington English or Core Skills Mastery.
- 4) Staff will be trained on interviewing procedures (forms to be used) for students.
- 5) Students must attend an adult education orientation, a baseline testing phase, and an interview phase before attending a DL or DL Blended class.

**Interview Procedures for Distance Learning Student:**

- After the students attend an orientation session and a testing session, they are scheduled for an interview session to determine if they are eligible for distance education.

**Preparation and steps:**

- The interview will usually take 15-20 minutes.
- The interview is to be conducted on a one-on-one basis.
- The Technical survey will be discussed with the student.
- After the interview and testing, the student will be placed in the appropriate class, or prerequisites will be identified.

<b>Definitions (if needed)</b>	Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.
	<ol style="list-style-type: none"> <li>1) Basic Education (BE) Assessment - TABE test Forms 9 and 10</li> <li>2) Adult Secondary Education (ASE) Assessment - TABE test Forms 9 and 10</li> <li>3) TABE - Test of Adult Basic Education (reading Language and Math)</li> <li>4) English as a Second Language Assessment - Best Plus</li> <li>5) BEST Plus - <i>BEST Plus</i> is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States. <i>BEST Plus</i> is a combined test of listening and speaking skills. (Speaking, and Listening)</li> <li>6) BEST Literacy - A combined test of reading and writing skills using authentic situations as the basis for test questions.</li> <li>7) SLP – Student Learning Plan: form that provides an opportunity for staff and learner to periodically discuss, identify, and review the goals for attending.</li> <li>8) Interview - The process of collecting information about students and completing enrollment forms prior to class placement.</li> </ol>
<b>References</b>	List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)
	<p><a href="http://www-tcall.tamu.edu/taesp/guide08/cover.html">http://www-tcall.tamu.edu/taesp/guide08/cover.html</a>  D-Learning in Depth (Power point presented at Texas Literacy Conference, August 2014)</p>
<b>Other:</b>	Use this field for any commentary, notes or to cover an area not mentioned in the above sections.

## Standard Operations Procedure for: Distance Learning

(Insert SOP Required Area outlined in Table 1)

<b>Date Adopted or Revised</b>	<b>Staff Responsible</b>	<b>Program Name/Site/Location</b>
12/11/2015	Rosalinda Pineda	Region 20
<b>Process Guidelines</b>		
<b>Audience</b>	Who is the procedure being directed to? (For example: new staff, clerical staff, instructional staff etc.)	
<b>Region 20 Distance Learning Staff</b>		
<b>Purpose</b>	Describe the rationale for which the SOP is in place and any applicable background information (For example: consistent implementation across sites, safety, compliance, maximize productivity, performance, completion attainment)	
To provide guidance and procedures for adult education distance learning staff and DL students enrolled in blended and distance learning classes.		
<b>Materials and Resources</b>	List any items that are needed in implementing a procedure (For example: all items needed for conducting an assessment)	
<p>Region 20 Distance Learning Plan/Updated Plan (Approved by TWC)</p> <p>Distance Learning Brochure</p> <p>PowerPoint: Distance Learning Orientation ( Staff and Students)</p> <p>Distance Learning Readiness Survey/Questionnaire ( To predetermine computer literacy)</p> <p>Distance Learning Commitment Form</p> <p>Suggest use of online, self-paced Distance Learning Academy Modules 1-3</p> <p>Sign In Sheets (Direct and Proxy)</p> <p>Discussion of GED Aztec program and review a listing of approved DL programs for ABE/ASE</p> <p>Adult Education Student Enrollment Form</p> <p>Adult Education Internet and Lab Use Policy</p> <p>Assessment Forms ( Best Plus and TABE) (Class Placement /NRS level/Scale Score)</p> <p>ITEC Plan ( Individual Training Education Career )</p> <p>Review types of blended and hybrid classes and discuss strategies to coordinate teaching materials for use in the classroom and in the computer lab.</p> <p>Software and Curriculum</p> <p>Revise current/original DL Learning Local Provider Plan</p> <p>Help Region 20 meet DL quota. (30)</p> <p>Provide training on Professional Development to Administration and Instructional Staff on how to read DL TEAMS reports and Participant Rosters.</p> <p>Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.</p>		
<b>Detailed Procedure</b>	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	
<p>The process involves multiple phases before class begins: 1) a DL orientation, and 2) a "readiness" interview phase (Computer literacy) to determine if they are eligible for distance education.</p> <p>Preparation and steps: (after Orientation/Information)</p>		

<ul style="list-style-type: none"> <li>• The interview/readiness survey</li> <li>• After the interview, the student will be placed in the appropriate class based on NRS level/SS).</li> </ul> <p>Curriculum implementation/information phase: (during first week of class)</p> <ul style="list-style-type: none"> <li>• Software and equipment training/modeling/demonstrations</li> <li>• Assign seats, passwords, and discuss security measures</li> </ul>	
<b>Definitions (if needed)</b>	Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.
<p>BE/ASE Assessment – TABE test Forms 9 and 10.  ESL Assessment – BEST Plus  Interview – The process of collecting information about students prior to class placement.  TABE – Test of Adult Basic Education (Reading Language and Math)  BEST – Basic English Skills Test (oral and literacy)  ITEC Plan ( Individual Training Education Career )</p>	
<b>References</b>	List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)
<p>Distance Learning Curriculum Plan Update : <a href="http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf">http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf</a></p>	
<b>Other:</b>	Use this field for any commentary, notes or to cover an area not mentioned in the above sections.
<p>DL Students must receive 12 hours of direct hours, before proxy hours can be counted. (According to the Assessment Policy).  DL Students must have more proxy hours than direct hours.</p>	



## Standard Operations Procedure for: Distance Learning

<b>Date Adopted or Revised</b>	<b>Staff Responsible</b>	<b>Program Name/Site/Location</b>
12/11/2015	Mark Sanchez	SAISD
<b>Process Guidelines</b>		
<b>Audience</b>	Who is the procedure being directed to? (For example: new staff, clerical staff, instructional staff etc.)	
<b>SAISD Distance Learning staff</b>		
<b>Purpose</b>	Describe the rationale for which the SOP is in place and any applicable background information (For example: consistent implementation across sites, safety, compliance, maximize productivity, performance, completion attainment)	
To provide guidance and procedures for adult education distance learning staff and DL students enrolled in blended and distance learning classes.		
<b>Materials and Resources</b>	List any items that are needed in implementing a procedure (For example: all items needed for conducting an assessment)	
<p>SAISD Distance Learning Plan/Updated Plan (Approved by TWC)</p> <p>Distance Learning Brochure</p> <p>PowerPoint: SAISD Adult Education Distance Learning Orientation ( Staff and Students)</p> <p>Distance Learning Readiness Survey/Questionnaire ( To predetermine computer literacy)</p> <p>Distance Learning Commitment Form</p> <p>Suggest use of online, self-paced Distance Learning Academy Modules 1-3</p> <p>Sign In Sheets (Direct and Proxy)</p> <p>Discussion of GED Aztec program and review a listing of approved DL programs for ABE/ASE</p> <p>Adult Education Student Enrollment Form</p> <p>Adult Education Internet and Lab Use Policy</p> <p>ITEC Plan ( Individual Training Education Career )</p> <p>Review types of blended and hybrid classes and discuss strategies to coordinate teaching materials for use in the classroom and in the computer lab</p> <p>Software and Curriculum</p> <p>Revise current/original DL Learning Local Provider Plan</p> <p>Help SAISD meet DL quota. (250)</p> <p>Provide training on Professional Development to Administration and Instructional Staff on how to read DL TEAMS reports and Participant Rosters.</p> <p>Provide DL resources/activities leading to recruitment, motivation, and retention of DL students.</p>		
<b>Detailed Procedure</b>	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	
<p>The process involves multiple phases before class begins: 1) DL orientation, and 2) a "readiness" interview phase (Computer literacy) to determine if they are eligible for distance education.</p> <p>Preparation and steps: (after Orientation/Information)</p>		

<ul style="list-style-type: none"> <li>• The interview/readiness survey</li> <li>• After the interview, the student will be placed in the appropriate class based on NRS level/SS).</li> </ul> <p>Curriculum implementation/information phase: (during first week of class)</p> <ul style="list-style-type: none"> <li>• Software and equipment training/modeling/demonstrations</li> <li>• Assign seats, passwords, and discuss security measures</li> </ul>	
<b>Definitions (if needed)</b>	Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.
<p>BE/ASE Assessment – TABE test Forms 9 and 10.  <b>ESL Assessment – BEST Plus</b>  Interview – The process of collecting information about students prior to class placement.  TABE – Test of Adult Basic Education (Reading Language and Math)  <b>BEST – Basic English Skills Test (oral and literacy)</b>  ITEC Plan ( Individual Training Education Career )</p>	
<b>References</b>	List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)
<p>Distance Learning Curriculum Plan Update : <a href="http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf">http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf</a></p>	
<b>Other:</b>	Use this field for any commentary, notes or to cover an area not mentioned in the above sections.
<p>DL Students must receive 12 hours of direct hours before proxy hours can be counted. (According to the Assessment Policy).  DL Students must have more proxy hours than direct hours.</p>	

## Standard Operations Procedure for:

Date Adopted or Revised	Staff Responsible	Program Name/Site/Location
11-24-2015	Olga Escamilla	Southwest Texas Junior College
<b>Process Guidelines</b>		
<b>Audience</b>	Who is the procedure being directed to? (For example: new staff, clerical staff, instructional staff etc.)	
<b>SWTJC Distance Learning staff</b>		
<b>Purpose</b>	Describe the rationale for which the SOP is in place and any applicable background information (For example: consistent implementation across sites, safety, compliance, maximize productivity, performance, completion attainment)	
To provide guidance and procedures for adult education distance learning staff and DL students enrolled in blended and distance learning classes.		
<b>Materials and Resources</b>	List any items that are needed in implementing a procedure (For example: all items needed for conducting an assessment)	
SWTJC Distance Learning Plan/Updated Plan (Approved by TWC) SWTJC Distance Learning Brochure PowerPoint: NISD Adult Education Distance Learning Orientation ( Staff and Students) Distance Learning Readiness Survey/Questionnaire ( To predetermine computer literacy) Distance Learning Commitment Form SWTJC Student Calendar/Class and Lab Schedule Sign In Sheets (Direct and Proxy) SWTJC Adult Education Student Enrollment Form SWTJC Adult Education Internet and Lab Use Policy Assessment Forms ( Best Plus and TABE) (Class Placement /NRS level/Scale Score) ITEC Plan ( Individual Training Education Career ) Software and Curriculum <ul style="list-style-type: none"> <li>• Aztec</li> <li>• California Distance Learning Plan</li> <li>• Plato/SMART</li> <li>• Computers (laptops, desktops), Elmos, Smart Boards, Projectors</li> </ul>		
<b>Detailed Procedure</b>	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	
The process involves multiple phases before class begins: 1) a DL orientation, and 2) a "readiness" interview phase (Computer literacy) to determine if they are eligible for distance education. Preparation and steps: (after Orientation/Information) <ul style="list-style-type: none"> <li>• The interview/readiness survey</li> <li>• After the interview, the student will be placed in the appropriate class based on NRS level/SS).</li> </ul> Curriculum implementation/information phase: (during first week of class) <ul style="list-style-type: none"> <li>• Software and equipment training/modeling/demonstrations</li> <li>• Assign seats, passwords, and discuss security measures</li> </ul>		

<b>Definitions (if needed)</b>	Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.
<p>BE/ASE Assessment – TABE test Forms 9 and 10.  ESL Assessment – BEST Plus  Interview – The process of collecting information about students prior to class placement.  TABE – Test of Adult Basic Education (Reading Language and Math)  BEST – Basic English Skills Test (oral and literacy)  ITEC Plan ( Individual Training Education Career )</p>	
<b>References</b>	List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)
<p>Distance Learning Curriculum Plan Update : <a href="http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf">http://www-tcall.tamu.edu/twcael/initiatives/pdf/DLCurriculumAddendum-2011-INT.pdf</a></p>	
<b>Other:</b>	Use this field for any commentary, notes or to cover an area not mentioned in the above sections.
<p>DL Students must receive 12 hours of direct hours before proxy hours can be counted. (According to the Assessment Policy).  DL Students must have more proxy hours then direct hours.</p>	

## Appendix 4: TEAMS DL Entry Protocol

Best practice is for classes to be named with the name of the curriculum that is being used. This helps to insure that programs set up new class for each curriculum. Naming the curriculum makes it easier to check.

Program/Type of Class/Software = Class Name

Class #/Site/DL = Class Number

### Examples:

Class Name = AC Blended Learning Plato      Class Number = 50 DL\_IBest

Class Name = ESC 20 Distance Learning Aztec      Class Number = 46 WETC 500

Class Name = ESC 20 DL Burlington English      Class Number = 46 C600 (DL)

Class Name = NISD ESL Burlington      Class Number= DL 15

Class Name = NISD ESL Hybrid Class      Class Number = ESL 15

(Please note that for example NISD, that the same students are in DL 15 and ESL 15 – but we put the proxy hours in one Class Number to distinguish it from face to face instruction)

## Appendix 5: Learner Intake Survey

### Southwest Texas Junior Colleges Learner Intake Survey: Is Online Learning for Me?

Many Project IDEAL programs use the following survey as a counseling tool for prospective distance learners. A learner completes the survey in a face-to-face setting, discussing the answers with the counselor. A "c" answer favors the person doing well in distance study; the "a" answer suggests the student would do better in a classroom situation.

**1. At home, I have a quiet place where I can study for this course:**

- Rarely available
- Sometimes available
- Always available

**2. I am someone who:**

- Puts things off until the last minute
- Needs reminding to get things done on time
- Often gets things done ahead of time

**3. When I think about all the things I do in a typical week (e.g. work, family, social activities, etc.), the amount of time I have each week for a distance learning classes is:**

- Less than 5 hours
- 5 - 9 hours
- 10 hours or more

**4. In my daily life, there is a lot of routine (for example getting kids to school, going to work, taking part in community or church activities):**

- Not all true
- Sometimes true
- Very true

**5. I have access to the technology (DVD, computer, etc.) I will need for this course:**

- I'm sure where I will find the technology I need for the course
- Easily available, but not at my home
- At my home

**6. When I am asked to use a computer:**

- I put off using it until later
- I feel a little nervous, but use it anyway or find someone to show me how to use it
- I look forward to using it

**7. Feeling that I am part of a class is:**

- Very important to me
- Somewhat important to me
- Not particularly important to me

**8. Discussions in a class are:**

- Very useful to me. I almost always take part in class discussions
- Somewhat useful to me. I sometimes take part in class discussions
- Not very useful to me. I don't usually take part in class discussions

**9. When an instructor hands out directions for an assignment, I prefer to:**

- Have the directions explained to me
- Try to follow the directions on my own, then ask for help when I need it
- Figure out the instructions myself

**10. When I have a reading assignment for class or for work, I think of my reading skills as:**

- Lower than average. I usually need help to understand the text
- Average. I sometimes need help to understand the text
- Good. I usually understand the text without help

**11. When I have a writing assignment for class or work, I think of my writing skills as:**

- Weak. I find it hard to express myself in writing
- Average. I can express myself fairly well in writing, but sometimes have difficulty
- Good. I am comfortable expressing myself in writing

**12. Face-to-face interaction with my instructors and other students is:**


- An essential part of my educational experience
- An important part of my educational experience, but not essential
- Not important to my educational experience

Submit

## Appendix 6: DL Newsletter

# NISD ADULT EDUCATION AND LITERACY Distance Learning

Facebook: [www.facebook.com/NISDACE/](http://www.facebook.com/NISDACE/) Website: [nisd.net/ace/distance-learning](http://nisd.net/ace/distance-learning) February 2016




## NISD Distance Learning

- Classes are for adult students who are unable to attend a regular class.
- Students work independently using internet lessons then meet weekly with a teacher to review lessons, receive new lessons, and set goals as needed.
- A computer is not required to attend distance learning classes.
- Students may use the schools computer lab during office hours.

Distance Learning Office:  
(210) 397-7562


## Blended Learning



**Blended Learning** is an education program in which a student learns through delivery of content and instruction via online media. The student has control over time, place, and pace. **Distance learning** is a type of blended learning in which a portion of the class takes place via the internet. Instructors and students are together in a classroom **part-time**. Research on best practices indicate that this model is best.

## TRAIN PD Technology and Distance Learning Symposium

The first annual Technology and Distance Learning Symposium will be held on Friday, February 26th 9:30 am – 5:00 pm at the Frederick Maples Conference Center located at 1314 Hines Avenue San Antonio, TX 78208 Exciting information on the topics below will be given in the sessions which will be repeated throughout the day.



1. Using Cell Phones in the Classroom
2. Session on Activities with APPs
3. Social Media Tools and Resources for the Classroom
4. Developing Online Communities
5. NCS Overview
6. Strategies for Keeping Students Engaged

Register online at <http://www-tcall.tamu.edu/FORM-PD-2016-Feb26-DLSymposium>



# Live Binders



Use **LiveBinders** to integrate a variety of online resources in one location giving students what they need in context:

- keep a binder of online mathematic exercises
- organize review videos on social studies and science material
- collect PowerPoint® slides, SlideShare® presentations, and Prezi® materials in a binder that students can access anywhere, at any time
- provide flip learning video material that the students can utilize from home and in the classroom

Let LiveBinders integrate all of your web 2.0 content - surveys, Google® forms, spreadsheets, and science flash assignments - into one contextual package.



## Tech and Tell

Every Thursday night from 8:00 pm – 9:00 pm and Friday from 11:30 am – 12:30 pm., Tech and Tell presenters will demonstrate technology tools that will help you keep your classroom organized, your students engaged and your tech skills up to date.

**NO REGISTRATION REQUIRED!** Join the webinar at: <http://tcall.webex.com> Audio Connection: Use your headset & microphone or call in at: US TOLL FREE: 855-797-9485 Before joining the training on Thursday or Friday, set up your computer. Once you have confirmed that you can successfully access the

webinar, log in at the appropriate date and time. Once you have logged in, click on the "Audio" option to follow the instructions to connect via telephone or your computer.

## Zaption

Teachers can use Zaption to quickly add images, text, and questions to existing online videos, share lessons with indi-

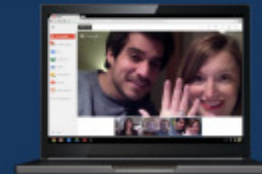


viduals to watch on their own, or the class can watch together with Zaption Presenter. You can expect:

- video-based learning with interactive content and tools that engage learners, deepen understanding, and track progress.
- instructors get immediate feedback on how viewers interact with content and understand key concepts.
- requires a high-speed internet connection and works with recent versions of all major browsers on desktops, laptops, and tablets.
- Google Chrome and Mozilla Firefox are strongly recommended.
- Zaption also has an iOS Mobile Player app for viewers to take lessons on the go!

## Google+ Hangouts

Google+ *Hangouts* is a free video chat service from Google that enables turn any conversation into a free video call with just one tap. Users are able to have both



one-on-one chats and group chats with up to ten people at a time. You are able to sync your chats from device to device and keep the conversation going wherever you are. The service can be accessed online through the [Gmail](#) or Google+ websites, or through [mobile apps](#) available for Android and iOS.

### PLEASE VISIT US

**Facebook:** [www.facebook.com/NISDACE/](http://www.facebook.com/NISDACE/)  
**Website:** [nisd.net/ace/distance-learning](http://nisd.net/ace/distance-learning)

## Appendix 7: TEAMS DL Curriculum

### Texas Educating Adults Management System (TEAMS)

#### Curriculum by Fiscal Agent, Sites, Participants and Teachers (DL)

School Year: 2015 - 2016  
 Reporting Group: Regular Adult Ed. Reporting  
 Fiscal Agent: Statewide  
 Funding Source: Regular Adult Ed (TWC St & Fed), TANF (TWC State & Federal), English Literacy Civics Education, Corrections & Institutionalized TWC, Local, IET (AEFLA), IET (Incentive), Work Based (AEFLA), Work Based (Incentive), Transitions Classes (AELFA), Distance Learning (AEFLA), ESL for Professionals, TACSI (State Leadership), Accelerate Texas, Work Based 30hrs (AEFLA), IET (TANF), Work Based 30hrs (TANF), Transitions Classes (TANF), ESL for Professionals (TANF), Work Based (TANF), Distance Learning (TANF), IET (Local), Work Based (Local), Work Based 30hrs (Local), Transitions Classes (Local), ESL for Professionals (Local), Distance Learning (Local), Distance Learning (EL Civics), IET (EL Civics), Work-based (EL Civics)  
 12 Hour Rule: Yes  
 Participant Type: Participants with Proxy Hours  
 Validated: No

Program Description	
Number of Fiscal Agents: 35	Number of Sites: 223
Number of Participants: 12,952	Number of Teachers: 404

Curriculum	# Fiscal Agents	# Sites	# Participants	# Teachers
PLATO	11	36	1,137	67
Burlington English	17	73	2,118	110
GED Connection	5	15	477	27
Aztec	21	76	3,540	120
English for All	3	4	56	5
MyFoundations Lab Math	1	1	30	2
MyFoundations Lab Reading	1	1	10	1
Cell-ED	3	3	18	5
USA Learns, Part I	8	18	1,751	28
MHC-GED Online	1	1	4	1
Rosetta Stone	8	25	606	29
ITTS	10	29	1,304	41
GED Academy	12	35	1,511	40
Core Skills Mastery	3	3	13	3
Pre-GED Connection	2	3	70	4
SkillsTutor	5	11	1,386	16

## Texas Educating Adults Management System (TEAMS)

### Curriculum by Fiscal Agent, Sites, Participants and Teachers (DL)

School Year: 2015 - 2016  
 Reporting Group: Regular Adult Ed. Reporting

Fiscal Agent: Statewide

Funding Source: Regular Adult Ed (TWC St & Fed), TANF (TWC State & Federal), English Literacy Civics Education, Corrections & Institutionalized TWC, Local, IET (AEFLA), IET (Incentive), Work Based (AEFLA), Work Based (Incentive), Transitions Classes (AELFA), Distance Learning (AEFLA), ESL for Professionals, TACSI (State Leadership), Accelerate Texas, Work Based 30hrs (AEFLA), IET (TANF), Work Based 30hrs (TANF), Transitions Classes (TANF), ESL for Professionals (TANF), Work Based (TANF), Distance Learning (TANF), IET (Local), Work Based (Local), Work Based 30hrs (Local), Transitions Classes (Local), ESL for Professionals (Local), Distance Learning (Local), Distance Learning (EL Civics), IET (EL Civics), Work-based (EL Civics)

12 Hour Rule: Yes

Participant Type: Participants with Proxy Hours

Validated: No

Program Description	
Number of Fiscal Agents: 35	Number of Sites: 223
Number of Participants: 12,952	Number of Teachers: 404

Curriculum	# Fiscal Agents	# Sites	# Participants	# Teachers
Crossroads Café	1	15	260	17
USA Learns, Part II	2	3	166	7
CDLP	6	6	81	7
English Discoveries	4	5	360	4