Distance and Hybrid Education Plan (Template)

ACLS and the SABES Program Support PD Center have developed this planning template, which outlines the components that programs need to incorporate as they develop evidence-based, high-quality programs. It includes PD and resources to support this work.

Ideally, your Distance and Hybrid Education Plan should address three key components:
1. Identifying the target audiences for these options
2. Specifying the class delivery models, dates, and online tools
3. Addressing the staffing and instructional practices that serve as the foundation for high quality instruction

For more information, please contact alexandra_papagno@worlded.org.

Click to go to the following sections:
- Planning Template
- Professional Development by Component
- Key Distance and Hybrid Education Resources
- Distance and Hybrid Education Terms and Definitions

Distance and Hybrid Education Program Delivery Options

Below are five models outlined in the ACLS MA Policies for Effective and Adult Education. (For definitions and more information, please see p. 11.

An Important Note about Program Design: Use a student-centered process: Your program design should be driven by what is best for the students you intend to serve. ***Do not*** begin by trying to fit your classes into one of the defined models; rather design your classes so they meet student needs and then try to determine which model most closely aligns with your plan.

Delivery Option	Instruction	Components
Synchronous Distance Education	In Real Time	**Online** Synchronous
Asynchronous Distance Education	Can be viewed at a time convenient to the learner	Asynchronous
Blended Distance Education	Includes Real Time Instruction and Instruction which can be viewed at a time convenient to the learner	**Online** Synchronous and Asynchronous
Hybrid: In Person Face-to-Face and Online Synchronous	In Person instruction and In Real Time Online Instruction	**In Person** and Online Synchronous
Hybrid: In Person Face-to-Face and Online Asynchronous	In Person Instruction and Instruction which can be viewed at a time convenient to the learner	**In Person** and Asynchronous

Distance and Hybrid Education Program Plan Template

Director:

Distance/Hybrid Education Coordinator:

Part 1: Describe the students who will be served.

: These may be the same groups you have been serving, or new groups that need to be served but weren't a good match for previous class formats, and that distance or hybrid format will provide access to. Consider the following:

Considerations	Our Program Plan
Who are the target applicants we are looking to recruit? Why?	
For whom will distance or hybrid education be most appropriate and useful?	
How will we assess their access to required technology, language/ content skill level, goals, and dispositions they need to be successful in our DE/HE education program?	
What other ways will we use to determine if an applicant is a good fit for our program?	

Part 2: Complete your DE/HE Class Plan

Consider the target students for your program, your DE/HE goals, and the online products (and other materials, resources) you intend to use.

Model and Class Dates	Target # of Students	EFL Class Range	# of Online Hours/ Week	# of in person hours/ week	# of Weeks/ Years	Total # of Hours/ Year	Online Products (e.g., Aztec, USA Learns, etc.)
Distance Education Classes							
Hybrid Education Classes							

Part 3: Describe the strategies you will use to build and sustain your program.

1. **Recruitment**: Explain how you will recruit and screen students for your DE/HE classes. What criteria will you use to determine if they are ready for distance/hybrid education?

2. **Recruitment, Assessment, and Orientation**: Explain the steps you will take to enroll students for DE & HE, including a) Recruitment, b) Assessment, and c) Orientation.

3. **Staffing**: Who in your program will support DE/HE students? What criteria will you use to select staff for teaching, coaching, and advising, and what supports will you provide to ensure that they have the skills and knowledge to fully support DE/HE students? Consider the strategic collaboration, teaming, and differentiated roles needed to carry out DE/HE programming in an effective and efficient manner.

4. **Rigorous Teaching and Learning**: What strategies will your DE/HE teachers use to:
    - Actively promote student engagement
    - Monitor and promote student participation, persistence, and progress
    - Collect, report, and use assessment, attendance, and other data
    - Assist with resolving tech problems
    - Communicate with and provide feedback to students

5. **Support and Next Steps**: After reviewing the PD and Supports sections below, what support do you think would be most helpful, e.g., from SABES or ACLS?

Professional Development and Resources by Component

Be sure to check the for updates to relevant PD opportunities. As always, please contact PSPDC Director alexandra_papagno@worlded.org for assistance.

Previously Recorded SABES Program Support PD – Available on demand
> Please see the SABES Calendar [here](#) for the Program Support PD Center's Asynchronous, "On Demand" PD series. There are more than 30 offerings, including some from our partners, organized by 7 Strands by topic with sequential sets:
> 1. Program Management
> 2. Digital Literacy
> 3. Distance Education: Planning and Protocols
> 4. Distance Education: Tools and Products
> 5. Mobile Learning
> 6. Advising and Communication
> 7. Diversity, Equity, and Inclusion (DEI) / Universal Design for Learning (UDL)

Initial Planning
> [IDEAL Handbook](#)
> - Ch. 2: Recruitment, section 'What Audience Do You Hope to Serve Through Distance, Blended, and Remote Face-to-Face Options?'
> - Ch. 7: Administrative Issues

Class Plan
> [IDEAL Handbook](#): Ch. 5: Instruction

Workforce Ed Tech Tools
> The [Workforce Ed Tech website](#) offers a repository with links to workforce tools organized into five topics areas: Organizational Management, Job Search and Planning, Assessment and Matching, Learning and Training, and Mentorship and Support.

Recruitment
> [IDEAL Handbook](#)
> - Ch. 2: Recruitment
> - Appendix A: Learner Intake Survey

Screening and Orientation
> [IDEAL Handbook](#)
> - Ch. 3: Screening
> - Ch. 4: Orientation

Other Resources
> - Ed Tech Center @ World Education: [Implementation Tips: Recruitment, Screening, & Orientation](#): Strategies for outreach, recruitment, screening, and orientation of distance education learners.trategies for outreach, recruitment, screening, and orientation of distance education learners.

Staffing
IDEAL Handbook
- Ch. 7: Administrative Issues, section 'Identifying and Supporting Teachers'
- Appendix C: Description of an Effective Distance Teacher
- Appendix D: Computer Skills Assessment for Teachers

EdTech Center @ World Education
- Digital Skills Self-Assessment for Teachers

Teaching and Learning
IDEAL Handbook
- Ch. 4: Orientation, section 'Alignment Learner Knowledge with the Proposed Curriculum'
- Appendix B: Tips for Teaching Distance or Blended Learning
- Ch. 6: Assessment

ACLS Curriculum Templates and Helpful Resources – See especially Essential Look-fors for Remote Instruction and Strengthening Adult Education Remote Learning.

Key Distance and Hybrid Education Resources

In addition to the below specific resources relevant to each section of the plan, we encourage you to take advantage of the following resources:
- *IDEAL Distance Education and Blended Learning Handbook*, 7th edition (2020). A comprehensive, research- and evidence-based resource for implementing a high quality distance education program from the very beginning planning phase through implementation and evaluation. It has been tailored to address needs due to the pandemic.
- Strengthening Adult Education Remote Learning: Guidance for Massachusetts Adult Education Programs
- Tips for Distance Learning and mLearning (mobile learning) Resource Hub offer practical tips and resources you can use right now. Visit the calendar for upcoming one-hour webinars, along with recordings of previous webinars on recruiting, onboarding, instruction, and assessment. (EdTech Center @ World Education)
- Distance Education Resources: This SABES Program Support PD Center - Digital Learning and Distance Education web page provides a discussion forum for ideas and questions, and multilingual Zoom instructions in video and print for staff and students.
- SABES: Check the calendar for PD all SABES centers are offering. Most are specifically developed for working remotely. We recommend that you register for a SABES account to receive email notifications when new PD related to areas of interest you select are posted.
- ACLS Monthly Mailings: Provide essential helpful information and updates. You can subscribe to the mailing list here.

Terms and Definitions

Asynchronous: Instruction which can be viewed at a time convenient to the learner, such as online or in paper packets. Though learning is asynchronous, it is assumed there is instruction available to students via instructor recorded or other video.

Blended DE: A program delivery option that blends online learning with face-to-face instruction. Includes real-time instruction and instruction which can be viewed at a time convenient to the learner.

Clock Time/Time on Task: Time reported based on time a student is engaged with an online product that tracks actual time on task. Example: The amount of time that the student spends working in an on-line product (e.g., AZTEC, VOXY, KET, USA Learns) as tracked by that product.

Digital Literacy: The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Distance Education (DE): A program delivery option that is a formal learning activity (instruction) where students and instructor are separated by geography, time, or both for the majority instruction. Can be synchronous (in real time) or asynchronous (can be viewed at a time convenient to the learner).

Face-to-Face (F2F); Face-to-Face Virtual (F2FV): Students and instructors are present at the same time and able to see one another in person (F2F), such as in a classroom, or virtually (F2FV), such as using Google Meet.

Hybrid Education (HE): A program delivery option that can be comprised of either:
- Combined in-person F2F and online synchronous. For example, a class that meets six hours a week could have three hours in person and three hours online (e.g., Zoom).
- Combined in-person face-to-face and asynchronous. For example, a class that meets six hours per week could have three hours in person and three hours asynchronous work via Google classroom or an online product (e.g., Aztec, Newsela) or paper packets.

Learner Mastery: Assigns a fixed number of proxy hours based on learner mastering instructional content of lesson. Example: A student completes a unit which has been assigned a number of proxy hours which are granted upon verified mastery of the material; usually determined by a summative assessment of the material completed.

Proxy Hours: The time a student spends working asynchronously, independent of direct instruction, using any of the three proxy hour models (Clock Time/Time on Task, Learner Mastery, or Teacher Verification – see definitions). Example: Time spent using an online product which tracks seat time or working on teacher assigned learning activities.

Synchronous Hours: Students and instructors are present at the same time and able to see one another in real time. They can be in the same location (in-person face-to-face), such as a classroom, or in different locations (virtual face-to-face), such as Zoom.

Teacher Verification: Prior to distribution of educational material, teacher assigns the amount of time (proxy hours) awarded to students upon completion of material and verification of learning. Assigned proxy hours include but are not limited to student work, phone follow up with teacher, exchange between student and teacher via texts or email. Example: Packets of learning activities are given to students, students complete work and return packets to instructor who reviews and assesses mastery of content.