

**Program Name:** Adult Education

Your name and date: Ted Brechbill July 16, 2002

**Program Evaluation Template** - This template is to be used as an evaluation tool during our program investigation. The questions are designed to assist in determining what elements of each program we want to consider for incorporation into our programs. Feel free to add additional notes as you use the template. This template is the foundation for your presentation about the program you have researched. (Version #4)

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**Program or Concept Purpose or Mission Statement:**

The idea or concept of Adult Education can manifest itself in a variety of ways. For our purpose, we can view adult education as a tool for staff to use in assisting our clients as they increase their skills and abilities. In our setting, the emphasis would be on skills and abilities that help them secure better employment and ultimately housing.

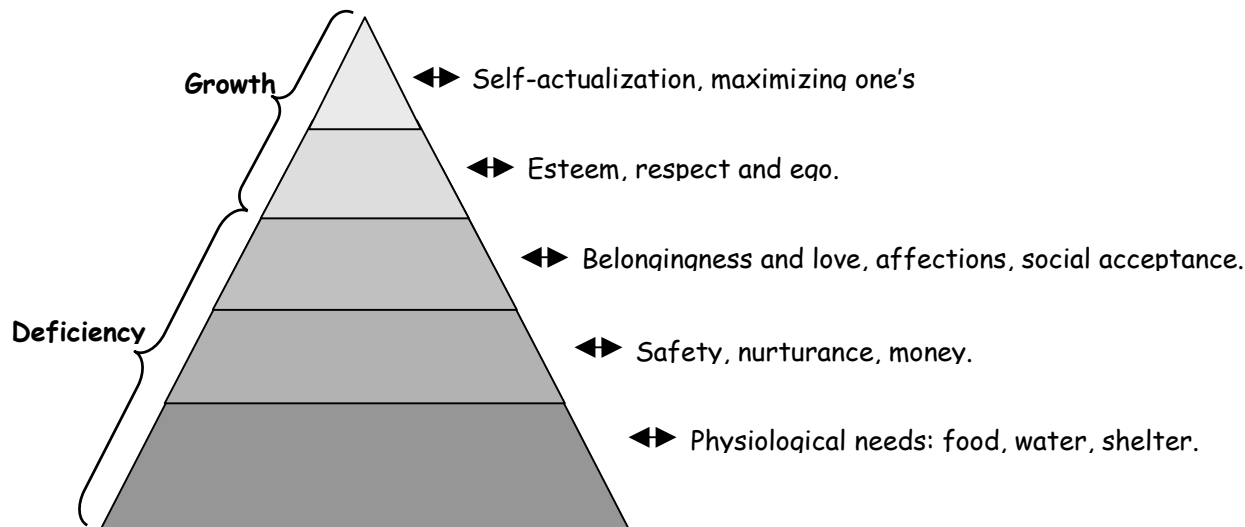
**Principles or Values:** (implicit or expressed)

The principles or values often depend on the program. With any program, we stress the development of principles and values surrounding individual work ethics. Once again, adult education is more of an idea or concept that manifests itself in a variety of ways with each program.

**Program Structure or Key Points:**

Some key points of adult education are:

- Motivation - adults have a variety of motivators. I cannot motivate an adult to learn but I can set the conditions that foster the motivation to learn. Another key factor directly related to motivation is Maslow's Hierarchy of Needs:



If the bottom levels of the triangle are not met, individuals have difficulty meeting the upper levels of esteem and self-actualization. Growth needs depend on satisfying lower needs.

- Experience - adults have a wealth of experience and want others to be aware of that experience.
- Adults have a deep need to be self-directing, controlling their own learning.
- Additional key points will be expressed throughout the paper.

**How does the program define or measure success?** (What evidence does the program provide to show success?)

Success in adult education is usually defined by completion of a program or course of instruction. For our purposes, it would be the staff using concepts of adult education when appropriate in their daily interactions with clients.

**Describe a successful participant.**

One application of a successful participant is anyone completing a program. A successful participant / employee is well versed in the principles of adult education and uses them in their day to day contact with clients when appropriate. Those principles include:

- Adult Motivation Theory
- The Nature of Instruction
- Adult Learning Styles Inventory and Theoretical Framework
- Structured Learning Experiences
- Mann's Student Types
- Questioning Techniques
- Learning Environment Management

**At what level would a participant enter the program?**

No application.

Complete the table below.

<b>Program Approach</b> (Application)	<b>Method</b> (How it's used?)	<b>Outcome</b> (What would it look at COTS?)	<b>Measurement</b> (How do we measure success?)
<b>Human Growth &amp; Transformation</b>	Adult Education principles are of primary importance in promoting human growth and transformation. They provide a stable and safe environment for the adult learner to grow.	Our staff would be well versed in adult education principles and would use them in their daily dealing. I expect our staff could add some additional concepts and ideas to the adult education realm...?	Very difficult to measure because I believe it's a culture issue. Reactionary measurements could be taken, but beyond that it may not be worth the effort to develop a system of measurement.
<b>Staff Interaction with Clients</b>	The staff would apply the principles daily. I see these principles as part of the culture we develop.	Example: Realizing the ways adults are motivated, the staff could set the optimum learning environment and use language that would enhance personal development. They would also avoid techniques that squelch motivation. Knowing how people perceive and process information could help staff in their case management discussions.	I'm not sure there is a way to measure the application of a concept unless it would be some kind of reactionary (level 1) evaluation.
<b>Client-to-Client Interaction</b>	Client to client action would be very difficult at first. Clients aren't initially in the position to use the concepts of adult education in their daily dealings. However, I also expect some do by their very nature.		

<p><b>Client Self-Help</b></p>	<p>If / when clients realize and come to understand some of the concepts of adult education, they could apply them to any situation.</p>	<p>Realizing your individual learning style and what helps you to learn allows the person to apply alternative ways of learning in any given situation. Being able to control and adapt the way you process information to your individual style is very supportive and powerful.</p>	
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**Does this promote a responsible and accountable lifestyle? How?**

Indirectly through individual application of the concepts.

**What are the client decision points in this program? (Are they clear and identifiable?)**

Staff decision points, yes. Client decision points, no. The staff/individual decides to apply some of the principles of adult education.

**What would you change to make the program or concept more useful in our setting?**

Nothing

**Additional Issues:**

- **Staffing Requirements** (Any additional staff? Any staff training requirements?)  
None
- **Aftercare**  
Supportive feedback between staff members.
- **Costs**  
Minimal

**Additional Comments** (Tell us what you really think.)

What makes you like this program or concept? What makes it appealing or motivating to the clients? How would you sell this to the clients?  
How would community support be generated for this program?

What makes you feel uneasy about this program or concept?

**Don't forget to email a copy of this completed form out to team members prior to your presentation? Please include sources for your research.**

**Below are some additional ways education and educational institutions are being used in Texas.** (All from the Texas 21 Step by Lynn Slater.)

- The El Paso Opportunity Center, operated by a community college spends \$400,000 a year serving 1800 to 2200 individuals with education, educational referral, job placement (40 per month) and other services. The community college birthed and mentored the Opportunity Center, providing extensive support and very little "hard" cash.
- Education evangelism is acceptable. In the above example, college counselors come to the Opportunity Center with special workshops for the homeless, prepared to stay and discuss whatever the homeless client would like to pursue. 30 to 40 enrollments a year result from this process.
- Create a one semester program that orients the homeless client to education, while introducing them to a specific occupational course.
- See the Texas 21 Step for additional information.