# TWC Adult Education & Literacy

## Distance Learning Plan

**Section A: Contact Information**

**Date Submitted:**_____**Person Submitting:** _____

| | |
|---|---|
| AEL Provider Name | |
| AEL Provider Address | |
| Consortium Name, or N/A | |
| Consortium Role, or N/A | |

**Distance Learning Staff** (add/delete rows as necessary)

| | | |
|---|---|---|
| Program Administrator | Name: | |
| | Phone: | Email: |
| DL Coordinator/Lead | Name: | |
| | Phone: | Email: |
| DL Data Entry | Name: | |
| | Phone: | Email: |
| DL Teacher | Name: | |
| | Phone: | Email: |
| DL Teacher | Name: | |
| | Phone: | Email: |
| DL Teacher | Name: | |
| | Phone: | Email: |

**Section B: Curriculum and Teacher Training**

**Approved DL Curriculum Chosen and Curriculum-Specific Teacher Training**
Describe the training that teachers will receive specific to <u>EACH</u> curriculum 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 Curriculum Name | Description of Teacher Training |
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## Section C: Student Recruitment, Orientation & Support

For <u>EACH</u> curriculum you have chosen, complete the following questions.

| **Name of DL Curriculum:** | |
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| **Student Recruitment** | |
| 1. Description of students to be recruited, including student type (ESL/ABE/ASE), literacy levels, and other pertinent characteristics. | |
| 2. Strategies you will use to recruit these students. | |
| 3. Pertinent information about requirements for participation (such as in-person pre-and post-testing requirements and minimum hours spent on DL activities.) | |
| 4. Screening tools/processes you will use with these students. | |
| 5. Strategic partnerships that can help you recruit these students. | |
| **Student Orientation** | |
| 1. List major sections to be included in the student orientation and the approximate length of each section. | |
| 2. Where and when will the orientation occur and how many hours over how many days students will be involved in orientation? | |
| 3. Will the orientation be delivered individually or in groups? | |
| 4. Will the orientation be delivered in-person, virtually, or in a hybrid format? | |
| 5. Describe how you will assess students' technology skills prior to or during the orientation. | |
| 6. Describe the technology skills necessary for a student to successfully access and use the DL curriculum. | |
| 7. Describe how you will assess if students have these skills and if not, how you will teach these skills. | |

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| 8. 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. | |
| 9. 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 expectations to students? | |

**Student Support**

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| 1. 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? | |
| 2. What resources are available to students to access the materials and/or technology they need to participate in this curriculum? | |
| 3. What methods will be used by the teacher(s) to communicate with students? | |
| 4. How often will teachers communicate with students? | |
| 5. How will teachers give feedback to students on their academic progress? | |
| 6. How will teachers conference with students regarding progress towards student goals? | |
| 7. What methods will teachers use to motivate and retain students? | |

**Section D: Documentation**

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| 1. What form(s) will you need to record the direct contact hours you are accumulating with DL students? | |
| 2. What types of forms will you need to keep track of and monitor the proxy hours students have completed? | |

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| 3. What processes will you put in place to ensure a student's proxy and direct hours are entered correctly into the TEAMS data system? | |
| 4. What criteria will you use to designate that a student has successfully completed a unit of study or made satisfactory progress? | |
| 5. 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 program and the reasons for doing so? | |