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Mentoring under-resourced people

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Mentoring Under-resourced People

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Abstract

Fighting hunger has been a global problem for many generations. Public and private businesses, churches, along with nonprofit organizations, have joined national, state, county, and local government agencies to assist under-resourced people attend to some of their needs as measures in improving the quality of their lives. Although there are many resources available, statistics show that the under-resourced clients of these organizations are not using all the resources available to them. One major factor is that applications for these resources are available on the Internet, and under-resourced heads of household do not know how to use a computer to access these resources. Therefore, a mentoring program appropriate for adult learners to achieve self-efficacy by using computer technology to access resources available to them is necessary as a bridge to move them out of their dire circumstances. This paper reviews adult learner characteristics, unique needs of adult learners, and prominent models of adult education, then recommends an appropriate training program for under-resourced heads of household, using computer technology as a tool, to serve as a bridge to move themselves out of their dire circumstances, based on the current literature.

Keywords: self-efficacy, adult education, food insecure population, under-resourced population

I. Introduction

A global problem for many generations has been hunger (Bholi, 2006). National, state, county, and local government agencies, along with public and private businesses, churches, and other non-profit organizations provide ways to assist the under-resourced population, also referred to as the food-insecure population, to improve the quality of their lives by attending to many of their needs. Although anyone interested in helping the food insecure population to access resources available to them can help, the primary stakeholders for the mentor program are these under-resourced clients, government agency staff members, volunteers at direct food distribution points, such as food pantries, and other volunteers in non-profit entities that temporarily provide other necessary items, including cash, clothing, and shelter. In this age of technology, the under-resourced population can access resources available for aid via the Internet. Unfortunately, those who need the aid are not using them. For example, although 54.8% of people eligible for national government assistance, SNAP (Supplemental Nutrition Assistance Program – formerly called “Food Stamps”), do receive financial help, almost half of the eligible households not receiving these financial benefits have never applied (Feeding America, 2014). In addition, Pew Research (2012) states, “Senior citizens, those who prefer to take our interviews in Spanish rather than in English, adults with less than a high school education, and those living in households earning less than \$30,000 per year are the least likely adults to have Internet access.” If all the people who need aid would ask, resources are available. This paper will review the literature on methods of adult education for improving self-efficacy and producing successful results from the past 50 years, then recommend the most successful practices for empowering under-resourced adults to access available resources, without assistance, as a first step to move out of their current circumstances.

Problem Statement

One two-pronged major problem for under-resourced heads of household is that they do not know that they are eligible for aid, and they do not know how to access the aid they need. Unfortunately, many aid resources require online applications before granting an interview appointment at their locations. Adults in general society know that the Internet is a good source to find resources, and they navigate through the Internet with ease and speed. This is not true for many food-insecure heads of household or senior citizens. They were not taught how to use computers for Internet resource access in their basic education (Feeding America, 2014). Learning a few basic Internet search skills, they can take a major step towards self-efficacy by contacting needed, available aid without assistance.

Purpose of the Study

The purpose of the study is to review the research on the skills, personality factors, and adult education practices affecting success and adult self-efficacy. The focus will be on discovering how prominent models of effective adult education practices utilize research on the role of adult learner characteristic factors and unique needs to create an effective online instructional design for training adult learners. This information can then be used to train under-resourced adults to use a computer for navigating the Internet to access resources that they need without assistance. This type of training promotes self-efficacy.

Significance of the Study

It is time for governmental, business, and nonprofit agencies that distribute necessary items, such as food, shelter, cash, and other crucial needs to the under-resourced population to engage in training the heads of households how to use the computer to access other resources for

themselves to promote self-efficacy as a measure in moving toward poverty reduction. Traditionally, aid resources rarely collaborated with each other. Recently, however, efforts to discover how to collaborate with other agencies have been started by agencies, such as Feeding America, Org., the largest distributor of food in the United States, to find ways collectively to assist the food-insecure population in moving beyond their current circumstances (Weinfield, Borger, Gearing, Macalusa, Montaquila, & Zedlewski, 2014). As of this date, however, no published research has revealed the importance of training under-resourced heads of household how to use the computer themselves to access all resources currently available to them, including finding government agencies and applying for a job online.

Research Questions

This review is concerned with identifying an adult educational design plan that is likely to succeed in developing strong self-efficacy and the ability to produce desired results.

Research Question 1: Which prominent education methods foster the development of self-efficacy in adult learners?

Research Question 2: Are there special characteristics or unique needs that influence self-efficacy and producing desired results in adult learners?

Research Question 3: Can computer technology be used in adult education for achieving strong self-efficacy and producing desired results?

Hypotheses

Hypothesis 1: Some aspects related to achieving strong adult self-efficacy and producing desired results have been identified in the literature, and utilizing these factors in mentoring under-resourced people ensures a greater likelihood for success.

Hypothesis 2: Unique adult learner characteristics and needs can influence success in self-efficacy and producing desired results to some degree.

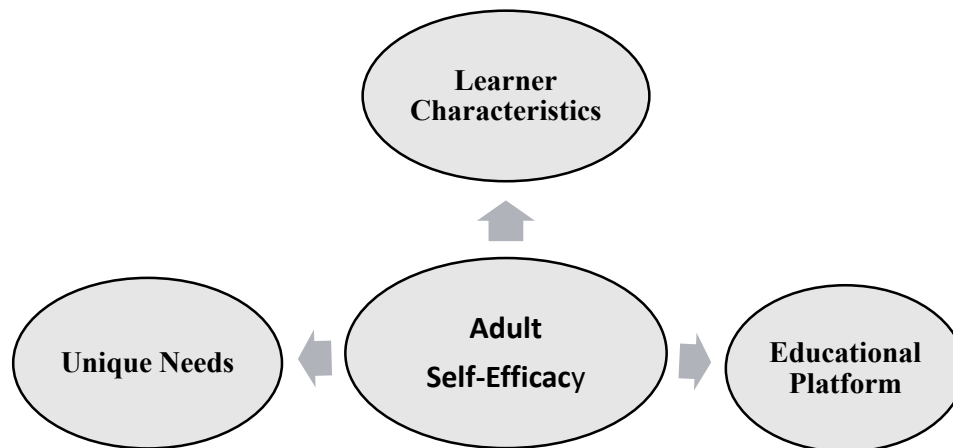
Hypothesis 3: Computer technology can be used in adult education for self-efficacy.

Definition of Key Terms

Term	Definition	Source
Adult Education	Different from child education, the teacher acts as facilitator in a student-centered learning environment	Knowles (1968)
Food Insecure Population	People who do not know where their next meal is coming from	Feeding America (2014)
Learning Disabled Adults	Disorders of cognition and learning that is intrinsic to a specific learner, not due to other ailments, such as sensory deficits, mental retardation, or behavioral disorders	Belzer (2011)
Self-efficacy	A person's belief in his/her ability to produce desired results and goals	Bandura (1994)
Supplemental Food Assistance Program (SNAP)	National government program for assisting people under the poverty level. Formerly known as "Food Stamps"	
Under-resourced Population	New term for "food insecure population"	Feeding America (2014)

II. Review of Literature

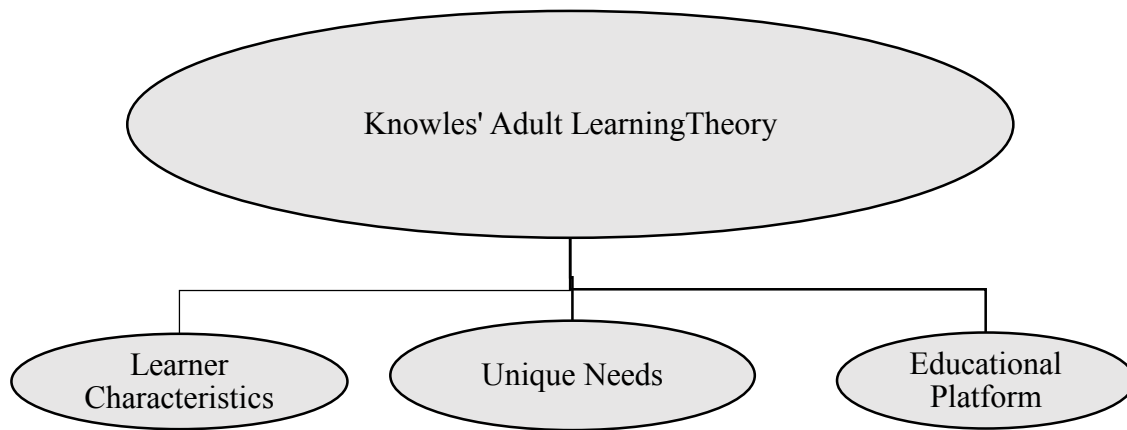
Conceptual Framework



The central focus of this study is training under-resourced heads of households to use computer technology for achieving strong self-efficacy and producing desired results. Learner characteristics incorporate all behaviors, traits, and conditions influencing success in developing a greater sense of self-efficacy in adults (Knowles, 1975). In addition, unique needs will be examined to determine their influence in expanding self-efficacy. Also important is an appropriate educational platform through which increased self-efficacy develops. Collectively, these elements will form the basis of an effective educational design plan for developing strong adult self-efficacy and producing desired results in under-resourced heads of household, a first step in moving themselves out of their dire circumstances.

Theoretical Framework

Factors Influencing Self-efficacy and Success in Adult Education



Adult Learning Theory

Research shows that adults do not learn the same way as children; therefore, the term for the education of adults, andragogy, differentiates it from children's education, pedagogy. In order to create an appropriate instructional design for adult education, it is important to understand how adults learn. The three components of Adult Learning Theory are adult learner characteristics, unique learning requirements, and an appropriate educational platform format for adult education (Knowles, 1977; Harper & Ross, 2011; Holton, Swanson, & Naquin, 2001; Gredler, 2005; Shunk, 2004).

Methods

An analytic review of the literature was executed in order to assess learner characteristics, unique needs, and adult education design factors influencing self-efficacy in adult learners. Literature was first obtained through EBSCO and PsycNet data bases, and then the search was expanded using the Google Scholar search engine. Search parameters included combinations of

terms such as adult education, adult learning disabilities, adult self-efficacy, adult education designs for self-efficacy, poverty reduction, poverty and education, personality and self-efficacy, personality and poverty, food insecure population, under-resourced adults, mentoring and self-efficacy, and mentoring programs for food insecure adults. Ground-breaking authors and research were added to the general search terms as they were recognized in the reference sections of pertinent recent scholarly articles. The literature review attempted to perform as in-depth an investigation as possible to provide a comprehensive analysis of research concerning training under-resourced adults in an educational environment that produces enhanced self-efficacy. Repetitive sources indicated a saturation level of pertinent literature; therefore, the collected information was classified for use in this review.

Adult Learner Characteristics

In order to properly define adult learners and show characteristics that identify them as non-traditional learners, researchers consider several factors. First, some researchers regard adult learners as almost a neglected species (Knowles, 1977; O'Toole & Essex, 2012). Second, the term *andragogy* differentiates adult learners from traditional pre-adult education, or pedagogy (Knowles, 1977; O'Toole & Essex, 2012; Minter, 2011; Kenner & Weinerman, 2011; Sandlin, Wright, & Clark, 2013; Wood & Wood, 1996). Third, some researchers are also interested in metacognitive frameworks, or mind constructs, that adult learners develop after years away from the academic environment that may interfere with their continued academic education (Sandlin, Wright, & Clark, 2013; Minter, 2011; Bandura, 1989). Fourth, some researchers regard public pedagogy as an influential factor (Sandlin, Wright, & Clark, 2013, Minter, 2011; Kenner & Weinerman, 2011). All these factors influence the definition and characteristics of an adult learner.

Most researchers agree, however, on some basic adult learner characteristics: First, adult learners are self-directed. Second, they can transform what they learn into a meaningful understanding of the subject and apply it to real-life situations. Third, adult learners have an inner drive to know. Fourth, they attend training workshops for a reason and are focused on realizing those goals and purposes (Knowles, 1977; O'Toole & Essex, 2012; Kenner & Weinerman, 2011; Minter, 2011; Sandlin, Wright, & Clark, 2013). Minter (2011) added two more characteristics to Knowles' original four that have gained popularity and are commonly used by researchers: Fifth, these individuals want an instructor who is student-centered and who puts the learner in an active rather than passive role. Sixth, many of the teaching theories and practices used by the pedagogical model are assumed by the andragogical model to be inappropriate for adult learners. These general characteristics are commonly used by researchers in adult education (Goldberg, 1990).

Unique Needs

In addition to differing characteristics in adult learners when compared to children, researchers disclosed that approximately 80% of adult learners have specific needs that require an alternative educational approach. For instance, the circumstances in which adults are educated arise from real life survival situations (Payne, 2003). Adult learners with specific learning disabilities (SLDs), in second language learning circumstances, as welfare recipients, and in court-mandated situations have special requirements beyond what traditional pedagogical techniques and practices provide.

Specific Learning Disabilities (SLDs)

Researchers offer that adult learners are multidimensional and operate through several identities according to circumstances (McCrea & Costa, 2003; Saucier & Ostendorf, 1999);

therefore, it is inappropriate to view adult students through one dimension of an SLD.

According to the Adult Learning Theories lens, the complexity of an adult supports the idea that adult learners should actively participate in designing their own education rather than the traditional notion that the instructor should be a caretaker and make all the decisions in educational techniques (Knowles, 1977; Belzer & Ross-Gordon, 2008; Mottern, 2012; White, Genesee, & Steinhauer, 2012; Wood & Wood, 1996).

Second Language Learning

In second language learning circumstances, it is important for the adult learner to practice the second language to develop proficiency as part of the training. Educational techniques, such as role playing and storytelling are effective for practicing new words and conveying subtleties of understanding differences of meaning in diverse cultures and language. In addition, having a mentor proficient in both languages, but from the same native culture and language as the learner can make a bridge of understanding between the two cultures (Knowles, 1977; Bandura, 1989, Belzer & Ross-Gordon, 2008; Mottern, 2012; Goldberg, 1981; Johnson & Stephens, White, et al, 2012).

Welfare Recipients

Researchers have reported the influence of tensions between educational reform and welfare reform, as addressed through priority five of President Obama's Race to the Top (RTTT) educational reform initiative implemented in 2009, as an influence in educating under-resourced adults. Priority five is the section that addresses adult education, which is currently operating under the national guidelines of the Workforce Investment Act (WIA). When analyzing the local, regional, and state levels of Texas' educational plan, the researchers discovered that the focus was on finding jobs for people, including second-language learners, rather than educating them.

Other states were following Texas' example. This policy to reduce welfare recipients by finding them jobs instead of educating them has serious future implications because companies that are based in technology, energy, and health care are growing in several states and need employees with some educational or technological training. Furthermore, the purpose of the RTTT funding is to improve adult education so that adults can be trained for jobs that assist them in moving above the poverty level. This means that RTTT and some states may not agree on how these federal funds should be spent (Johnson & Stephens, 2012). The researchers recommended further dialogue concerning welfare reform programs within the greater conversation about economic and educational reform. They suggest clearer guidelines concerning how government funding is used to educate our adult citizens, including those living below the poverty level (Johnson & Stephens, 2012; Carnevale & Desrochers, 1999; Payne, 2003; Payne, DeVol, & Dreussi Smith, 2009; Weinfield, et al, 2014).

Court Mandated Learning

Ron Mottern's research is a pivotal study because it indicates that teachers of court-mandated must meet the students where they are and form an educational alliance with the students, creating a bridge to the educational material as the student's partner. This research indicates that the role the most difficult adult learner group needs from educators is a shift from the traditional role of educational content provider to a role of conceptual mentor and partner. He concluded that the educational alliance between teacher and student in court-mandated education creates transformational learning (2012).

Teachers must recognize that these students are placed within the correctional system because they have different patterns of thinking, or metacognitive frameworks, and behavior patterns uncommon to other students (Kenner and Weinerman, 2011; Bandura, 1989). For

instance, they need to experience their teachers as caring individuals, and they need to form a strong educational alliance with the teacher to foster learning. When teachers recognize and act in response to these needs, the students feel motivated to succeed. If the teachers do not, the students perceive the teacher as uncaring and feel unmotivated to succeed. This phenomenon places the teacher in a significant mentor role rather than simply as an instructor. The students see the teacher as an important partner in the students' educational process (Mottern, 2012; Holton, et al, 2001).

Although researchers addressed specific requirements for various types of adult learners and showed the importance of addressing the needs of each group, a common theme arose that revealed the writers and researchers as members of a team with the common commitment to support adult learners in their educational process. For example, Belzer and Ross-Gordon (2008) dispelled the myths that adult learners are one-dimensional people with SLDs caused by brain dysfunction, and that one size fits all when educating these adults. Next, White, Genesee, and Steinhauer (2012) discredited the notion that all adult second language learners' brains could not master grammatical processing like a native of the second language. In addition, Johnson and Stephens (2012) showed the benefits of educating these multidimensional, self-directed, unique adult learners to expand their skills, realize their goals and purposes in life, improve the economic condition of their own lives, and consequently, strengthen the economy of the United States. Collectively, they showed that creating the best educational environment for adult learners to expand their skills and knowledge for flourishing in today's technological world benefits society as a whole; therefore, it is only natural to explore how educators can use technology as a tool to empower adult learners.

III. An Appropriate Educational Platform

Technology in higher education has exploded within the last decade as educators became more knowledgeable about its uses, and students became more demanding of access and convenience in learning. Researchers have found that using the Internet as a vehicle for instructional technology allows adult learners more flexibility in accessing and scheduling education as part of their daily professional and personal lives.

Researchers reviewed espouse Pratt's five perspectives of good teaching in his 2002 article, "Good Teaching: One Size Fits All?" as a foundation for teaching adult learners. First, the transmission perspective calls for educators to pass on their passion for the subject as well as the importance and practical use of the content to the students. Second, the developmental perspective represents the joy of discovery – those "aha" moments when a student sees subject puzzle pieces come together to reveal the whole puzzle and its collective meaning. Third, the apprenticeship perspective, an excellent example of social learning, places the teacher and student side by side in the educational process. Fourth, the nurturing perspective provides a sense of community as they practice skills useful in their daily lives. Finally, the social reform perspective places the teacher as a role model for social awareness by modeling acceptance, tolerance, and respect for diversity (Dzubinski, 2012; Goddu, 2012; McKinney & Miller, 2012; Snyder, 2009; Minter, 2011; Kenner & Weinerman, 2011).

In addition to Pratt's five perspectives, some researchers agree that useful skills to teach in the curricula are collaboration, technical aptitude, effective communication, resilience, courage, and adaptability (Dzubinski, 2012; Goddu, 2012; Stewart & Waight, 2008; Luna & Cullen, 2011). These skills can be developed in a student-centered environment that fosters self-directed education through three approaches. First, self-directed learning places the role of the teacher as

facilitator, and shows the adult student as an asset to the teacher because the student's shared life experience adds to the whole class's understanding of the material. In addition, it deepens the meaning of the material for the adult learners through reflection of their own life experience in the context of the course subject. Second, situational, or experiential, learning by simulating problems or role playing allows an adult student to apply prior knowledge to resolve a critical situation in a practical way, promoting more complex critical thinking. Third, narrative learning – storytelling – is useful because it gives a glimpse into the significance of a past life and frequently elicits new understanding of an earlier period. These approaches are simple, traditional methods of teaching handed down from the earliest teachers (Goddu, 2012; McKinney & Miller, 2012; Snyder, 2009; Luna & Cullen; Wan & Haggerty, 2012). Furthermore, researchers caution e-learning educators to use formative assessment at each stage of development to ensure that learners use the reflective process to self-assess. This reflective process creates transformational learning and promotes action in adult learners (Stewart & Waight, 2008; Lina & Cullen, 2011; Wan & Haggerty, 2012; Wood & Wood, 1996).

A common theme in the previous writers' discussion of e-learning is that the e-learning format is the best adult learning format available. This format aligns with Knowles' Adult Learning Theory as an appropriate platform for providing adult learners' characteristics and unique needs (Knowles, 1975). Adult educators and instructional designers have made great strides in creating effective Information System (IS) products to accommodate adult learners' needs in corporations and schools of higher learning (Stewart & Waight, 2008). Adult learners have access, flexibility, and adequate support through the e-learning format to fulfill their goals for a meaningful education through self-directed learning.

IV. An Online Mentoring Design

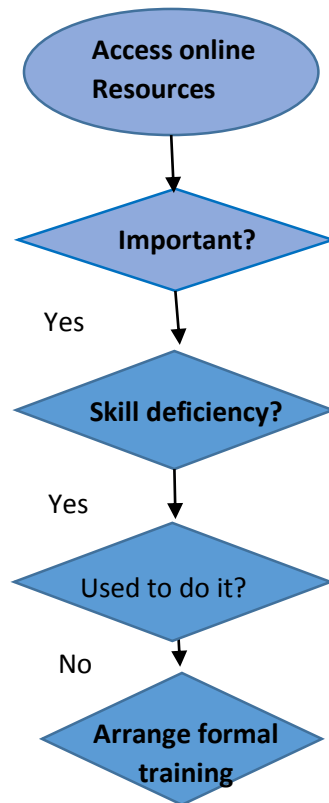
Although initial research indicates that the e-learning format has been proven effective in the general population, more specific research is needed to determine whether it will be appropriate for the under-resourced clients of food pantries in Virginia. Because Feeding America is the largest food distribution network in America, three diverse member agencies of the network were contacted to test an e-learning format training program as a possibility for future use by their individual agencies. These agencies were considered clients requesting an online instructional design plan for the food insecure population they served. To fulfill this request, I conducted a design plan, which included a Needs Analysis, Learner Analysis, Task Analysis, Implementation, and Evaluation.

Needs Analysis

Feeding America, Inc., the largest nonprofit food distribution network in the United States, conducts a national survey of food insecure people through their member agencies' food pantries every four years to discover how to better serve the insecure population. As a result of the Hunger in America 2014 (HIA2014) national study last summer, Robin Swecker, Agency Coordinator for the Blue Ridge Area Food Bank (BRAFB), revealed that the Feeding America national network has focused in 2014 on developing ways to "shorten the line." This means to look more deeply into the causes that bring people to food-insecure circumstances so that they can be coached in developing self-sufficiency skills. Swecker, as a Subject Matter Expert (SME) worked with me to identify one major skill needed for the food insecure population to access available resources: the ability to fill out applications for aid from available resource websites that require an online application.

The Approach

Robert F. Mager's performance analysis approach was used to determine whether online instruction is the best approach (Brown & Green, 2011). The following flowchart shows the result of that investigation:



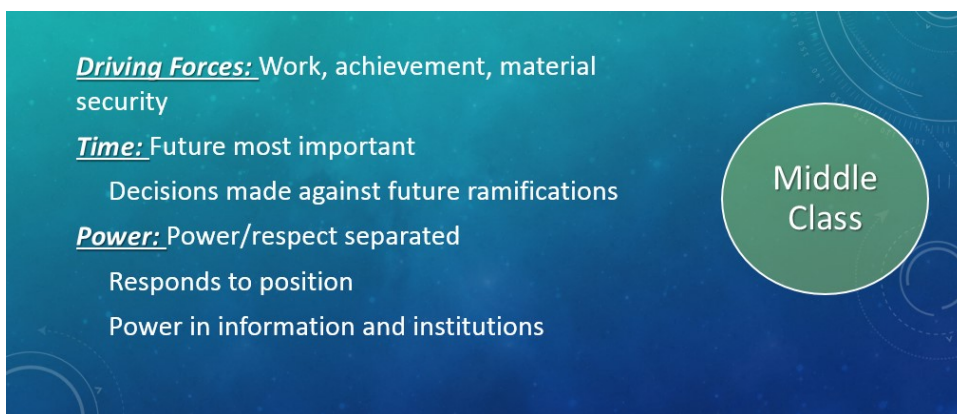
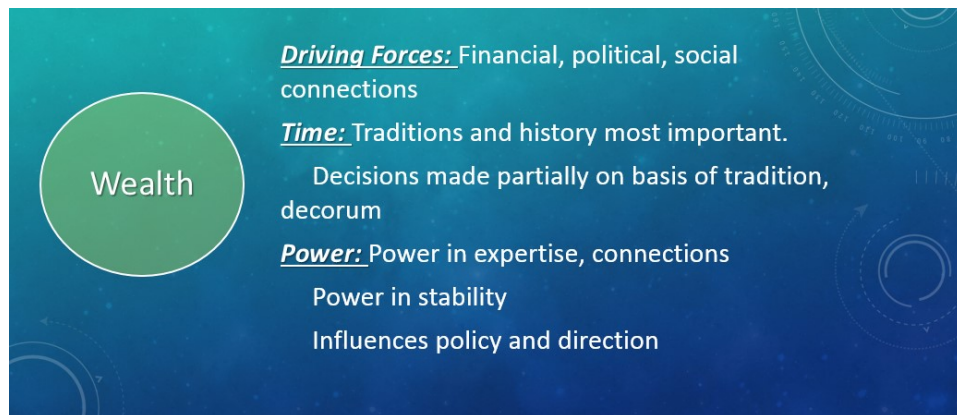
The above flowchart shows that instruction is the most appropriate means for bringing about the desired change. Because the food insecure population does not have the skills to access online resources, arranging formal training is the appropriate approach to bring about the desired change. The natural question that follows is, “Who is going to train this population?”

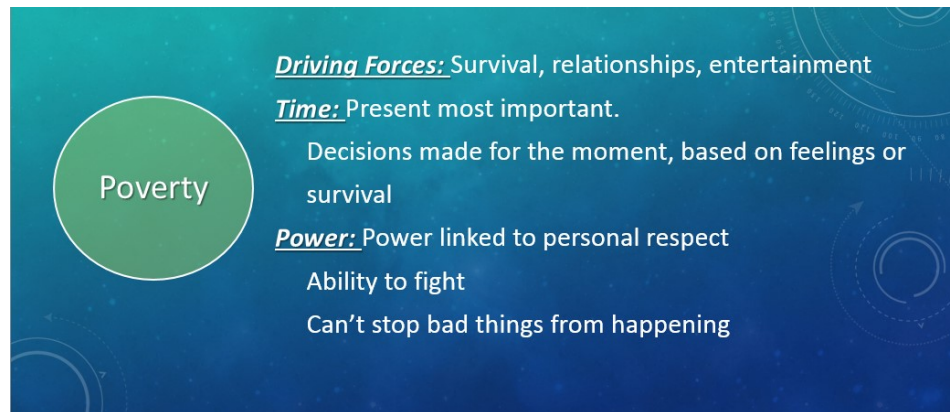
Background

Dr. Ruby Payne's research is pivotal in understanding a major difficulty in assisting the underserved population to move out of their current condition of poverty. She has revealed

hidden rules of the three economic subcultures that exist in every country, every state, and every community in the world. This information is important to establish an underlying foundation of understanding necessary for people in these three subcultures to foster collaboration with one another. The three subcultures are economically based and influence the effectiveness of working collaboratively to produce mutual goals. Below are charts that delineate the difference hidden rules of each subculture.

Hidden Rules of Economic Subcultures





In every community group, the members belong to one of these three subcultures. The volunteers usually are in the wealth or middle class group. Because the wealth class is primarily focused on the past and following tradition, they tend to want to look to tradition when implementing new processes. The middle class group is focused on the future; therefore, they are more adept at implementing change for themselves. The poverty group is focused on the present and the hidden rules are based on present survival (Payne, 2009). This means that breaking the patterns and hidden rules of poverty is crucial for the reduction of poverty and moving those trapped in poverty into the middle class group (Payne, 2009). Therefore, the online environment for educating the under-resourced adult must include producing a change in the student's foundation from poverty hidden rules to middle class hidden rules, which are focused in the future.

Current Environment

How various services are provided to assist the food insecure population is also part of the hindrance to that population becoming self-sufficient. Although every government and nonprofit organization is a valuable resource, the food insecure population does not know how to access those resources. In addition, the agencies who give various services to this population do not

collaborate with each other; therefore, they do not have in place a referral process to one another's services. Furthermore, according to Robin Swecker at BRAFB, each agency has its own official mission to fulfill - clearly delineated government documentation that awarded them non-profit or government agency status. In addition, employees of Social Services who assist people in applying for the SNAP program can help people fill out their applications; however, they cannot give advice to people. This means that collaboration or referrals are difficult to implement. Although some local government offices allow literature that non-profit agencies place on a bulletin board or tables in the public waiting room, government employees cannot answer any questions about anyone's literature but their own.

Target Population

The food insecure clients need to be given the opportunity to change. Heads of households in the under-resourced population must learn how to access resources already available to them online, and fill out required online applications to apply for aid. Unfortunately, there is no free training environment set up to teach them those skills. Furthermore, people who do not know where their next meal is coming from do not own computers. Because other resources that food insecure people need are primarily found on the Internet, their training needs to be done in an environment that empowers them to use the Internet without assistance.

The Solution

A mentoring program is recommended to solve the problem. In addition, using Malcolm Knowles' scaffolding process and Vygotsky's zone of proximal development (ZPD), pairing the mentor and the food insecure client at the same table, using the same computer, benefits both the volunteer mentor and the client (Brown & Green, 2011).

Mentors	Client
<ul style="list-style-type: none">▶ Expand teaching skills▶ Guide others in designing a plan▶ Assist others to utilize available resources▶ Empower others to succeed	<ul style="list-style-type: none">▶ Learn computer skills▶ Design a plan to find aid▶ Utilize available resources online▶ Follow self-designed plan

Formative evaluation should be done at the end of every session, and each step should be treated as a separate project, using the ADDIE acronym: Analyze, Design, Develop, Implement, and Evaluate (Brown & Green, 2011). At the end of each phase of the training plan, both the mentor and the client will determine together if the initial plan is producing successful results and what changes have to be made to deal with any unforeseen developments.

Data Collection

Data were collected through face to face interviews by several food pantries with food insecure heads of household and volunteers who want to expand their assistance to include mentoring their clients in developing skills to use a computer for filling out online applications for aid. Since December 2012, I have been working directly with Robin Swecker at the BRAFB to participate first-hand in every possible volunteer position at BRAFB with the food insecure population in Virginia. From April through August 2013, I traveled with her extensively throughout Virginia to conduct the national Feeding America 2014 Hunger Study. I observed the impact of the first online survey given by the Feeding America network. During that experience, I discovered two major pieces of information. First, most food insecure heads of household in

Virginia are very uncomfortable using a computer - even for filling out a simple survey. On the other hand, when I sat beside them at the computer terminal, clarifying the meaning of survey questions and entering answers for them when typing was required, they volunteered information about the difficulty of finding resources to help them. In more than 200 applicants that I personally assisted in taking the survey, only one head of household had any idea how to use the Internet for any reason. In addition, I received feedback from food pantry volunteers who are in contact with 50 to more than 200 families every week during a three to four hour food distribution activity. I found out that, although they wanted to help their clients access other needed services, they became frustrated trying to quickly find the most appropriate quality resources on the Internet to fit a client's individual needs. Trying to find resources specific to an individual client became so time-consuming that they gave up after finding a few resources. To prevent that from happening in the mentor program, I created an information system database specifically designed for use by mentors of the food insecure population to expedite the process of accessing quality resources. Once the client learns how to use the computer to apply for aid online, a list of appropriate resources for them individually will be printed from the database for them to use to access aid without assistance.

Learner Analysis

The General Analysis Model seemed the most appropriate for a learner analysis. For instance, the learners are very diverse in age and cultural background, so a more universal approach makes sense. In addition, the needs, goals and objectives, and tasks are the same for this audience.

The Audience

The intended audience for the instruction is the food insecure population who go to food pantries, the major source of food distribution to families who do not know where their next

meal is coming from; therefore, they are having problems maintaining self-sufficiency. Although there are resources available to assist this part of the general population in the United States, they lack computer skills necessary for accessing these resources and rehabilitating their ability to maintain self-sufficiency. Common traits of heads of household are a lack of education in using computers to access available resources on the Internet. Computer technology was not part of their education when they were in school, and most of them have not received above a high school diploma. In addition, they all have experienced sudden, unforeseen, catastrophic events that destroyed their ability to provide enough income to feed their families. The primary differences are sex, age, and ethnic background. For instance, the sex of the head of household varies according to the location of the food pantry. In some communities, men are the heads of household and in others, women are the heads of household. In addition, head of household ages range from the middle 20s to the 90s. Furthermore, the ethnic diversity of the food insecure population ranges from one ethnic background to many major ethnic backgrounds, with several subcategories. On the other hand, the range of ability is relatively homogenous. The vast majority of the population has poor computer skills. They do not own computers and they have never learned how to use one (Feeding America, 2014).

Motivation

The motivation for participating in the instruction is both intrinsic and extrinsic. They have the intrinsic desire to be self-sufficient; however, they need help. On the other hand, many resources available require that you apply for assistance online at their websites; therefore, they must learn how to use the computer to get what they need to rehabilitate the skills needed to maintain self-sufficiency. They are aware that learning how to use a computer to access resources they need is

paramount in their lives for achieving self-sufficiency, but they do not know what resources are available or how to access them on the Internet.

Non-instructional Learner Needs

The non-instructional needs that these learners have, such as food, are temporarily provided by the food pantry in which the mentoring program will occur. They have shelter and safety.

Effective, Efficient, and Appealing Instruction

While conducting the HIA 2014 Food Study in an online format last summer, the Hunger 2014 team found that the food insecure heads of household enjoyed personal assistance from the volunteers. Although they were hesitant and often refused to take the survey on their own, when the volunteer sat beside them to fill out the survey for them, they thoroughly enjoyed attempting to take the survey with the volunteers' assistance, and even took turns filling out the answers to the questions. Because of those results, a scaffolding process with the same mentor each time would create a supportive environment for overcoming apprehension of using the computer and build confidence in a friendly, shared circumstance rather than a structured classroom environment.

Accommodation of Culturally and Physically Diverse Learners

The cultural and physical diversity of the learners is already accounted for by each food pantry. In order to distribute food, the participating food pantries already have bilingual volunteers who are familiar with the various cultures served. This means that learners can be paired with the right mentor to address diversity needs in the client population. All of these volunteers are quite adept at using the computer to fill out online applications for aid. In addition, the computers that will be used are light-weight laptops and are appropriate to

accommodate physical diversity. No additional planning seems needed by food pantry administrators interviewed.

Evaluating Success

Determining success is very simple. When the learner demonstrates the ability to use a computer for filling out applications for aid online, without assistance from anyone, then the program will be a success. In addition, formative self-assessment questionnaires for both the mentor and the learner will be used to refine the process as it is tested.

Evidence

In addition to the statistics from the Hunger 2014 Study (Feeding America, 2014), I interviewed Robin Swecker, the SME at BRAFB for the learner analysis. I used the questions from the general approach as my questioning format.

Sample Profiles



Jennifer, head of household, 33, suddenly found herself alone with her two children, Joey and Anna. Her husband abandoned the family a year ago, and Jennifer lost her job working as a housekeeper in a hotel two months ago. Jennifer has a high school diploma; however, computer classes were never part of the school she attended. She has not found another job yet, and does not know how to access resources on the Internet.



Agnes was let go last month as a housekeeper for the same family for over 50 years, without knowing how to get her retirement. She has no family of her own, and never learned to use a computer. A neighbor located a food pantry to deliver food to her because she has no car and has trouble walking. Although she has heard that some help may be available, she does not know any younger people who can help her access the websites she found on a brochure at the food pantry.

Additional Information

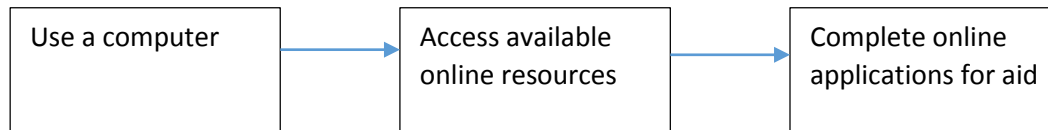
The largest block that this learner population has encountered in seeking available resources is, ironically, the simplest to resolve. Government agencies and non-profit organizations have utilized the Internet as the portal for people to access their services more easily. The problem is that the heads of household in this segment of the population do not have computers, and they do not realize that they can access the Internet for free through community library computers. A computer course is not necessary to access these resources, just a helping hand. A person who will show them through the steps and watch them as they practice until they feel confident doing it without assistance is a crucial first step in developing self-sufficiency.

Intervention Description

To fill the gap, I designed a one-to-one mentor program that uses screen casting as a tool for instruction to assist a client in an introduction to accessing online resources. The instruction is learner-paced and provides hands on practice exercises in locating resources on the Internet and completing online applications. The mentor is sitting beside the client through the whole process while at the food pantry to provide feedback, answer questions, and make the sessions more fun.

A short, less than ten minute presentation introduces the activity for each session, followed by completing online applications for aid.

GOALS, OBJECTIVES, TASKS, EVALUATIONS



Goal: Client will use a computer as a tool for accessing available online resources to complete online applications for aid.

Objective: Without assistance, the Client will successfully use a computer to complete required online applications for aid.

Tasks:

- (1) Turn on the computer.
- (2) Use the mouse to click on the Mozilla browser icon on the desktop.
- (3) Enter the address of the resource in the browser window.
 - (a) Click in blank window space at the top right corner.
 - (b) Type in the first address from the printed list of resources.
- (4) Press the “Enter” button on the keyboard.
- (5) Click on the tab for “Online Application.”
- (6) Follow the instructions.

- (a) Click inside the field space.
 - (b) Type in your information.
- (7) Fill out all the appropriate fields.
- (a) Type in the answers that apply to your situation.
 - (b) If a question does not apply to your case, type “N/A”.
- (8) Check the application for accuracy.
- (9) Submit the application by clicking the button that says, ”Submit.”
- (10) Close the website window.
- (11) Close the browser window.
- (12) If finished with computer use, shut down the computer.

Implementation

Purpose of the Intervention

To ensure that the goals and instructional objectives are being met effectively for the learners’ success, there must be a way to measure the learners’ progress and the effectiveness of the instructional design of the training. Therefore, evaluations and assessments before, during, and after the training are important information to gauge how well the instructional design is serving the learners in achieving the goals and instructional objectives intended by the training. Data gathered from the evaluation instruments will tell me not only how the learner is progressing, but also what changes need to be made in the instructional design of the training to better serve the learners’ needs.

Implementation Approach

The trained mentor volunteers in the food pantry or other direct food distribution outlet for facilitating the client training will be implementing the learner evaluation process. Because the clients are comfortable and trust their mentors, they are more likely to tell the truth and to complete the questionnaires. In addition, the administrators of the evaluations are the trainers who assess the learners' success; therefore, they are the appropriate participants in evaluating the instructional design process.

Location

The evaluations will be implemented at the food pantry or other distribution center where the training is conducted. Because some of the learners have transportation problems and do not own computers, evaluations will be administered while they are waiting for their food distribution. Because they always make arrangements for transportation to pick up their food, and because the distribution outlet has computers for the learners' use, this is a convenient, familiar, and effective environment for the evaluations.

Timeline

The training program consists of five one-on-one, learner-paced, mentor sessions; therefore, the learner evaluation process will be implemented in three ways: pre-instruction, during instruction, and at the end of the training. In Session 1, a pre-instruction learner self-assessment will be the first task. In addition, learners will fill out a short, formative evaluation of the instructional design at the end of each session. Finally, a summative learner evaluation of the course will be the last activity in Session 6. The instructional goal is for the learner to be able to fill out an application online. Consequently, psychomotor skills and basic knowledge needed will

be evaluated by performance assessments and the mentor's observational evaluation in each session.

Evaluation

Evaluation Model

Kirkpatrick's Four Levels of Evaluation model will be used for evaluation. The levels are 1) reactions, 2) learning, 3) transfer, and 4) results (Brown & Green, 2011). I chose this model because the goals and objectives are simple, straightforward, and easy to measure. In the six-session training, the instructional design produces a scaffolding process; therefore, each session serves as a base for the next session. These formative assessments produce data in a way that is conducive to Kirkpatrick's model. For instance, the daily learner evaluation form tracks the learner's reactions and learning. The psychomotor skill exercises in each class tracks how well the learner transfers the skills he or she learns by navigating to one resource website on the Internet and then to another, progressively improving with practice - which is documented through performance assessments by the mentors in each session. Needed corrections and improvements can be immediately implemented, making it simpler to perform the summative evaluation because results will be demonstrated throughout the course. Results will be measured by the number of participants completing the training in a year.

Instruments

The instruments used for evaluation are questionnaires to be filled out by the learners and performance assessments to be filled out by the mentors. The pre-instruction evaluation form is based on the tasks that the learner will be able to achieve by the end of the course. A Likert scale format is used for all of the learner's evaluations, ranging from strongly agree to strongly

disagree. In addition, two open ended questions are used in the daily evaluation form. The learner summation form evaluates the instructional design and the mentor. A performance assessment form, filled out by the mentor daily, also uses a Likert scale format; however, space is allowed for the mentor's observational evaluation. These instruments will gather the data needed to evaluate what changes are needed to improve the instructional design.

V. Pilot Study Test Results

Six 10-minute online interactive training sessions, including printed media and note-taking materials were tested individually in various parts of Virginia to determine the effectiveness of the training and to collect formative evaluation from food pantry mentors and their volunteer underserved clients before presenting it on a larger scale. Four sizes of food pantries tested the materials: a small pantry serving 45 families in rural upstate Virginia, a prominent pantry serving more than 2,400 families a month in Augusta County, a pantry in Harrisonburg feeding between 200-250 families each month, and a 77-bed homeless shelter. The first four participants were client family heads of household served by the food pantry at each location interested in acting as mentors for other families once they completed the program; however, a total of sixteen underserved clients participated in the formal pilot study.

The same laptop with a mobile air card was used to test the program to avoid possible problems from mechanical difficulties, and the procedure was the same in each location. First, the client filled out a questionnaire before the training program began. Second, the supplemental note sheets showing the procedural steps to online applications for each service sought were passed out and filled out by hand before going online. The clients were told that they would choose the order and number of online applications to attempt in a session. Third, with the pantry

coordinator acting as mentors for the first round of volunteer heads of household, the clients chose from the following services: SNAP services, free email accounts, job applications on the Indeed.com website, a free cell phone, and the Kroger website for downloadable manufacturer coupons. Formative assessments were filled out in between sessions, as well as at the end of the training program. Assessment forms used are in Appendix B at the end of this paper.

Initial Test Results

The training approach and supplemental materials earned a 100% approval rate from participants. Surprisingly, several kinds of previously unrealized challenges arose from the success. It was reported that every underserved client participating in the test cases began to receive SNAP, and had successfully applied for at least two other sources of aid without assistance. In addition, within a month, half of the participants found jobs. Moreover, three of the clients mentored friends through the process successfully on their own, and volunteered to assist the pantry if a program was implemented. Although administrators were impressed with the pilot mentoring program results, when faced with how they could present the program to more of their under-resourced clients, several problems arose. For instance, every pantry had a reason for not implementing the program. The previously unrecognized problems that surfaced to prevent implementation of the mentoring program to clients of the pantry are:

1. The program is not part of the pantries mission statement; therefore their donors may not approve an expanded program.
2. Research would have to be conducted on whether they could find the volunteers willing to be mentors and they have no current staff person who could oversee the program.
3. They would have to change the physical layout of the pantry to create a training area.

4. They have no Internet access to the building in which they are serving the clients, and they have no current budget to include the new expenses associated with the program, such as computers, printing cost for handout materials, and Internet service

The evaluation forms provided the information needed to make changes to the mentoring program. For example, each of the four challenges must be met by a training format that does not require a change of service direction, an additional group of volunteers, a layout change of the pantry, or Internet access at the food distribution site. To solve these problems, the instructional design must be a self-mentoring program that works in three alternative environments: food pantry, a friend mentor, and self-taught.

The final online instructional format is located on a website, available to anyone. In addition, downloadable preview written materials, are available for anyone's use as a preview of what to expect in each subject topic or as a printed copy of the presentation. Moreover, the presentation visuals are print screens of what is encountered, both in the training class and online. Each instructional training program is downloadable as well. Other downloadable resources lists are given in several subject matter reports, including direct website URLs and telephone numbers of national, state, and local resources available.

Final Design

Alternative 1: Food Pantry

Food pantries do not need to make any commitment to make use of the materials, to set up a large volunteer group, change the layout of the pantry, or incur any expenses. They are free to download all materials and use them as they see fit. Some example of use may be to bring a personal laptop and play one of the short presentations on it in the room where clients wait to

receive their food as informative entertainment. They could give the URL of the website to anyone who asks for more information – clients and volunteers. All the materials they need would be immediately accessible to them.

Alternative 2: Friend Mentor

If any volunteers in a food pantry or friends who give clients a ride to the pantry wanted to help their friends receive resources available to them, they could access all the materials from the website, watch the downloaded sessions on the computer, and print off whatever they would like as materials for mentoring. They would not need to have any other skill besides how to get on the Internet. Any individuals who access the website would have all materials that they need to mentor an under-resourced adult for self-efficacy in using the Internet to continue to find other resources, without assistance.

Alternative 3: Self Mentoring

Ultimately, under-resourced adults are left to their own recognizance to move themselves out of their circumstances. Although many resources are available, the one thing the client must do is switch from operating by the hidden rules of poverty, which are focused in the present, to operating with middle class hidden rules. Each topic addressed in the downloadable or viewable online format is basic, and designed to reformat thinking toward finding present resources available and educating themselves, through the Internet, with a focus on achieving concrete goals in the future. The format is set up in a step-by-step process that fosters self-efficacy, and the resources they will encounter in the training sessions will lead them to further links for self-efficacy. An example of the handouts for a training session, Make-A-Life-Plan, is in the Appendix. They can mentor themselves through this process, using the local library if they do

not have Internet access. They can print materials inexpensively or read them online. Three people, not part of the pilot test, did that when a food pantry client participating in the test mentioned the test website. Even though the website was a test, and not on search engines, they copied the URL and were able to use the materials in the library.

VI. Recommended Alternative

Given the information from the pilot study, all three alternatives should immediately be put into action. With one in six of the United States' population not knowing where the next meal is coming from and the fact that available resources are not being accessed, waiting for one alternative to solve the problem is illogical and counterproductive to reducing poverty. All three alternatives can be implemented in a collaborative way with little cost to any one entity. The website creates an environment in which all interested parties can work together.

VII. Discussion, Analysis, and Recommendations

Through this review of the existing literature on adult learner characteristics, unique needs, and appropriate adult education platforms, universal methods to create a successful mentoring program for under-resourced adults has been ascertained. The key to developing an effective adult education program that fosters the development of strong self-efficacy and the ability to produce desired results is to first understand the interplay of adult learner characteristics, unique needs, and an environment that inherently expands self-efficacy and the ability to produce desired results. Remembering that each learner is unique (Kolb, 1984), a self-directing, student-centered educational environment with a strong mentor alliance is most likely to be successful (Mottern, 2012).

Adult Self-efficacy and Producing Desired Results

Hypothesis 1: Some aspects related to achieving strong adult self-efficacy and producing desired results have been identified in the literature, and utilizing these factors in mentoring under-resourced people ensures a greater likelihood for success.

Current research corroborates the first hypothesis. Self-efficacy, one's confidence in the personal ability to generate and control life events, is the result of the collaboration of behavioral, social, and cognitive skills for a particular purpose (Bandura, 1989). For instance, changes in self-efficacy influence a learner's willingness to participate; therefore, creating an environment using Vygotsky's scaffolding approach allows the learner to develop strong self-efficacy by performing tasks in small increments. With each success, learners gain confidence in their ability to produce desired results, feeling encouraged to perform the task again to master the activity. Additionally, the learners feel a positive emotional response to the activity, which improves their cognitive skills, such as memory retention and critical thinking, important for problem solving. This type of experience allows an individual to rehabilitate a sense of regaining control of events in their lives (Wood & Wood, 1996; Payne, et al, 2012).

Adult Learner Characteristics and Unique Needs

Hypothesis 2: Unique adult learner characteristics and needs can influence success in self-efficacy and producing desired results to some degree.

The second hypothesis is also validated by present-day literature. Although Minter (2011) expanded Knowles' guidelines for learner characteristics and needs, another group of researchers delineated three primary groups of adult learners that relate to the adults under sourced. First are individuals who lost their jobs because they did not keep up with technology, and they need

more education to reenter the job market. Veterans are the second group, returning home from military duty, needing to continue their education. Adults just completing their GED and wanting to move into higher education comprise the third group. These three groups are commonly found in food pantries and soup kitchens, not knowing how to connect with available resources (Payne, et al, 2012; Kenner & Weinerman, 2011).

Instructional Technology Format

Hypothesis 3: Computer technology can be used in adult education for self-efficacy and producing desired results.

Instructional technology research has also confirmed that understanding the characteristics and unique needs of adult learners, instructional technology designers and educators can implement the e-learning format as an appropriate platform for adult education; yet, the research is ongoing and growing. The growth is so rapid that people are losing their jobs because they cannot keep up with the technology; therefore, middle class employees with families are finding themselves suddenly replaced by younger workers with computer skills and no experience, with little prospects for employment. It is ironic that the best educational environment for adult education is the e-learning format (Stewart & Waight, 2008). The Internet is being used by resources to advertise their services so that they can control the traffic flow to their offices, better serving those in need. They offer their free resources by having those who need assistance apply online, and then the service provider contacts them to set up an interview in person. No one seems to realize that the people they need to reach do not know how to access the Internet. Yet, lists of online website addresses are passed out in many outlets every day to the target population, who do not know how to access the resources. Volunteers in these distribution

outlets have shown interest in mentoring their under-resourced clients, however, if they are given an online training program to implement. Providing effective adult education is a multidimensional benefit to today's society. Someone needs to conduct a case study of what shareholders in the effort to reduce poverty are doing and design an online mentoring program that educates and empowers the under-resourced adults (Weinfield, et al, 2014).

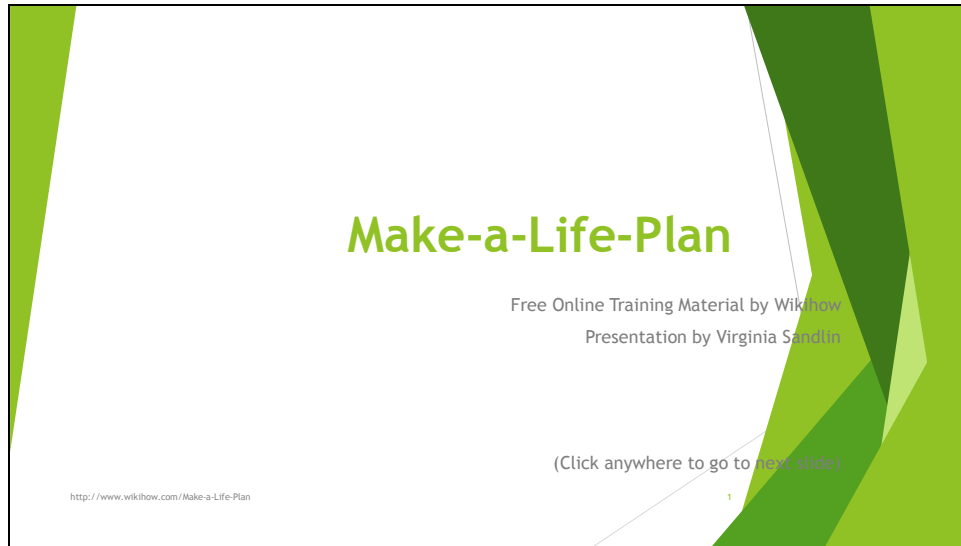
VIII. Future Research

Adult self-efficacy and adult education research as pertaining to the under-resourced population in the United States is in its infancy stage. Although resources are available to enhance the poverty-stricken population's quality of life temporarily, there are only a handful of researchers addressing how to educate under-resourced adults how to move out of their dire circumstances in a way that produces stronger self-efficacy and desired results (Weinfield, et al, 2014; Belzer, 2008; Johnson & Stephens, 2012; Mottern, 2012; Payne, et al, 2012; Payne, 2003). Unfortunately, no scholarly researcher, except Payne, was found that indicated any organized, centralized collaboration between governmental, business, and nonprofit agencies to educate under-resourced adults in finding resources available to assist them in their present circumstances or to educate them in how to gain control in their lives and move out of their current situations. With one person out of every six in the United States not knowing where their next meal is coming from (Weinfield, et al, 2014), research that reveals collaborative solutions is sorely needed.

IX. Appendix

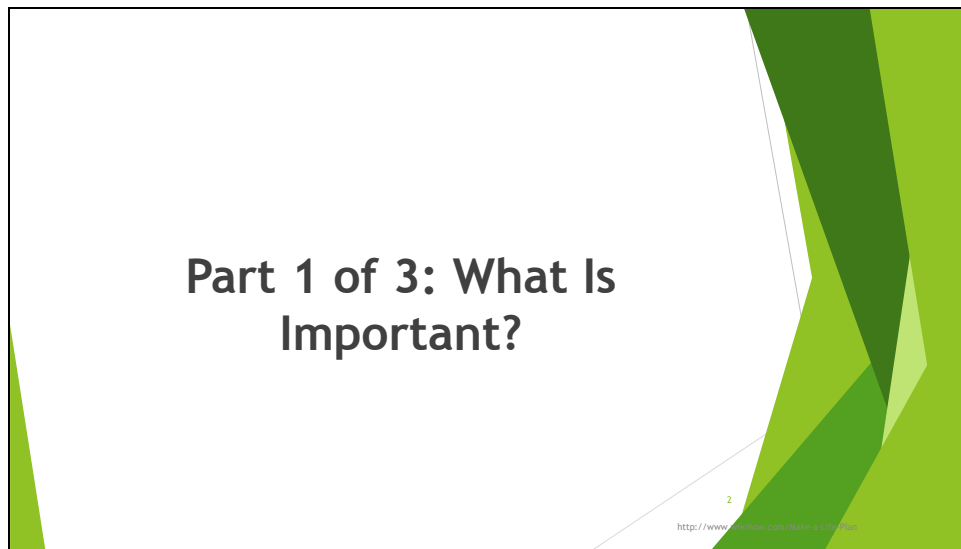
A. Notes Page Example:

Slide 1



One of the characteristics of life is that it is constantly changing. When you are feeling adrift, or simply want to figure out what your priorities are, you may want to consider writing a life plan. The beauty of a life plan is that it can give a structure to your life while also changing and growing as you do.


Slide 2



Slide 3

1. Current Roles

- ▶ Daughter
- ▶ Student
- ▶ Employee



3


<http://www.isthrow.com/Make-a-Life-Plan/>

Consider what roles you play in the present. Each day we play different roles, or give ourselves different labels through our actions. These roles can include things like 'daughter', 'painter', 'employee,' 'student', 'girlfriend', 'lover of cheese', etc. Create a list on a piece of paper. Which do you think are the most consistent roles?

Examples of other roles include (but are certainly not limited to): chef, dog lover, sister, photographer, boss, mentor, traveler, grandchild, thinker, etc.

Slide 4

2. Future Roles



- Mother
- Mentor
- Family Member

4
<http://www.wikihow.com/Make-a-Future-Plan>


Think about the roles that you want to play in your future. Some, if not all, of your roles from the present might be the same roles you want to play in your future, such as 'mother' or 'painter'. However, these roles are the nouns that you would want someone to use to describe you at the end of your life. Think about any of the roles you are playing now that are stressing you out or causing a negative impact on your life--perhaps those are roles you would like to cross off your list in the future.

To help you form your list, think about things that you hope to do. Do you want to travel to another country because you've never left your home state? If so, 'traveler' would be added to the future list.

Slide 5

3. Reasons

- ▶ Roles to Continue
- ▶ New Roles
- ▶ Citizen




5
<http://www.wikihow.com/Make-a-Life-Plan>

Consider the reasons you play, or want to play, these roles. To create a life plan, you need to decide what your priorities are at this moment in time. To do this, consider the roles that you want to continue playing, or those you want to add to your life in the future. What is the reason you want to play a certain role? Maybe you have 'mother' written on your future goals because you want to have children with your partner and give them an amazing life.

A helpful way to figure out the reasons behind your desires is to imagine your own funeral (while this is a morbid thing to do, it really does help!) Who would be in attendance? What you want people to say about you or describe you as? Perhaps the most important things you would want someone to say is that you were an amazing mother and changed the lives of thousands of animals through the organization you volunteered with.

Slide 6

4. Order of Importance



- ▶ Most Important
- ▶ Important
- ▶ When I Have Time

<http://www.wikihow.com/Make-a-Life-Plan>

6


Write down your priorities in order of importance. Once you have really considered the *why* behind the things you want to be and do in your life, make a list of them. Making a list will help you to stay organized when coming up with your plan.

For example, your list might include: am 'sister' because I always want to be there to support my brother; want to be 'writer' so I can write down my grandparents' story, etc.

Slide 7

5. Personal Needs

- Physical
- Emotional



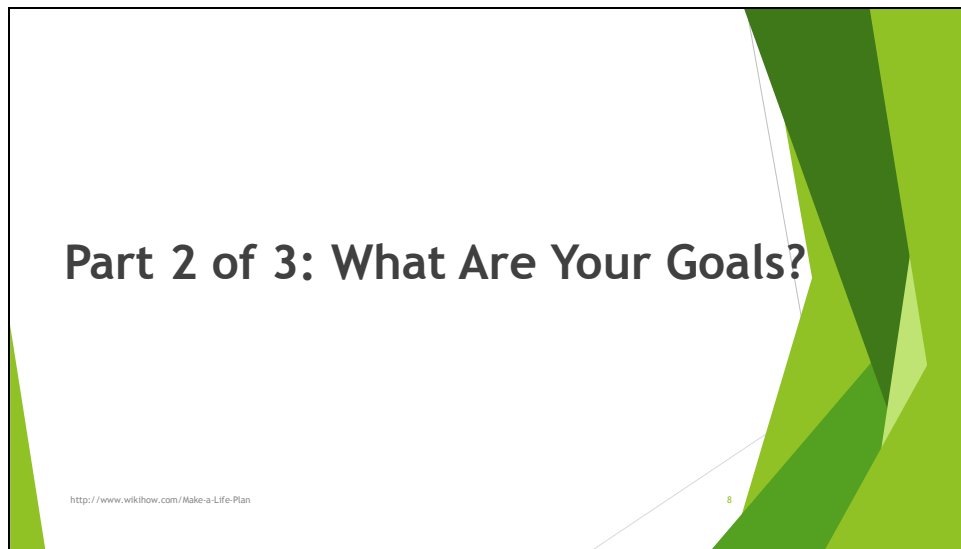
The illustration shows a woman in profile, looking thoughtful. A large thought bubble above her head contains two scenes: the top scene shows a woman in a green top holding a purple ball, and the bottom scene shows a woman in a purple top holding a purple ball. The background of the slide is white with green geometric shapes on the right side.

<http://www.wikihow.com/Make-a-Life-Plan>

7

Think about your physical and emotional needs. What will you need to be the person you want to be? If one of the roles you want to play is 'mountain climber', your physical needs might include staying fit and eating well. If one your roles is 'friend', your emotional needs might be met by surrounding yourself with loving people.^[2]

Slide 8



Slide 9

1. Lifetime Goals



- Get Married
- Financial
- Education

<http://www.wikihow.com/Make-a-Life-Plan>

Consider what goals you want to accomplish during your lifetime. Use your roles, priorities, and needs to help you solidify some things you want to achieve. Think of this list as your ‘bucket list’--what do you want to do before you die?

Remember, these are the goals you really *want* to achieve, not the goals you think others want you to have. If you need some extra help narrowing down your ideas, consider putting your goals into categories. Some example categories include:

Career/Vocation;


Social (family and friends); Finances; Health; Travel; Knowledge/Intellect; and Spirituality.

Example goals (according to the order of categories): Become a renowned architect; get married and have two kids; make enough money to comfortably send my children to college; maintain a weight of 120 pounds; visit every continent; earn my Master’s Degree in Architecture; visit Borobudur Buddhist temple.

Slide 10

2. Specific Goals

- Lose Weight
- See a Sight
- For Fun



The illustration shows a hand holding a blue pen, writing on a notepad. The notepad has a title 'Goals' and a list of three specific goals with deadlines: 'Lose 10 pounds by June of 2014.', 'Be accepted to Master's degrees programs in architecture by April 2015.', and 'Travel to Indonesia to visit the Borobudur temple in 2016.' The notepad is on a green background with a white border.

<http://www.wikihow.com/Make-a-Life-Plan>

10

Write down some specific goals with specific deadline dates to achieve each goal. Once you have outlined the vague goals that you want to have in your life, such as earn your Masters, set out some defined goals and the dates that you want to reach them by. Here are some defined goals that are less vague than the ones written in the previous step:

Lose 10 pounds by June of 2014.

Be accepted to Master's degrees programs in architecture by April 2015.

Travel to Indonesia to visit the Borobudur temple in 2016.

Slide 11

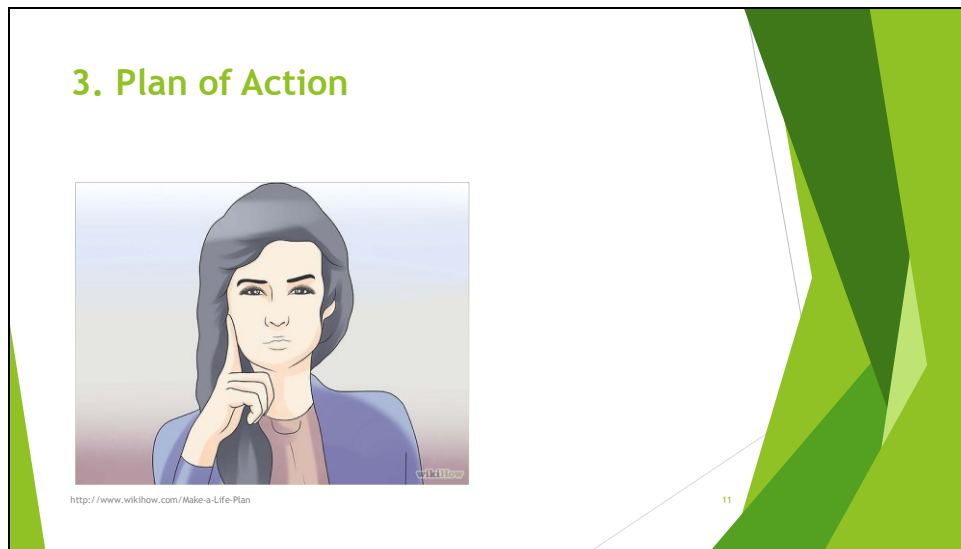
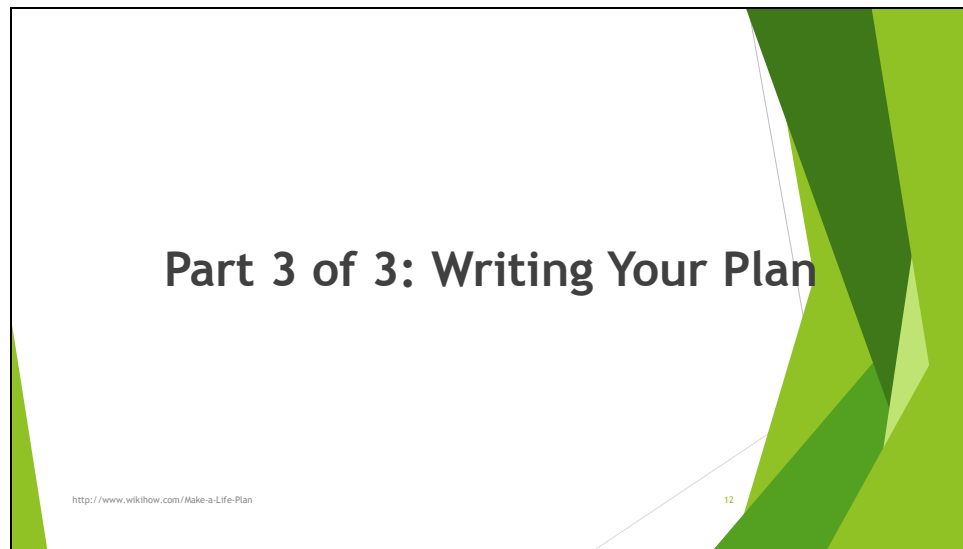


Figure out how you will accomplish your goals. This means assessing where you are right now. What steps are you going to need to do to actually reach your goal from where you stand right now. For instance, to continue with the goal of getting a Master's in Architecture:

From now until April 2015, you will need to: A. Research graduate architecture programs. B. Write any necessary documents for the program's application. C. Fill out the rest of the application and submit it to the proper authorities. D. Wait to hear back from the schools. E. Pick the program that you want to attend from the programs that accepted you. F. Enroll!

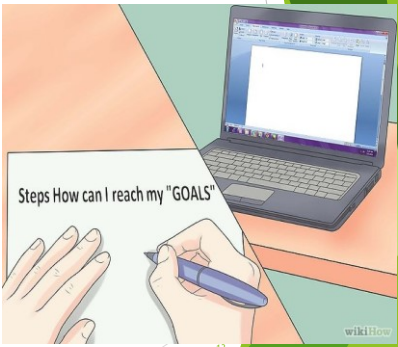
Slide 12



Slide 13

1. Write Down The Steps

- ▶ Step 1
- ▶ Step 2
- ▶ Step 3



<http://www.wikihow.com/Make-a-Life-Plan>

13

wikiHow

Write down the steps you will need to take to reach each of your goals. You can do this in any format you like--handwrite it, type it in a Word document, paint it on a large sheet, etc. Whatever format you choose to use, write the steps you will need to take to achieve each of your goals in order. Congratulations--you have just written out your life plan.

Slide 14

2. Review The Steps

- ▶ Each Year
- ▶ Every Five Years
- ▶ Not a One-time Action



<http://www.wikihow.com/Make-a-Life-Plan>

14

Review your life plan. One fact of life is that it always changes--and so do we. The goals and priorities that you had when you were 15 are probably not the same as the goals you will have when you are 25 or 45. It is important to review your life plan every so often to make sure that you are following a plan that will truly give you a happy and satisfactory life.

When you review your life plan, also assess the successes that you have achieved so far. It is good to keep track of your accomplishments.

Slide 15

3. Adjust Your Life Plan

- ▶ What Worked
- ▶ What Could I do different
- ▶ What Could I try That's New



<http://www.wikihow.com/Make-a-Life-Plan>

15

Adjust your life plan. When you do find that your priorities and the goals associated with those priorities have changed, its time to rewrite at least part of your life plan. Consider what is different, what is more important to you now, and how you will achieve this new goal. Rewrite your life plan as much as you need to.

Don't limit yourself to a certain number of goals--your life plan is a fluid thing. Add goals as they become priorities in your life and remove those that aren't as important anymore.

B. Assessment Examples



Pre-instruction Learner Self-assessment

The goal, instructional objectives, and tasks for this course are:

Course Goal: Client will use a computer as a tool for accessing available resources to maintain self-sufficiency.

Objective: Without assistance, the client will use a computer to competently fill out an online application for aid.

Tasks:

Listed in the table below are the tasks you will be able to perform by the end of this training.

Are you able to perform these tasks now with confidence on any computer?

Place an X in the box below that best describes your current skill level:

Task	Very Strong	Strong	Not Stronge	Weak	Very Weak
Turn on a computer					
Use the mouse to click on a browser icon					
Type the address of a site in the window					
Press the "Enter" button on the keyboard					
Click on the tab for "online Application"					
Follow the Instructions for the application					
Fill out the appropriate fields					
Check the application for accuracy					
Submit the online application					



Session Evaluation

Please place an X in the box that most closely states how much you agree with the following statements:

This session

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The exercises were easy to follow.					
Activities helped me achieve learning objectives.					
My mentor participated as my partner.					
I was happy with the pace of the class.					

List one or more things you liked about today's class:

Name one thing you were not clear about:

Thank you for your willingness to give feedback on today's class. Your opinion is very valuable for improving the course design and mentor participation as you progress through the course.



Post Course Evaluation

Please place an X in the box that most closely states how much you agree with the following statements:

Instructional Design

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Assignments were related to the course objectives.					
The performance assessments were applied as explained.					
This course expanded my understanding of the content.					
The practice activities for this class were helpful.					

Mentor Evaluation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The mentor gave a clear overview of the course					
The mentor provided useful feedback.					
The mentor encouraged me to learn independently.					
The practice activities for this class were helpful.					
The mentor encouraged questions and discussions.					

Thank you for your willingness to give feedback on this course. Your opinion is very valuable for improving the course design and mentor participation in future courses.



Performance Assessment

Course Goal: Client will use a computer as a tool for accessing available resources to maintain self-sufficiency.

Objective: Without assistance, the client will use a computer to competently fill out an online application for aid.

Learner: _____

Date: _____

Location: _____

Mentor: _____

Task	Yes	No		Very Weak	
Turn on a computer					
Use the mouse to click on a browser icon					
Enter URL of a site in the browser window					
Press the "Enter" button on the keyboard					
Click on the tab for "online Application"					
Follow the Instructions for the application					
Fill out the appropriate fields					
Check the application for accuracy					
Submit the online application					

Observational Evaluation:

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