

## Assessment of Training Needs and Training Resources

# PRACTITIONER INSTRUMENT

This survey is divided into three parts.

- The Introduction (Section I) requests background information about yourself and your experience with training.
- Section II concerns the specific kinds of training that adult educators in the programs with which you are most familiar will need in order to help their students deal with challenges in the 21<sup>st</sup> Century.
- Section III focuses on the resources that are – or might be – available to meet these training needs.

Please answer all questions, with reference to the particular branch of Region IV adult education that you represent or with which you are most familiar.

Thank you for your help in carrying out this participatory assessment of needs and resources for the continuing professional training of adult educators!

**Please note that questions are not always numbered consecutively for data analysis purposes.**

### SECTION I: BACKGROUND INFORMATION

**01. What client group do you principally work with?**

- |                               |                                 |   |
|-------------------------------|---------------------------------|---|
| 1. ___ ABE/GED                | 5. ___ Adults w/ disabilities   | 9. ___ Workforce development participants |
| 2. ___ Adult high school      | 6. ___ Family literacy students | 10. ___ WAGES participants                |
| 3. ___ Correctional education | 7. ___ Migrant/seasonal workers | 11. ___ Other (specify) _____             |
| 4. ___ ESOL                   | 8. ___ Nursing home population  |   |

**02. What type of provider do you principally work for?**

- |                                       |                                  |                               |
|---------------------------------------|----------------------------------|-------------------------------|
| 1. ___ Private voluntary organization | 5. ___ School district           | 8. ___ Department of Labor    |
| 2. ___ Public agency                  | 6. ___ Technical institute       | 9. ___ Employer               |
| 3. ___ Community-based organization.  | 7. ___ Department of Corrections | 10. ___ Other (specify) _____ |
| 4. ___ Community college              |                                  |                               |

**03. What county do you principally work in? \_\_\_\_\_**

**04. What are your own functions with respect to adult education at the present time?**

- |                                |                              |
|--------------------------------|------------------------------|
| 1. ___ Teacher                 | 4. ___ Community leader      |
| 2. ___ Employer                | 5. ___ Other (specify) _____ |
| 3. ___ Adult ed. administrator |                              |

**05. How long have you served in this (or a related) capacity?**

- |                           |                            |                           |
|---------------------------|----------------------------|---------------------------|
| 1. ___ less than one year | 3. ___ three to five years | 5. ___ more than 10 years |
| 2. ___ one or two years   | 4. ___ six to ten years    |                           |

**06. What is your present age?**

- |                    |                    |                      |
|--------------------|--------------------|----------------------|
| 1. ___ 16-20 years | 3. ___ 31-40 years | 5. ___ 51-60 years   |
| 2. ___ 21-30 years | 4. ___ 41-50 years | 6. ___ over 60 years |



**SECTION II:  
PRIORITY TRAINING NEEDS OF ADULT EDUCATION PERSONNEL**

*Think a moment, please, about the most important ways in your region and the communities with which you work are currently changing. Think also about ways in which delivery modes for adult education are likely to change over the next five or ten years.*

*How will those changes affect what the students in adult education programs need to learn and how they are most likely to learn it?*

*With this picture in mind, now consider what adult education teachers and administrators will need to learn to provide these services most effectively in the decade to come. Think in particular about each type of personnel in the kinds of programs with which you are most familiar. Please indicate the most important training needs under each of the training areas specified in the left-hand column – and then assign a level of priority to each in the adjoining columns. Remember that not everything can be “top priority!” Try to weight training areas according to the relative importance they seem to you to have.*

Training Areas	Actual Needs for Teachers	Relative Importance			Actual Needs for Administrators	Relative Importance		
		top	high	med		top	high	med
Use of technology	34.				45.			
Curriculum design	35.				46.			
Training students with special needs	36.				47.			
Instructional (e.g. facilitator)	37.				48.			
Adaptations of adult education/ ad. learning	38.				49.			
Program management	39.				50.			
Program/job market research	40.				51.			
Program evaluation/ performance assessment	41.				52.			
	42.				53.			
Organizational systems (e.g. TQM)	43.				54.			
(specify)	44.				55.			

**SECTION III:  
PRESENT AND POTENTIAL RESOURCES FOR MEETING TRAINING NEEDS**

*What resources can we bring to bear on actually meeting these training needs? Some resources -- like the valuable services of ACE -- already exist. Others still need to be generated or thought up. Please briefly indicate below the most important resources that you think can be found in Region IV or with support organizations to help build a regionally-driven system of training. Four critical kinds of resources are considered: Imagination (effective and innovative models or strategies for training); HUMAN RESOURCES (training skills and experience possessed by different people); FINANCIAL RESOURCES (funding); MATERIAL RESOURCES (equipment and facilities that could be used); and POLITICAL RESOURCES (allies and alliances; policies that could be invoked).*

*Note in this regard that we very much need to "think outside of the box" -- that is, come up with some innovative new models and approaches to training in order to supplement the good but limited ones already available.*

**56. IMAGINATION (ideas, models, examples of strategies that work)**

--

**57. HUMAN RESOURCES (example: skilled facilitators)**

--

**58. FINANCIAL RESOURCES (example: private grants)**

--

**59. MATERIAL RESOURCES (example: training facilities)**

--

**60. POLITICAL RESOURCES (example: knowing your legislators)**

--

Finally, and very briefly, what are to your mind the two most important *barriers* to bringing these resources to bear on better meeting the training needs of adult education personnel in Region IV? How might the Regional Professional Development Advisory Council address them and help alleviate them?

<b>61. BARRIERS</b>	<b>62. HOW REGIONAL PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL COULD HELP SURMOUNT THEM</b>