



## SABES Program Support PD Center

Expanding Equitable Access through Partially and Fully Remote Learning

**3/22/24 - 5/31/24**

This series is intended to help your program team, step-by-step, to implement new partially or fully remote classes or continue building your existing remote program. For more information, please contact [dianarsatin@gmail.com](mailto:dianarsatin@gmail.com).

### Course Components

**1. Meet Your Coursemates/Course Orientation Webinar: March 22, 11:00 - 12:00 (1 hour)**

You will get to know other participants and the facilitator, practice using the course website, and have your questions answered so you feel comfortable getting started.

**2. Online Course (Online in Moodle): March 22 through April 26, Self-Paced (2 hours for the Introduction module; 4 hours for each additional module you select)**

The prerequisite *Introduction* module serves as the foundation for all staff. After completing the *Introduction*, you will automatically be able to access the three role-specific elective modules, which have been customized for directors (on administrative issues), teachers (on instructional issues), and staff in any role who are involved with recruitment, assessment of readiness, and orientation. **You may take one or more of them in any sequence. You are not required to take all of them.**

**3. Implementation: April 29 through May 24 (You/your program decide the amount of time)**

Develop a plan (along with staff at your program, if applicable) for how to implement a new or revised practice that meets a program or student need, then try it out.

**4. Choose one or both:**

**a) Customized, Program-Based Coaching (Online via Zoom): April 29 through May 24 (As agreed upon)**

This could be a meeting with staff to brainstorm about planning a distance or hybrid education program, getting feedback on a plan for assessing applicants' readiness for classes, or a request for resources for teachers. These are just a few examples. Coaching is intended to support your program team in implementing your takeaways concepts from the series. Due to the nature of this option, coaching is limited to four programs.

**b) Community of Practice Webinars (Online via Zoom): Week of May 13 (1 hour each)**

Participants in each module are encouraged to attend these one-hour sharing sessions, which are designed to complement each module and provide you the opportunity to network and brainstorm with other colleagues. They are organized by module and according to role; however you are welcome to attend whichever session/s work with your schedule.



## 5. Share out webinar (Online via Zoom): May 31, 10:30-12:00 (1-1/2 hours)

Each participant will give a brief presentation on their goal for taking this course, the plan they drafted, what they implemented at their program (if applicable), what they learned, and what their next steps are.

The participation hours are based on the average number of hours it takes to complete the module. Your time may vary depending on your style of study. Participants who also participate in the online course discussion will be awarded an additional 1 hour of PD credit.

## Module Learning Objectives and Descriptions

### Expanding Equitable Access: Introduction to Remote Education in Massachusetts (Prerequisite for other modules)

Designed to provide a foundation for all program staff, this module describes current distance and hybrid education models for adult education programs in Massachusetts and how they can strengthen and expand your services.

**Learning Objectives:** By completing this module, you will be able to:

- Describe the five ACLS distance and hybrid education models for Massachusetts adult education programs, and why they are important for meeting current students' needs and reaching new audiences
- Explain federal funding requirements and the connection to WIOA
- Implement essential elements of evidence-based DE & HE models that help lead to success

### Expanding Equitable Access: For Directors

When starting or building a high-quality distance or hybrid education program, the program director must provide leadership in addressing multiple planning and administrative factors. This module, specifically designed for directors, addresses these considerations, which include program design, planning and evaluation, staffing, budget, and reporting.

**Learning Objectives:** By completing this module, you will be able to:

- Develop approaches to planning, evaluation, and determining the most appropriate distance and/or hybrid models to offer
- Effectively plan for budgeting and staffing, e.g., assigning, hiring, and supporting staff for teaching distance and hybrid education classes
- Meet requirements for entering data on DE and HE classes in LACES



## Expanding Equitable Access: For Teachers

This module addresses how to design and implement effective, engaging instruction from a distance. You will review how to plan overall course structure and lesson development; considerations for selecting tools and content; and ways to support students, including communicating with them and tracking their work. You will examine five assessment types, examples of how to carry them out in distance and hybrid environments, and ways you can use them to inform instruction and learning.

**Learning Objectives:** By completing this module, you will be able to:

- Plan and organize overall course structure, lesson development, and instructional materials, including selecting tools and content
- Effectively communicate with and support students, including tracking student work

## Expanding Equitable Access: Recruitment, Assessing Readiness, and Orientation

Staff involved in recruitment, assessment of readiness, and orientation will learn about these steps in the specific context of distance and hybrid classes, including defining the target audience, determining where they are located, and selecting the best ways of reaching them. We will review important elements in a distance and hybrid learning readiness assessment and orientation process to ensure that students have the information, skills, and supports that lead to successful learning experiences.

**Learning Objectives:** By participating in this module, you will be able to:

- Identify target audiences and strategies to draw students to your program
- Assess applicants' readiness in order to identify who will be good matches for your distance or hybrid program and determine the supports they will need to be successful, and determine who needs supports in order to become ready for DE/HE classes
- Design and deliver an orientation process and resources that provide students with the necessary information and skills for a successful learning experience