

The logo for the Texas Education Agency (TEA), featuring the letters "TEA" in a bold, white, sans-serif font with a stylized white arrow pointing upwards and to the right, set against a blue background.The "Strong Start" logo, which consists of the words "STRONG" and "START" in a bold, white, sans-serif font, stacked vertically. The text is overlaid on a graphic of a blue leaf with an orange outline, all within a blue circular shape.

2020-21

## Asynchronous & Synchronous Templates Overview



Where to find this document:

<https://tea.texas.gov/coronavirus>

- Waivers, Finance & Grants

# **RECAP: Synchronous vs. Asynchronous Methods for Attendance**





# RECAP Method A: Synchronous instruction is very similar to “on campus”

- Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone
- A minimum number of daily minutes are required to earn **full-day funding** (cut in half for half-day funding)
  - 3rd through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes
  - PK - 2nd grade are not eligible to earn funding through the synchronous model. (School systems could support these grades via the asynchronous method.)
- Teachers take and post attendance at a specific schedule, just as with on-campus ADA, documented as “Present-Remote Synchronous” in SIS for PEIMS reporting
- LEAs must submit an attestation that they are prepared to offer synchronous instruction

# RECAP Method B: Asynchronous instruction involves far more self-guided student instruction



- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone
- Eligible for all grades, generates **full-day funding** for each day “engaged,” assuming (for secondary) that a student isn’t scheduled to participate in less than a half-day’s worth of courses, and half-day funding for PK students as normal
- If students are engaged for the day, they would be marked as “Present-Remote Asynchronous” in SIS for PEIMS. Engaged is any of these three:
  - Progress (as defined in the approved learning plan) in the Learning Management System (LMS) made that day
  - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
  - Turn-in of assignment(s) that day
- LEAs must apply to receive the waiver, by submitting a plan to TEA for approval

# Schools can offer either or a mix of both synchronous and asynchronous remote instruction.

- All students at all grade levels (including PK-2) need direct instruction and synchronous support from teachers
- The attendance funding methods are set-up to provide flexibility, so that schools can provide the right **mix of synchronous and asynchronous remote instruction** for their students
- It is possible for an LEA offering these remote methods that the same individual student could generate daily attendance funding over the course of the year in more than one way (on campus, synchronous, asynchronous).
  - For any given day, if attendance is taken at the approved time and the minimum number of minutes are met, that qualifies as Present – Synchronous. But synchronous instruction for a shorter number of minutes and/or outside the designated synchronous attendance time can and still should happen regularly as part of an asynchronous plan.

# Synchronous Instruction Attestation



# Districts must complete an attestation for synchronous instruction.



- District attestation must be completed by Labor Day (9/7)
- This process will require the superintendent & board to attest to each of the following statements

All rules for remote instruction will only apply for the 2020-21 year.  
More permanent changes related to remote instruction policy will be decided by the legislature.

# Synchronous Instruction - Attestations



## Student and Family Support

- Districts ensure that all students, including students with disabilities and English learners (ELs), are able to receive instruction via synchronous methods and provide accommodations or resources to support when necessary.
- Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Families and students are provided with clear communications about expectations and support for accessing and participating in synchronous instruction
- Families are aware of options for transferring between instructional settings and the design of the synchronous remote options allows for transitions to occur with minimal disruption to continuity of instruction

## Educator Support

- Educators are trained and supported to do synchronous instruction on the district chosen platform, including practice with the platform prior to delivery with students.
- Educators receive ongoing, job-embedded support to continuously improve their practice in the synchronous remote setting.

# Synchronous Instruction - Attestations



## Tech Support and Access

- ❑ District IT staff are trained on the platform and can troubleshoot access issues for parents and students when issues arise. A helpdesk or other support line is accessible for parents and students for this purpose.
- ❑ Consistent, daily platform is identified by the district for delivery of instruction to students
- ❑ Educators have technology equipment that allows them to deliver synchronous remote instruction including proper internet bandwidth and devices with enabled cameras and microphones.

# Synchronous Instruction - Attestations



## Instructional Framework

- Curriculum is fully aligned to the TEKS and designed to ensure all TEKS are covered by the end of the year
- Instructional schedule meets the minimum number of daily minutes to meet full day funding:
  - 3rd through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes
  - PK - 2nd grade are not eligible to earn funding through the synchronous model.
- School grading policies for remote student work are consistent with those used before COVID for on campus assignments

## Final Attestation

- The Superintendent and the Board attest that these commitments are being met as of the date the attestation is submitted.

# The Asynchronous Instruction Plan Template



# The asynchronous instruction plan process has been developed to provide flexibility and support to LEAs.



- We have attempted to balance the needs of our school systems for **flexibility to generate predictable funding** with the need of taxpayers for accountability that instruction is being provided to students.
- TEA has attempted to craft a framework that provides **maximum grace** to allow time to transition for the new school year while maximizing funding stability.
- LEAs may submit a plan as consortia.
- TEA will be providing exemplars, trainings, and free resources to support plan development.

All rules for remote instruction will only apply for the 2020-21 year.  
More permanent changes related to remote instruction policy will be decided by the legislature.



# LEAs must submit an asynchronous letter of intent and will enter a grace period through the end of the 3<sup>rd</sup> Six Weeks FSP Period



- Submit **letter of intent** to submit a plan prior to the first day of remote asynchronous instruction
- LOI link available **July 9<sup>th</sup>**
- Results in: **Contingent approval**

- Plan link avail: **July 20<sup>th</sup>**
- LEAs should submit by **Oct. 1** to provide time for review, revisions, and approval by 4<sup>th</sup> Six Weeks

- TEA reviews within 30-45 days of plan submission
- Results in either:
  - **Plan Approved**
  - **Notice of revisions needed**

- LEA submits revisions within 30 days
- TEA final review within 15-30 days of resubmission
- Results in either:
  - **Plan Approved**
  - **Plan Not Approved**

- End of 3<sup>rd</sup> Six Weeks Reporting Period
- **Funding for asynchronous remote attendance stops without approved plan**

Note: Letter of Intent & Initial Plan Submission details have been updated





# Letter of Intent for Asynchronous Instruction

- LEAs must submit a **Letter of Intent (LOI)** prior to the first day of asynchronous instruction in order to receive contingent approval that will last through the end of the grace period
- The letter of intent will be **submitted through a survey link** with the following questions:
  - Do you intend to develop and submit an asynchronous instruction plan?
  - Have you read and understood the requirements for the asynchronous instruction plan?
  - Optional (for TEA review planning purposes): When do you expect to submit a plan to TEA?
- LOI survey link will be shared on the TEA Coronavirus Website and sent out through a TAA on July 9<sup>th</sup>

# Asynchronous plans must address four key requirements



**Instructional Schedule**



**Material Design**



**Student Progress**



**Implementation**





# Each requirement has a section that contains attestations and open response

- **Attestations** require the district that to certify that they are providing that particular structure or support to students in lieu of minutes.
- **Open response** questions allow districts to provide more information and provide a framework that would allow for an audit mechanism. Districts may draft or attach information in the online application. Open response questions will be evaluated on a draft rubric, looking for clear criteria.

*Plans will need to be posted publicly in addition to being submitted to TEA through an online application.*

Element 1 – Instructional Schedule

The cadence of planned teacher interaction with students is predictable, sufficient to support student progress, and clearly outlined for asynchronous learning environments in a published instructional schedule.

Yes

No

Teacher availability for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.

Yes

No

Students are provided information regarding how to access instructional support from teachers when needed and are surveyed to ensure they demonstrate knowledge of that information.

Yes

No



# Instructional Schedule - Attestations

- ❑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ❑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ❑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ❑ Students are provided **clear means to engage with academic material on a daily basis**.
- ❑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).



# Instructional Schedule – Attestations - Continued

- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes



# Material Design - Attestations

- ❑ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
  - ❑ Assessments that ensure continued information on student progress remotely
  - ❑ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - ❑ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ❑ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners in an asynchronous environment.
- ❑ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.



# Student Progress – Attestations

- ❑ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ❑ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ❑ Data from the Learning Management System (LMS) showing progress made that day
  - ❑ Curricular progress evidenced from teacher/student interactions made that day
  - ❑ Completion and submission of assignments planned for that day
- ❑ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ❑ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ❑ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ❑ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments



# Implementation – Attestations

- ❑ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ❑ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - ❑ Cover all grade levels and content areas that are participating in asynchronous learning
  - ❑ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - ❑ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ❑ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

# Open Response – Format



**We ask that each LEA (or consortium of LEAs) submit only one plan.**

When responding to open response questions, you will be able to:

- Upload a document or type responses into text boxes in the survey
- Check if the response applies to all grade levels or just certain grade levels
- If you check certain grade levels, you will be able to describe or attach a plan just for those grade levels/bands checked, and you'll receive another open response box to submit for additional grade levels/bands



# Please check the grade levels for which these open response descriptions/attachments apply

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> PK3 | <input type="checkbox"/> 6  |
| <input type="checkbox"/> PK4 | <input type="checkbox"/> 7  |
| <input type="checkbox"/> K   | <input type="checkbox"/> 8  |
| <input type="checkbox"/> 1   | <input type="checkbox"/> 9  |
| <input type="checkbox"/> 2   | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 3   | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 4   | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 5   |                             |

While we ask that districts only submit one plan, you will be able to share how your plan varies by grade level, grade band, or subject areas in your open responses.



# Open Response – Answer or Attach in Qualtrics



Describe the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.



Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.



Describe how you're tracking student engagement and progress in your asynchronous environment.



Describe specific supports for educators and families to implement effective remote asynchronous instruction.

## Districts will be asked to complete a final attestation and link to where the plan is publicly posted.



- The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.

# Asynchronous Instruction Plan Rubrics



# Each open response question will be evaluated by trained educators using a standardized rubric.



Describe the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.



Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.



Describe how you're tracking student engagement and progress in your asynchronous environment.



Describe specific supports for educators and families to implement effective remote asynchronous instruction.

		0	1	2	Score
2.1	District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous distance learning environment.	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are not named</li> <li><b>Or</b>, it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b>, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>But</b>, it is unclear how instructional materials will ensure a coherent, logical sequence of learning and retention of knowledge as students move between learning environments</li> </ul>	<ul style="list-style-type: none"> <li>TEKS-aligned instructional materials and assessments are named</li> <li><b>And</b>, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li><b>And</b>, it is clear how instructional materials will ensure a coherent, logical sequence of learning and retention of knowledge as students move between learning environments</li> </ul>	
2.2	Instructional materials include specifically designed resources to support students with special needs and English Learners in an asynchronous environment	<ul style="list-style-type: none"> <li>It is unclear how instructional materials have been designed to support students with special needs and ELs</li> </ul>	<ul style="list-style-type: none"> <li>Some instructional materials have been designed to support students with special needs and ELs</li> <li><b>But</b>, it is unclear that instructional material have been designed to support all students with special needs and ELs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials have been designed to support students with special needs</li> <li><b>And</b>, it is clear that all students with special needs and ELs will receive the needed support through the use of the planned instructional materials</li> </ul>	
<b>Total Points Possible:</b>					<b>4</b>



## The review process involves multiple reviews from trained reviewers, and the opportunity for LEAs to revise and resubmit

- All plans will receive at least **two reviews from experienced educators** who are trained and normed on the rubric
- **TEA staff** will conduct a third review if there is significant variance between first and second reviewers, or if average score is close to cut-off for approval, and will make all final approval/revision needed decisions
- Any plan that is not initially approved will be returned to the LEA with **specific feedback on improvements needed** and a chance to revise and resubmit
- Plans will need to be submitted by **Oct. 1<sup>st</sup>** in order to allow for enough time for revisions and resubmissions within the grace period.



# Instructional Schedule –Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>1.1</b> Instructional schedule outlines expected time for students to interact with academic content.</p>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is not clear,</li> <li><b>Or</b> times for daily interactions are not defined</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>But</b> it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>	<ul style="list-style-type: none"> <li>Expectation for daily interaction with academic content is clear</li> <li><b>And</b> times are defined for student interaction with academic content</li> <li><b>And</b> it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday</li> </ul>
<p><b>1.2</b> Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support</p>	<ul style="list-style-type: none"> <li>Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>But</b> expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are adequate for all students</li> <li><b>And</b> expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs</li> </ul>

# Material Design – Rubric



Points Category	0 Points	1 Point	2 Points
<p><b>2.1</b> District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.</p>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are not named</li> <li>• <b>Or</b> it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>But</b> there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS-aligned instructional materials and assessments are named</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction</li> <li>• <b>And</b> there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments</li> </ul>
<p><b>2.2</b> Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment</p>	<ul style="list-style-type: none"> <li>• It is unclear how instructional materials have been designed to support students with disabilities and ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>But</b> it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include resources designed to support students with disabilities and ELs</li> <li>• <b>And</b> it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials</li> </ul>



# Student Progress – Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>3.1</b> Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment</p>	<ul style="list-style-type: none"> <li>• Expectations for daily student engagement is not defined</li> <li>• <b>Or</b> there is not a clear system for tracking daily student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for daily student engagement is defined</li> <li>• <b>And</b> there is a system for tracking daily student engagement</li> <li>• <b>But</b> expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else)</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for daily student engagement is defined</li> <li>• <b>And</b> there is a system for tracking daily student engagement</li> <li>• <b>And</b> expectations for daily student engagement are consistent with progress that would occur in an on-campus environment</li> </ul>
<p><b>3.2</b> There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress</p>	<ul style="list-style-type: none"> <li>• There is not a clear system for tracking student academic progress</li> <li>• <b>Or</b> there is not a clear system for providing regular feedback to students on progress</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear system for tracking student academic progress</li> <li>• <b>And</b> there is a clear system for providing feedback to students on progress</li> <li>• <b>But</b> it is not clear that all students will receive regular (at least weekly) feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear system for tracking student academic progress</li> <li>• <b>And</b> there is a clear system for providing regular (at least weekly) feedback to all students on progress</li> </ul>



# Implementation – Rubric

Points Category	0 Points	1 Point	2 Points
<p><b>4.1</b> Professional development for educators is planned and specific to supporting asynchronous instruction</p>	<ul style="list-style-type: none"> <li>There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>Or</b> the professional development calendar does not include both initial and ongoing, job-embedded development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>But</b> it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction</li> <li><b>And</b> the professional development calendar includes both initial and ongoing, job-embedded development opportunities</li> <li><b>And</b> it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials</li> </ul>
<p><b>4.2</b> There is explicit communication and support for families in order to support asynchronous work at home</p>	<ul style="list-style-type: none"> <li>There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction</li> <li><b>Or</b> the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>But</b> the plan does not include additional supports, training, and/or resources for families who may need additional support</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan for explicit communication for families specific to expectations for asynchronous instruction</li> <li><b>And</b> the plan has reasonable expectations for family engagement/support of students</li> <li><b>And</b> the plan includes additional supports, training, and/or resources for families who may need additional support</li> </ul>

# Rubric Scoring Guide



Points by Row	What does it mean?
0	Did not show evidence of meeting requirements
1	Demonstrates some evidence of meeting requirements, but needs improvement
2	Demonstrates evidence of fully meeting plan requirements

Avg % Points (16 total points)	What does it mean?
<b>Less than 75%</b> <b>(0-11 total pts)</b> <b>Or, less than 3 out of 4</b> <b>pts for any question</b>	Plan returned to LEAs for revision with feedback
<b>75-100%</b> <b>(12-16 total pts)</b> <b>And, at least 3 out of 4</b> <b>pts for each question</b>	Approved

**Any question (two rows) not earning 3 points will require a district to revise and resubmit.**

# Forthcoming Resources



# FAQs, exemplars, and trainings are forthcoming

- July 7<sup>th</sup> – Questions will be addressed in a FAQ
- July 9<sup>th</sup> – Exemplar asynchronous instruction plans posted, LOI survey link and Synchronous Attestation survey link available
- July 13<sup>th</sup> – Training webinars on asynchronous instruction plan available
- July 20<sup>th</sup> – Asynchronous instruction plan link available
- Sept. 7<sup>th</sup> – Deadline for Synchronous Attestation submission
- Oct. 1<sup>st</sup> – Recommended asynchronous instruction plan submission date in order to allow time for revision and resubmission within the grace period