WorkReady U & eLearn
Scaling Distance Learning in Louisiana
Session Agenda

1. Where we came from

2. Where we are now

3. Where we (hope) we’re going
Our first cohort
Where We Started

One of the topics these classes cover is culinary arts. If you love to cook, you might want to be a chef.

What Do Chefs and Cooks Do?

Chefs and cooks are experts at marinating, sautéing, flambeing, and everything in-between. At elegant restaurants, they may create their own dishes. At more mainstream restaurants, they may prepare old favorites, such as grilled chicken or spaghetti with meat sauce. Short-order cooks work at eateries where they quickly prepare basic meals, like burgers or scrambled eggs. Restaurants also hire food preparation workers. These workers perform routine tasks such as cutting meat and slicing vegetables.

What Level of Education Is Required for This Job?

Fast-food cooks, short-order cooks, and food preparation workers can learn on the job. However, most chefs need special training. Culinary programs are available at cooking schools and at some colleges. These programs can range from a few months to two years or more. In general, chefs who want to work in upscale restaurants need the most training because they will likely be using more advanced cooking techniques. Most training programs require students to get experience in a commercial kitchen.
Online Retention Rates

10% MOOCs*

55% Credit-based classes*

65% Average eLearn retention rate from 2017-19

* According to Udacity

** According to Northwestern State University
Student Experience

Reading  ✔
Writing  ✔
Math    ✔
Science ✔
Social Studies ✗
<table>
<thead>
<tr>
<th>#</th>
<th>Video Title</th>
<th>Duration</th>
<th>Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>The Civil War Part 2: Crash Course US History #21</td>
<td>10:54</td>
<td>CrashCourse</td>
</tr>
<tr>
<td>23</td>
<td>Reconstruction and 1876: Crash Course US History #22</td>
<td>13:00</td>
<td>CrashCourse</td>
</tr>
<tr>
<td>24</td>
<td>The Industrial Economy: Crash Course US History #23</td>
<td>12:32</td>
<td>CrashCourse</td>
</tr>
<tr>
<td>25</td>
<td>Westward Expansion: Crash Course US History #24</td>
<td>12:44</td>
<td>CrashCourse</td>
</tr>
</tbody>
</table>
# Social Studies - Crash Course

**Part 1:** Find the 4 topics on the Social Studies part of the HISET (hint: History is the first)

1. History
2. Civics/Government
3. Economics
4. Geography

**Part 2:** Find a link to a Crash Course video on each of the topics from **Part 1**

Then write a 2 paragraph summary of the video

Finish with any unanswered questions you have about the topic

<table>
<thead>
<tr>
<th>History</th>
<th><a href="https://youtu.be/Q78COTwT7nE">https://youtu.be/Q78COTwT7nE</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>The Nazi’s rolled over Poland, Norway, Denmark, Netherlands and all of France within 9 months. The Nazi’s then bombed Great Britian over and over again which was called the blitz. In 1941, the Nazi’s invaded Russia and Japanese bombed Pearl Harbor and invaded Southeast Asia. In 1942, Germans dropped more than a thousand bombs on Stalingrad. Mussolini was execued in April of 1945 and Hitler commited suicide at the end of that month. May 8, 1945, the allies declared victory in Europe after germany surrendered. Three months later, the US dropped the only two nuclear bombs causing japan to surrender and World War II ending. The plans for the Germans was to take Poland, Ukraine, Eastern Russia and settle the land with Germans so that German people could be fed. The plan that starved 20 million people was called the hunger Plan. The jews worked to death. 6 million jews were killed by the Nazi’s. Jews died from starvation, being killed by the germans, and death camps which are called the concentration camps. World War II was important because it proved the old roman adage ( man is a wolf to man).</td>
</tr>
<tr>
<td><strong>Unanswered Questions</strong></td>
<td>What caused Hitler to commit suicide?</td>
</tr>
</tbody>
</table>
Social Studies - Crash Course

Part 1: Find the 4 topics on the Social Studies part of the HSL1 thing. History is the first:
1. History
2. Civics/Government
3. Economics
4. Geography

Part 2: Find a link to a Crash Course video on each of the topics from Part 1.
Then write a 2-paragraph summary of the video.
Finish with any unanswered questions you have about the topic.

---

The plans for the Germans was to take Poland, Ukraine, Eastern Russia and settle the land with Germans so that German people could be fed. The plan that starved 20 million people was called the Hunger Plan. The Jews worked to death. 6 million Jews were killed by the Nazis. Jews died from starvation, being killed by the Germans, and death camps which are called the concentration camps. World War II was important because it proved the old Roman adage: 'man is a wolf to man.'

Unanswered Questions
What caused Hitler to commit suicide?
We learn together.
Let’s get connected.
Session Agenda

1. Where we came from

2. Where we are now

3. Where we (hope) we’re going
### eLearn History

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>➢ launched with 30 students and 1 staff</td>
</tr>
<tr>
<td>2015-16</td>
<td>➢ reached ~300 students with staff of 5</td>
</tr>
<tr>
<td></td>
<td>➢ received $240K grant over 3 years from BCM to scale</td>
</tr>
<tr>
<td>2016-17</td>
<td>➢ partnered with LCTCS to scale statewide</td>
</tr>
<tr>
<td></td>
<td>➢ welcomed first 4 partners in Jan 2017; add 2 more in Dec.</td>
</tr>
<tr>
<td></td>
<td>➢ reached ~600 students with 15 staff</td>
</tr>
<tr>
<td>2017-18</td>
<td>➢ reached ~700 students with 25 staff</td>
</tr>
<tr>
<td></td>
<td>➢ LCTCS scaling grant renewed</td>
</tr>
<tr>
<td>2018-19</td>
<td>➢ will reach 1,000 students</td>
</tr>
<tr>
<td></td>
<td>➢ will onboard 6 more partners in scaling project</td>
</tr>
</tbody>
</table>
eLearn Design

Curriculum and Instruction

Coaching

Scaling
eLearn Curriculum

All courses are CCRS-aligned
Each lesson tied to measurable learning outcomes
Lessons are interactive and emphasize revision. Students learn through personalized feedback.
eLearn Instructional Data

Did you enjoy this class?
65 responses

Do you feel that this class helped you to develop your writing skills?
65 responses

Do you feel that this class helped you to develop your math skills?
91 responses
Curriculum design + development cycle

1. Standards to be covered are identified
2. Author of class is identified and coached
3. Author shares class with team and receives feedback
4. Author of class revises class
5. Class is run
6. Weekly teacher reflections are collected
7. Student engagement is tracked
8. Student feedback is collected
9. Author of class revises class
10. Author of class receives feedback from team
11. Class and associated data is reviewed by team
12. Class ends
13. Author of class receives feedback from team
14. Class and associated data is reviewed by team
All students paired with a coach

Weekly and monthly check-in

Wraparound support

- supporting the online experience
- time management
- barriers to completion
- motivation and developing routines
- soft skills
- success beyond the classroom
eLearn Coaching Tracks

Foundations  Accelerated  Retention
### eLearn Coaching with Data

#### Sort by:
- Date of last coaching meeting
- Date of last attendance
- Date of last TABE
- Date of last HiSET Practice Test

<table>
<thead>
<tr>
<th>Date of Last</th>
<th>Last Note CC</th>
<th>Date of Last</th>
<th>Last Attenda</th>
<th>Last Tabe</th>
<th>Last HiSET Pi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-03-29</td>
<td>Had a phone call</td>
<td>No attendance found</td>
<td>2018-10-10</td>
<td>Student has no</td>
<td></td>
</tr>
<tr>
<td>2019-03-27</td>
<td>Received a text t</td>
<td>2019-03-01</td>
<td>OL</td>
<td>Language Ex</td>
<td>2018-07-26</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Registered for cli</td>
<td>2019-03-01</td>
<td>OL</td>
<td>Social Studie</td>
<td>2019-03-20</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Registered for cli</td>
<td>2019-02-15</td>
<td>OL</td>
<td>Expressions</td>
<td>2019-03-20</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Did her schedule</td>
<td>2018-12-07</td>
<td>OL</td>
<td>Number Openi</td>
<td>2019-03-20</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Registered him fr</td>
<td>2019-03-01</td>
<td>OL</td>
<td>Introduction t</td>
<td>2019-01-11</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Talked and set uj</td>
<td>2019-02-22</td>
<td>OL</td>
<td>Introduction t</td>
<td>2019-01-11</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Scheduled class</td>
<td>2019-02-15</td>
<td>OL</td>
<td>Introduction t</td>
<td>2019-01-11</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Received a text t</td>
<td>2019-03-01</td>
<td>OL</td>
<td>Introduction t</td>
<td>2018-11-16</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Sent a text and e</td>
<td>2019-03-02</td>
<td>OL</td>
<td>Meaning and</td>
<td>2018-10-10</td>
</tr>
<tr>
<td>2019-03-26</td>
<td>Received a text t</td>
<td>2018-09-14</td>
<td>OL</td>
<td>Narrative Wri</td>
<td>2018-05-30</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2019-02-17</td>
<td>OL</td>
<td>Meaning and</td>
<td>2019-01-14</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2019-02-22</td>
<td>OL</td>
<td>Introduction t</td>
<td>2019-01-11</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2019-02-15</td>
<td>OL</td>
<td>Introduction t</td>
<td>2019-01-11</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a reminder</td>
<td>2018-10-11</td>
<td>OL</td>
<td>Skills for Suc</td>
<td>2018-12-13</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2018-12-04</td>
<td>OL</td>
<td>Expressions</td>
<td>2018-12-12</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2018-12-03</td>
<td>OL</td>
<td>Introduction t</td>
<td>2018-10-10</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text and e</td>
<td>2019-03-02</td>
<td>OL</td>
<td>Strategies for</td>
<td>2018-07-26</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Sent a text remi</td>
<td>2018-07-01</td>
<td>OL</td>
<td>Strategies for</td>
<td>2018-07-26</td>
</tr>
<tr>
<td>2019-03-25</td>
<td>Received an emi</td>
<td>2018-08-17</td>
<td>OL</td>
<td>Language in</td>
<td>2018-06-02</td>
</tr>
</tbody>
</table>
eLearn Administration

Testing and Orientation

Attendance Hours
Statewide Scaling

2017-18

2018-19
Statewide Scaling

Partner Sites
- Intake
- Orientation
- Coaching
- Pre and Post-Testing

Delgado
- Curriculum development
- Instruction
- Data and IT Systems
- Technical and Program Support
To complete Intake, Pre-Test, and start classes (12 hours)

To apply online (1 hour)

Over 5,000
State-wide Initiative

- Curriculum aligned to current College and Career-Readiness Standards
- Continuous improvement of courses
- Allows time for classroom instructor to provide individualized instruction
- Supports instruction of upper-level mathematics and ELA concepts
Session Agenda

1. Where we came from

2. Where we are now

3. Where we (hope) we’re going
Curriculum & Instruction
- Development
- Delivery
- Review
- Revision

Platform
- Application
- WRU Database
- Google Suite

Support
- Provider Onboarding
- Professional Development
Upcoming Projects

- Curriculum Mapping
- Course Rubrics
- Creating a Culture of Data
- Learning with Cohorts
- Google Level 1 Certification
Five Tips to Get Started Online Now

- Growth mindset
- Offer coaching
- Horizontal PD
- Flip the classroom
- Use Hyperdocs
Get the presentation!

bit.ly/elearnnti

Questions? Let’s Connect!

Patricia Felder  patriciafelder@lctcs.edu

Melissa LaCour  melissalacour@lctcs.edu

Erin Landry  elandr@dcc.edu