

Adulting 101

**Giving all youth the skills to
successfully transition into adulthood**

Design Document LT7100

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I. NEEDS ASSESSMENT

Needs Statement

A local high school reached out to the instructional design team to address concerns about student readiness for adult life post-graduation. School administrators, teachers, parents, students, and community members participated in a survey where they identified courses that they would like to be implemented in the 2022-2023 school year. An overwhelming number of stakeholders saw the need for an “adulting” course that would provide students with the resources and skills to successfully transition into adulthood.

After meeting with the client, it was decided that an “Adulting 101” course would be created to address the need for life skills as identified by stakeholders. Performance problems identified in the survey include decision making, goal setting, accessing resources needed to perform daily tasks, money management, personal and professional relationships. “Adulting 101” will be a mandatory course that will cover a variety of topics over a four-year span. Students will also be provided with an opportunity to demonstrate real-world applications of course content. Course materials will be easily accessible in a blended learning format.

Purpose Statement

Upon graduation from high school, many students struggle with being on their own and are tasked with making decisions that will affect the rest of their lives. The “Adulting 101” course will help to prepare students to make smart decisions in their personal and professional lives. This course will also ensure that all students have equal access to knowledge, resources, and opportunities associated with becoming a successful young adult.

The short-term benefits of this course are that students will set goals and plan for their futures with the support of the instructor and accountability coach. Students will be provided with the opportunity to practice skills in a controlled environment without consequence. Long-term benefits of this course are increased confidence and direction as students graduate high school and pursue higher education, training, careers, etc.

Target Group

Our target group is high school students in grades 9-12, aged 14-18. “Adulting 101” will support students from various ethnicities and socioeconomic backgrounds to ensure equity and access to resources. Students may have varying levels of experience with needed life skills and support from their families.

Delivery and Implementation Strategy

This course will be delivered in a blended learning model. A blended learning model will provide students with flexibility in completing coursework and the ability to refer to past course content. Students will participate in hands-on

instructor-led lessons when appropriate (ex. cooking, vehicle maintenance, mock interviews). Instructional methods employed will be a combination of tutorials, games, simulations, and scenario-based learning tailored to the individual subjects covered. "Adulting 101" will be a credited graduation requirement and students will be assigned modules based on their grade level.

Students will report to their assigned Accountability Coaches for the year to keep them on schedule for the course to graduate. Accountability coaches are assigned per subject in the course, i.e., health, biology, etc. These decisions were made to find multiple ways of working with our learners and to plan for tools they have access to (digital devices). We will rotate instructors that will be used to offer a variety of instructional methods to fit the instruction to the broad range of topics, and to check-in with students weekly to ensure they stay on track to complete the material.

II. LEARNER AND CONTEXT ANALYSIS

Learner Analysis

For the learner analysis, data sources are primarily received from high school administrators and community stakeholder survey responses. The Stakeholder survey revealed student age range from 14 to 18, come from various ethnicities and socioeconomic backgrounds. The survey revealed that high school learners have varying degrees of aptitude and cognitive abilities. Secondary student learners are characterized by stakeholders as hyper idealistic, creative, and inquisitive. Course learners are high school students who seek to have a plan of action and understanding regarding what it takes to be an independent adult. Most students, up to the beginning of their High School career, are aided by parents or guardians that cook, clean, schedule healthcare appointments and manage their finances. Administrators and community stakeholders believe that in order to set students up for success, they require a more formal "adulting" education providing them with a more inclusive example of what success looks like in as an adult. It has been concluded that all student learners possess basic skills such as fundamental reading and math proficiencies along with sufficient cognitive abilities to successfully navigate through the online portion of the blended coursework.

Learner Characteristics	Description (Data Sources)	Implications on Design
Prior knowledge/experience	The school district's goal is to fill in student knowledge gaps to support a healthy lifestyle.	Removing a heavy weight of concern off Community stakeholders' shoulders where they feel they have missed opportunities to close the gap between what high school students believe to be adult activities and those that "are" associated with adulthood.
Motivation	School District and community stakeholders support this initiative to assist student body/generation in attaining higher likelihood of becoming a contributing member of society at a more rapid pace.	High school student learners are required to complete this training and present knowledge portfolio at the end of the four-year high school career. Blended hybrid learning in the form of: (1) weekly in person classes, instructor to serve as an Accountability Coach (2) On demand eLearning portal
Cognitive/physical abilities	High school student learners have varying degrees of aptitude and cognitive abilities.	All high school students have access to the necessary online portion of this training via personal mobile devices. Also, students will participate in live in person training in the form of weekly learning sessions along with their peers and subject matter accountability coach.

Application Context

High school student learners will apply their skills when attending synchronous weekly in class lectures led by accountability coaches regarding adulting topic corresponding to grade level. Overlapping, asynchronous eLearning training will include reference and support guides/checklists. The eLearning portal is accessible anytime, from anywhere via students personal learning device or mobile phone.

Context Characteristics	Description (Data Sources)	Implications on Design
Job and Career Preparation	Survey to stakeholders- Stakeholders identified that students currently struggle with building professional relationships, interview skills, and appropriate work behavior (maintaining professionalism, customer service, appropriate work attire)	Part of the weekly in person session: Mock interviews role-playing work-related scenarios where student can practice customer service skills. Creating career pathways that students can use to explore and as a planning guide.
Opening a bank account	Survey to stakeholders- Stakeholders identified that students struggle with money management and financial literacy.	Creating eLearning gamified scenario: (1) students practice selecting an account that will meet their specific needs (2) opening an account (3) how to access cash via ATM End of the course student can download checklist of documents needed to open account and Compare banks and account types. The instructor will collect data on the number of students who have a bank account. FAQ: Lost bank cards. How to replace it?
Scheduling a doctor's appointment	Survey to stakeholders- Stakeholders identified that students struggle with accessing adequate healthcare professionals to meet their needs.	Part of the weekly in person session: Invite healthcare professionals in to discuss how to choose a doctor. At the end of the module students can download support materials: Reference guides/checklist of items needed to schedule a doctor's appointment (ie I.D., insurance card, in-network doctor portal).

Learning Context

Student learners will display skills learned in weekly in class lectures and online learning portal by scoring an 85% or better to move on to the next module and presenting knowledge portfolios at the end of the 4-year course.

Context Characteristics	Description (Data Sources)	Implications on Design
Media used to convey information	<p>Learning will be Blended: In class lecture lessons as well as access to e-learning platform via personal mobile device.</p> <p>Blended learning experiences provides an integrated class setting where all learner types can be reached. It creates a stimulated, engaged, motivated environment with increased student retention and application. This leads to a greater rate of healthy life choices.</p>	<p>Blended learning methods offer a way to provide high quality instruction to large student groups in a fiscally reasonable way for each school. It also makes content available on mobile devices and computers at any time and any place.</p> <p>Blended learning format provides students more time to learn key concepts at their own pace (e-learning), revisit content for further clarification while learning in-person and real-world application when learners have completed each functional task gives them real world experience.</p>
Size of instructional learning	Learning Style Survey	Information will be broken up into (7) modules chunks.
Level of Learner Control	Unit tests	Student learner has flexibility in completing the online modules and may test out of units they display mastering and advance to next module with a passing score 85% or above unit tests

III. OUTCOMES ANALYSIS

Goal Description

After full completion of the 4-year coursework students will be able to successfully execute primary adult life skills covered in each module. Learners will be able to successfully register to vote, care for themselves both mentally and physically, budget finances and manage their time effectively. This framework can be used as a reference guide in the future if needed.

Students will be provided with a variety of tools and resources to assist with mastering goals of each module. Course modules will be available for students to access 24/7 using any mobile device. Learners will receive support from the instructors, accountability coaches, and industry professionals in applying skills. Information in each module will be presented in a variety of ways and provide students with ample opportunities to be hands-on and apply content to the real world. The app will have checklists and resources that learners can use for reference or as sidekicks for performance tasks. For example, if students are

going to open a bank account, they can reference the checklist to make sure they have all the necessary documents.

Goal Statement

Throughout a full high school experience, students will demonstrate cumulative knowledge and build a reflective portfolio to show the proficiency of skills as they transition into adulthood, make responsible decisions, and plan for future success. Students will need to highlight a minimum of 85% of the adulting skill-set learned in the course and present a knowledge portfolio to graduate.

- Verbal information - i.e voting, sex education
- Intellectual skill - ie. budgeting
- Motor skills - i.e changing a tire
- Attitude - i.e time management
- Cognitive strategy - i.e prioritizing tasks, setting goals

Subskills Analysis Flowchart

Overall, our program will cover many skills and situations students will find themselves in as they enter adulthood. The topics covered will include physical and mental health, sex education, safety, home life, public life, time management, personal finance, and career readiness.

The complete breakdown of our units and their subtopics is:

- Public Life
 - How to use public transportation
 - Where do my taxes go?
 - How to register to vote
 - How to get a driver's license
 - How to get car insurance
- Physical and Mental Health
 - Personal hygiene
 - How to register for insurance
 - How to get a vaccine, such as a flu shot
 - How to make a doctor's appointment
 - Where to find mental health professionals
 - Maintaining balance
- Safe Sex Education
 - Consent
 - STDs
 - Types of protection
- Safety
 - Online Safety
 - Vehicle maintenance
 - Personal safety/self defense
 - Home Safety
- Home Life
 - Cooking
 - How to mend your clothes

- Cleaning
 - Grocery Shopping
- Time Management
 - Scheduling
- Personal Finance
 - Opening an account
 - Paying taxes
 - Paying bills
 - Finance/Budgeting
 - Loans
 - Investing
 - Save for retirement
- Career
 - Interview skills
 - How to write a resume
 - Work relationships/dynamics

To illustrate our subgoals, subordinate skills, and entry skills, we created a flowchart of one of our main topics, Physical and Mental Health. We began by drawing on our own experiences and discussing steps we have had to complete to schedule a doctor's appointment and register for insurance.

From there, we examined which entry skills would be required to complete that task, such as finding providers and collecting required documents. Additionally, checklists provided to students within these mini-lessons will help students prepare for and complete these tasks. Our full analysis of subgoals, subordinate skills, and entry skills within Physical and Mental Health is illustrated in *Figure 1*.

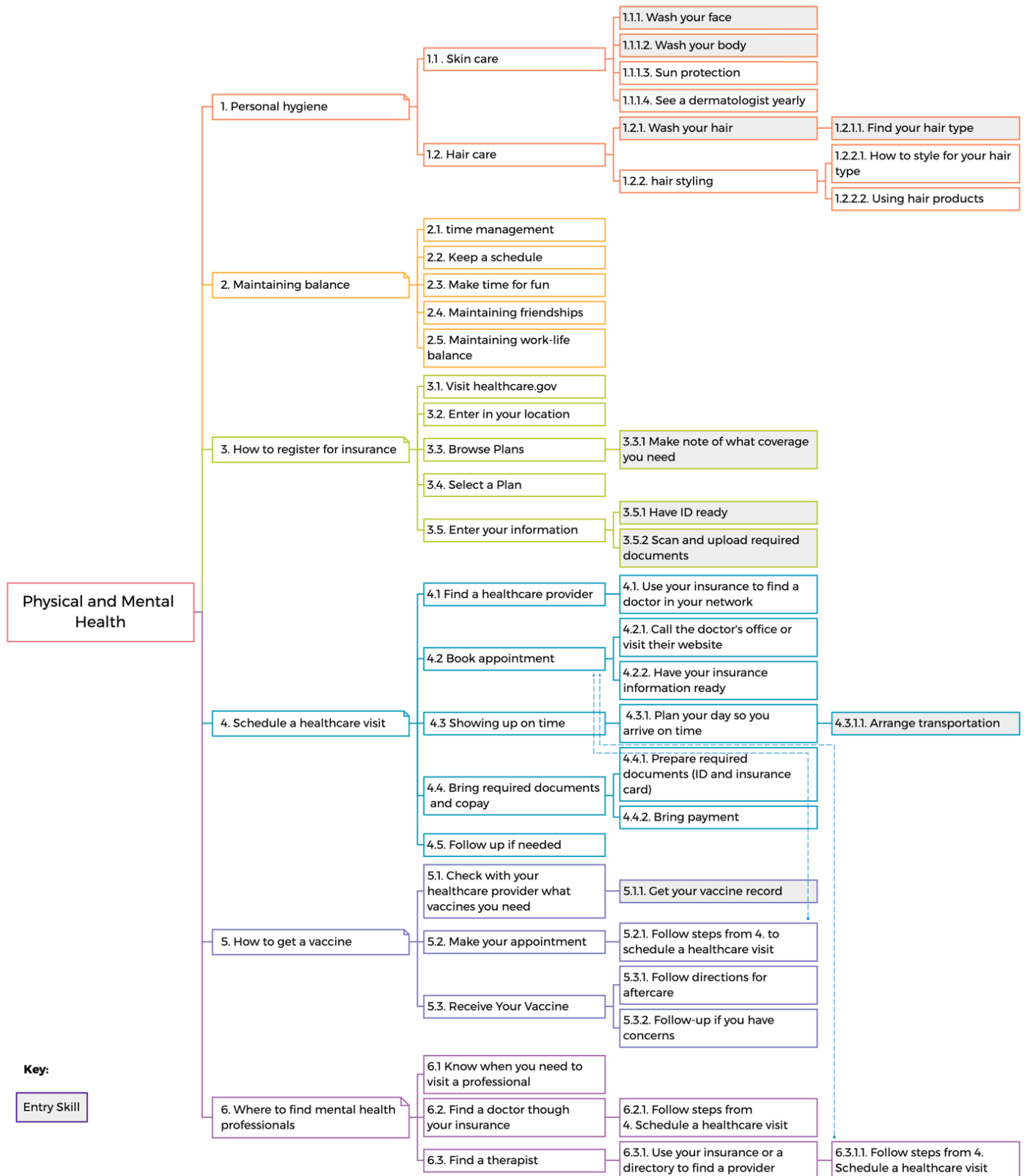


Figure 1: Analysis of subgoals, subordinate skills, and entry skills within the “Physical and Mental Health” topic.

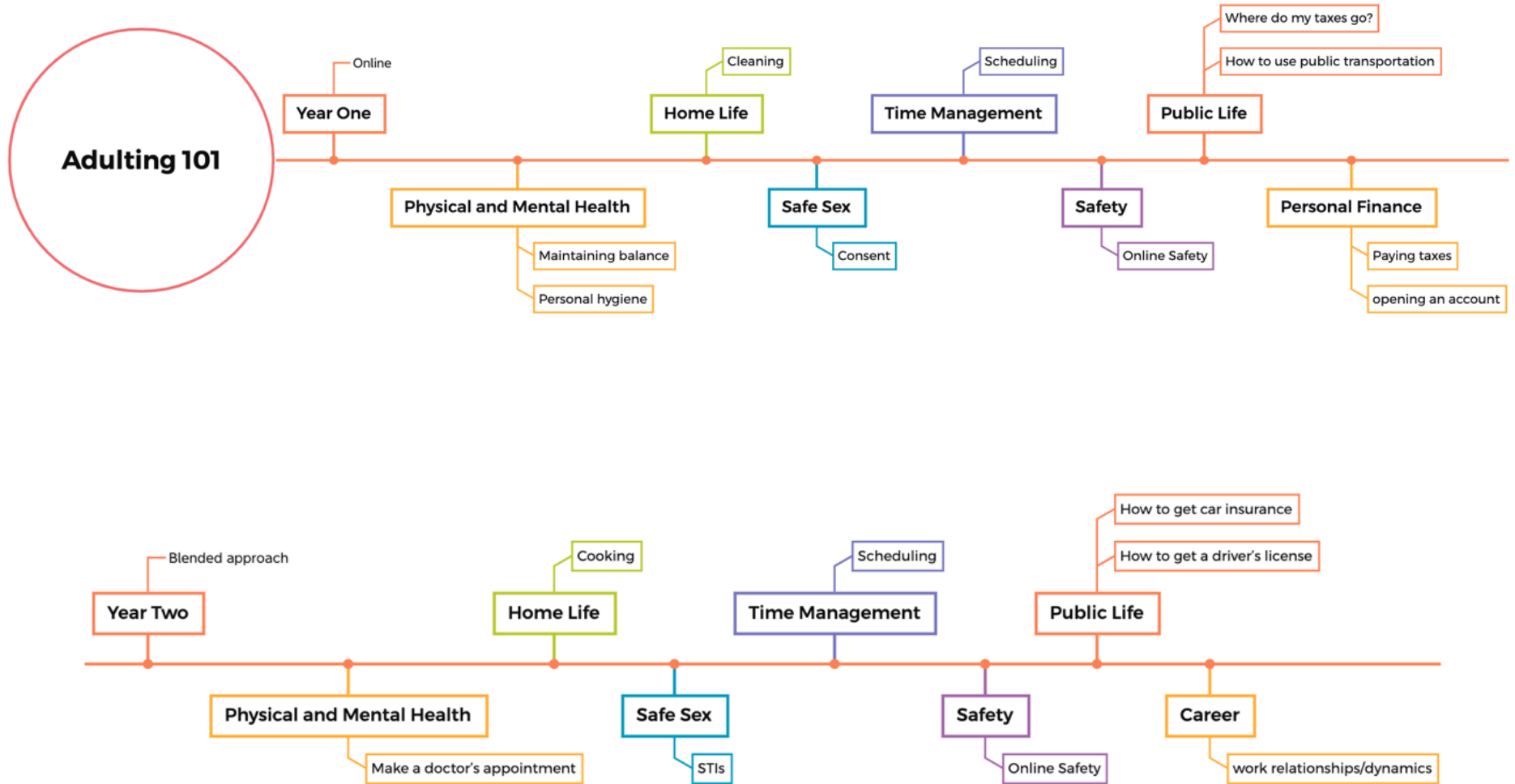
IV. PERFORMANCE OBJECTIVES AND ASSESSMENT ITEMS

Terminal Objective

Students will complete all Adult 101 coursework which includes on-demand eLearning modules as well as required in-person training and assessments. Each module will include assessments to test skills learned and will vary (in-person testing vs. online proctoring etc.) depending on the context of the materials. The purpose of teaching and training over an extended period of time is to benefit the student. Increasing the duration of this course and spreading course material out over time will increase student learning and retention. The overall goal of this course is to make more informed citizens and better prepare students to find success earlier in life so that their quality of life can grow. The expectation is that students will know how (or at least know how to find the right sources needed) to be an independent adult and to navigate the difficulties of emerging adulthood. Students will be expected to complete specific modules before the end of each year and can move forward with the other online modules during the end of that same year to get a jump start on material.

In the first year of the high school program students will begin by acclimating to the Adult 101 coursework and eLearning platform. The majority of the material in this first year will be taught using the eLearning platform which will use a mix of asynchronous learning such as reading and videos. During freshman orientation students will be given an overview of the Adult 101 course as well as how to use both desktop and mobile versions of the platform. All modules for this year will be completely online as well as the assessment testing. During freshman year students will be getting to know and meet with their Accountability Coaches. The purpose of streamlining the course to asynchronous online learning and then meeting in-person with Accountability Coaches is to establish a foundation for the course and to later scaffold the elements of blended learning.

During sophomore year students will be introduced to their first blended Adult 101 courses. Sophomore-senior years will include online and in-person learning and training. Overall allocated time for this course will be split roughly 50/50 with in-person training and learning increasing each year as difficulty and necessary training is needed. Students are expected to have done the online learning modules before attending in-person training. The in-person training will briefly review the online course to make sure students understand the material, but thereafter will be building on the module's content. This will include hands-on practice, class discussions, reviewing videos, and scenario-based learning.



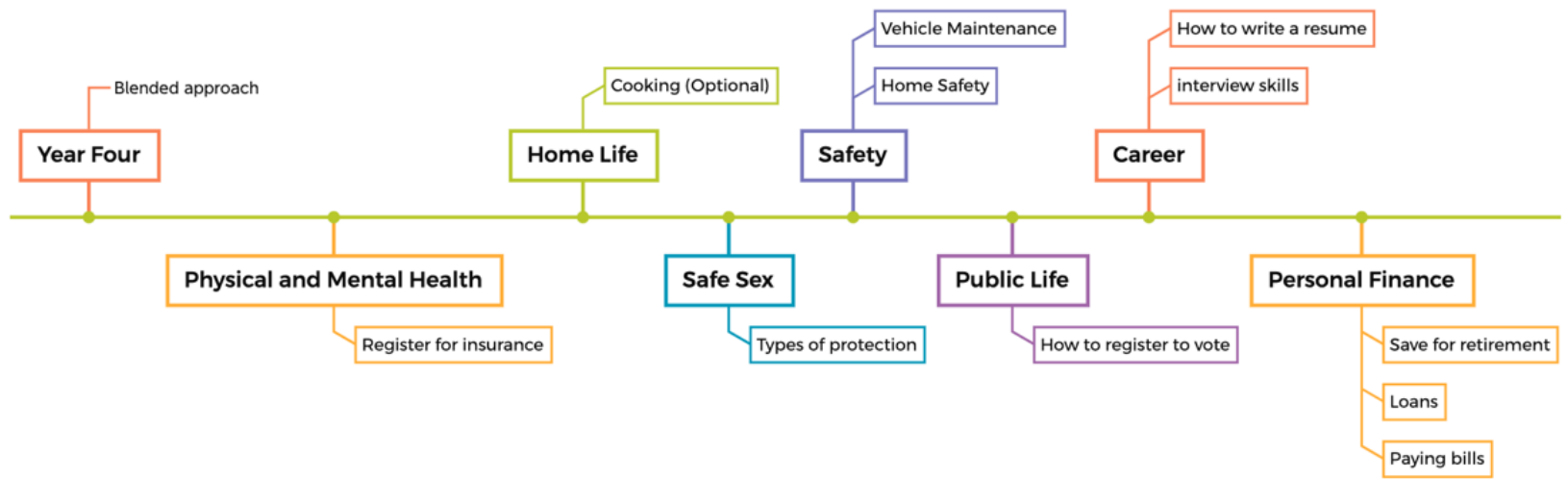
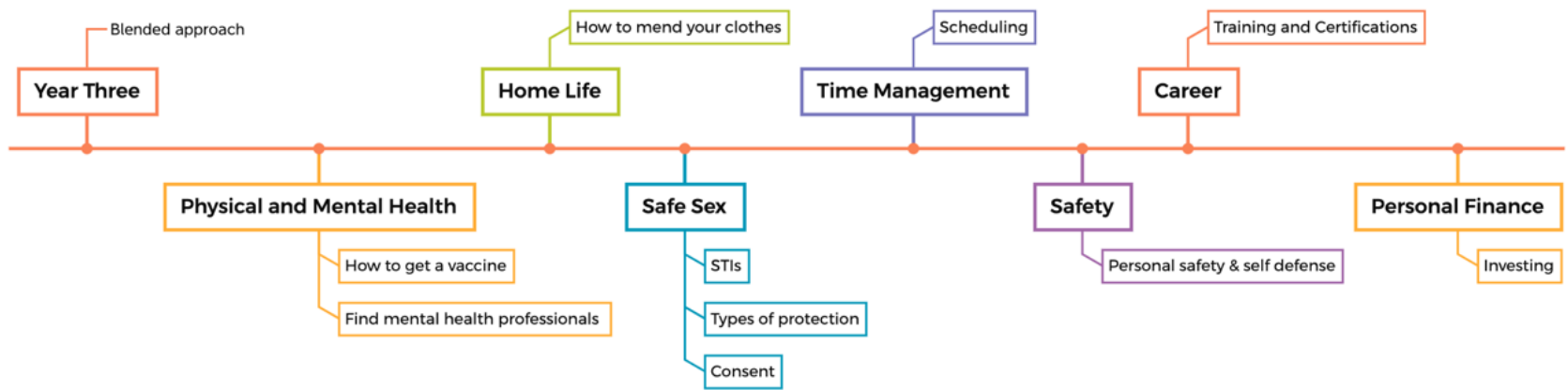


Figure 2 Visual Map of course topics covered through four years of instruction.

- Year One (Online):
 - Physical and Mental Health
 - Personal hygiene
 - Finding balance
 - Home Life
 - Cleaning
 - Safe Sex Home life
 - Consent
 - Personal Finance
 - Open an account
 - Paying taxes
 - Safety
 - Online safety
 - Public life
 - Where do taxes go
 - How do use public transportation
 - Time Management
 - Scheduling
- Year Two (blended approach):
 - Physical and Mental Health
 - How to make a doctor's appointment
 - Home-Life
 - Cooking
 - Safe Sex Education
 - STDs
 - Types of protection
 - Time Management
 - Scheduling
 - Personal Finance
 - Budgeting
 - Safety
 - Online Safety
 - Career
 - Work relationship/dynamics
 - Personal Finance
 - Public Life
 - Get a license
 - Get car insurance
- Year Three (blended approach):
 - Physical and Mental Health
 - How to get a vaccine, such as a flu shot
 - Where to find mental health professionals
 - Home-Life
 - How to mend your clothes
 - Safe Sex Education
 - Money Management

- Investing
- Safety
 - Personal safety/self defense
- Public Life
- Career
 - Training and Certifications
- Personal Finance
 - Investing
- Year Four (blended approach):
 - Physical and Mental Health
 - How to register for insurance
 - Home Life
 - Option to repeat cooking
 - Safe Sex
 - Types of protection
 - Personal Finance
 - Paying bills
 - Saving for retirement
 - Loans
 - Safety
 - Home safety
 - Vehicle maintenance
 - Public Life
 - How to register to vote
 - Career
 - How to write a resume
 - Interview skills

Enabling Objectives

Outcomes (Year 4)	Objectives (Year 4)
1.0 Register for health insurance	Using the www.healthcare.gov website, students will locate enrollment deadlines, and required documents for registration.
2.0 Prepare a meal	Given a recipe, demonstrate the ability to prepare a meal in 30 minutes or less.
2.1 Shopping for groceries	Provided with a list, shop for items necessary to prepare a meal.
3.0 Identify types of protection	Using a visual guide, students will be able to identify types of protection and explain proper usage.
4.0 Properly maintain vehicle	Given a checklist, students will demonstrate a vehicle safety check and identify potential hazards.
4.1 Maintain safety in the home	Given a checklist, students will demonstrate a home safety check and identify potential hazards.

5.0 Registering to vote	Using the https://georgia.gov/register-vote website, students will identify eligibility and requirements for voting in Georgia.
6.0 Writing a resume	Provided with a template, students will construct a resume outlining their education and work experience.
6.1 Interviewing for a job	Using prompts, students will respond to questions regarding their educational background and work experience to gain employment or admission into a program.
7.0 Saving for retirement	Using the www.dol.gov website, students will identify types of retirement savings plans.
7.1 Identifying types of loans	Students will understand the differences in student, car loan, and home loan processes.
7.2 Paying bills	Students will get basic training in the different ways to pay bills.

Objective-Activity-Assessment Alignment

Objectives (Year 4)	Activity (Year 4)	Assessment (Year 4)
1.0 Using the www.healthcare.gov website, the learner will locate enrollment deadlines, requirements, and required documents for registration.	Students will explore www.healthcare.gov , research enrollment dates, and requirements. Students will read case studies that include personal information (age, sex, preexisting conditions, etc) and determine if individuals are eligible to apply for coverage and the types of coverage needed.	Create a flowchart that outlines the steps of applying for health insurance.
2.0 Given a recipe, demonstrate the ability to prepare a meal in 30 minutes or less.	Students will research a quick meal (30 minutes or less) to prepare. Students will use social media (Tik Tok, YouTube etc.) to create a short video tutorial of how to prepare their selected meal.	Students will demonstrate the ability to follow a recipe and prepare a 30-minute meal to share with the class. *Instructor will use a rubric to assess.
2.1 Provided with a list, shop for items necessary to prepare a meal.	Students will plan meals for the week and create a grocery list. Students will demonstrate shopping for items (check expiration dates, packaging, bruising, and leaking of items)	Students will view a shopping list and write down meals that can be prepared with the listed ingredients. *Instructor will use a rubric to assess.

3.0 Using a visual guide, students will be able to identify types of protection and explain proper usage.	Discussion: What is safe sex? Why is the use of protection important? The instructor will show examples of different protection options and demonstrate proper usage.	Multiple choice assessment demonstrating knowledge of protection types and proper usage.
4.0 Given a checklist, students will demonstrate a vehicle safety check and identify potential hazards.	Students will conduct a vehicle safety check using a checklist. (Students with a will be encouraged to conduct a safety check on their own vehicle if possible) Students will learn to fix simple/common safety issues.	Instructor uses a rubric to ensure that students are following the proper procedures for a vehicle safety check.
4.1 Given a checklist, students will demonstrate a home safety check and identify potential hazards.	Students will conduct a virtual home safety check, identify potential hazards, and create a plan to make the home safer.	Students will identify home safety tools and describe their purpose/use.
5.0 Using the https://georgia.gov/register-vote website, students will identify eligibility and requirements for voting in Georgia.	Students who are eligible to vote will apply online or by mail. *Students who are ineligible will complete an online simulation of the voter registration process.	Students will write an essay describing the process and importance of voting.
6.0 Provided with a template, students will construct a resume outlining their education and work experience	Students will craft a resume that they hope to have in the future. They will list employers they would like to work for and dream (existing) positions they want to apply for in their future careers.	Assessment will be to present their resumes to the class and get peer feedback on how to improve their resumes.
6.1 Using the provided question prompts, students will respond to questions regarding their educational background and work experience to gain employment or admission into a program.	Students will practice responding to interview questions on a virtual platform.	Students will use a checklist to assess the performance of an interviewee and provide suggestions for improvement. Students will apply and interview for a job or program of their choice.
7.0 Using the www.dol.gov website, students will identify types of retirement savings plans.	Students will draw a timeline of when they expect to start saving for retirement and how much they will contribute to achieve their goal for retirement.	Students will present their retirement savings plan and discuss their goals with peers.

7.1 Students will understand the differences in student, car loan, and home loan processes.	Students will take the FASA loan courses at https://studentaid.gov to become acquainted with the student loan process and complete FASA's online assessments. Students will also discuss the differences in obtaining a car loan vs. a home loan in class.	Students will write a brief report on the types of loans that they will be applying for 5 years after high school. They will also submit hypothetical loan calculations for those loans.
7.2 Students will get basic training in the different ways to pay bills.	Online simulation will instruct students on how to pay bills online as well as how they could find information to pay through the mail or in-person.	Online module will have required questions throughout the simulation that students will need to pass before moving on to next steps.

Assessment Development

Objectives (Year 4)	Assessment Item	Scoring
1.0 Using the www.healthcare.gov website, the learner will locate enrollment deadlines, requirements, and required documents for registration.	Case study	Rubric to determine if students can correctly identify individuals' eligibility for insurance.
2.0 Given a recipe, demonstrate the ability to prepare a meal in 30 minutes or less.	Performance Observation	Rating scale with criteria for food quantity and food safety.
2.1 Provided with a list, shop for items necessary to prepare a meal.	Performance Observation	Rating scale with criteria for purchasing items in store and ability to adapt if items are not available.
3.0 Using a visual guide, students will be able to identify types of protection and explain proper usage.	Multiple Choice Assessment	Answer key to correct responses
4.0 Given a checklist, students will demonstrate a vehicle safety check and identify potential hazards.	Performance Observation	Checklist
4.1 Given a checklist, students will demonstrate a home safety check and identify potential hazards.	Performance Observation	Checklist

5.0 Using the https://georgia.gov/register-vote website, students will identify eligibility and requirements for voting in Georgia.	Essay	Rubric
6.0 Provided with a template, students will construct a resume outlining their education and work experience	Application of Skills	Rubric
6.1 Using the provided question prompts, students will respond to questions regarding their educational background and work experience to gain employment or admission into a program.	Performance Observation	Rubric
7.0 Using the www.dol.gov website, students will identify types of retirement savings plans.	Presentation	Rubric
7.1 Students will understand the differences in student, car loan, and home loan processes.	Short Answer	List of acceptable responses and key phrases
7.2 Students will get basic training in the different ways to pay bills.	Multiple Choice Assessment	Key to correct responses

Assessment Sample

4.0 Given a Vehicle Safety Inspection Checklist, students will demonstrate a vehicle safety check and identify parts of vehicle. An instructor will work with students to grade this assessment.

Lights	Pass	Fail
Low/High Beam		
Brake Lights		
Back Up Lights		
Left/Right Turn Signal		
Tail Lights		
Emergency Flashers		

Interior	Pass	Fail
Wiper Operation		
Washer Operation		
Heater/Defroster		
Seatbelts		
Rearview Mirror		
Parking Brake		
Door Locks Operable		
Horn		
Brakes		

Gauges	Pass	Fail
Fuel		
Oil Pressure		
Volt/Amps		
Temperature		

Exterior	Pass	Fail
Tire Tread $\geq 1/16''$		
Tire Air Pressure		
Windshield Condition		
Body Damage		
Loose Parts		
Mirrors		

Fluid Levels	Pass	Fail
Oil		
Coolant		
Brake		
Power Steering		
No Leaks		

Other	Pass	Fail
Belts Not Frayed/ Cracked/ Loose		
Hoses (no cracks or leak)		
Battery Connection clean and tight		
Steering		
Shock Absorbers/ Struts		

V. INSTRUCTIONAL STRATEGY

Course Overview

Module Name	Objectives assigned	Time Estimation
Module 1. Physical and Mental Health	Objective 1.0	Self-paced, estimated time 60-120 minutes (about 2 hours)
Module 2. Home Life	Objectives 2.0, 2.1	2 weeks (60 minute in-person sessions)
Module 3. Safe Sex	Objective 3.0	Self-paced, estimated time 60-120 minutes (about 2 hours)

Module 4. Safety	Objectives 4.0, 4.1	2 weeks (60 minute in-person sessions)
Module 5. Public Life	Objective 5.0	Self-paced, estimated time 120-140 minutes (about 2 and a half hours)
Module 6. Career	Objectives 6.0, 6.1	1 week (60 minute in-person sessions)
Module 7. Personal Finance	Objectives 7.0, 7.1, 7.2	3 weeks (Hybrid)

Pre-instructional Activities

The pre-instructional activities in this course are designed to help students make connections between course content and their prior knowledge. Strategies such as engaging scenarios, parking lot questions, and pre-assessments inform the instructor of the students understanding of course material.

Content Presentation

Content will be differentiated to meet the needs of all students and accommodate for various learning styles. This is a hybrid course; instruction will consist of self-paced videos and assessments and in-person sessions where students will demonstrate skills such as cooking a meal or changing a tire. In-person sessions also allow for students to meet with the instructor, ask questions, and for the instructor to clear up any misconceptions or demonstrate a skill.

Student Participation

Student participation in this course is mandatory. Upon graduation students will receive a certificate of completion and honor cord. During self-paced sessions, students will participate in discussion boards that allow for collaboration with peers and a space for students to ask questions about the content. Students will receive automatic feedback on self-paced module quizzes and assessments and instructor provided feedback during in-person sessions.

Assessment Activities

Assessment activities include case studies, performance observations, multiple choice assessments, essays, presentations, and constructed response questions. The purpose of these assessments is to monitor student progress throughout the course, provide feedback, and an opportunity for students to display their learning in a variety of ways. Most assessments are designed to be completed individually, however, this course features group projects as well.

Follow-through

Information in this course is presented in a variety of ways to facilitate long-term memory, extended learning, and transferring information. For example, in module four students will learn how to complete home and vehicle safety checks.

This module involves students watching a video about the importance of vehicle and home safety and how to conduct a safety check. Students will then apply what they have learned from the video to conduct a safety check on their own with guidance from the instructor. Students will be evaluated on their ability to perform the tasks outlined in the inspection checklist. By exposing students to the content in numerous ways and allowing them the opportunity to apply content in real world situations, we ensure that students can transfer skills appropriately and retain the information that has been taught.

Activity Map

* Activity map for module 1

Objective	Event	Activity	Resource	Time Frame
Module 1. Physical and Mental Health				
1.0 Using the www.healthcare.gov website, the learner will locate enrollment deadlines, requirements, and required documents for registration.	Gain Attention	Parking Lot Questions: Students will post any questions that they have about health insurance. Questions will be answered by other students throughout the module. Delivery Mode: Online	www.padlet.com	10 mins.
1.0	Inform Objectives	Overview of course objectives Delivery Mode: Online	Slideshow presentation	10 mins.
1.0	Connect to Prior Knowledge	Students will discuss previous experiences with health insurance and what they already know about the enrollment process. Pre-test Delivery Mode: Online	www.padlet.com Pre-test (multiple choice)	50 mins.
1.0	Present the Content	Students will complete the online learning module that covers navigating the www.healthcare.gov website and other options for obtaining health insurance. Delivery Mode: Online	Online learning platform	30-60 mins.

1.0	Provide Learning Guidance	Case studies: Students will view the profile of individuals and determine their eligibility for coverage and the best option for obtaining insurance. Delivery Mode: Online	Case Study Activity	40-65 mins.
1.0	Elicit Performance	Students will create a presentation outlining different options for healthcare and eligibility requirements. Delivery Mode: Online	Presentation tools (Canva, PowerPoint, Google Slides etc.)	60-120 mins.
1.0	Provide Feedback	Students will conduct peer evaluations of the case study activity. Delivery Mode: Online	Case Study Activity Peer Evaluation Form	30-60 mins.
1.0	Assess Performance	Post-test to check progression of skills. Delivery Mode: Online	Post-test (multiple choice)	40-60 mins.
1.0	Enhance Retention & Transfer	Create a concept map outlining concepts discussed in module 1. Delivery Mode: Online	Online concept mapping program	60-80 mins.

VI. PRODUCT PROTOTYPE

In this document we included the prototype of our app that students will use to complete the fully online portions of the class and to show content that goes with the blended learning portion of the class. Upon opening the app, students will be able to see an overview of all available topics and select which unit they would like to view. Once they select a topic, they are taken to the topic page, then to see all the units within that topic. Like the home page, within the topic page they will be able to see all units within a topic and select which they would like to view or review. Students will always have the option to review portions of the class that they have completed. Once they are on the unit page, they can view the corresponding content to that unit. If the unit has a corresponding performance aid, like a checklist, they will be able to expand that to view and use that content.

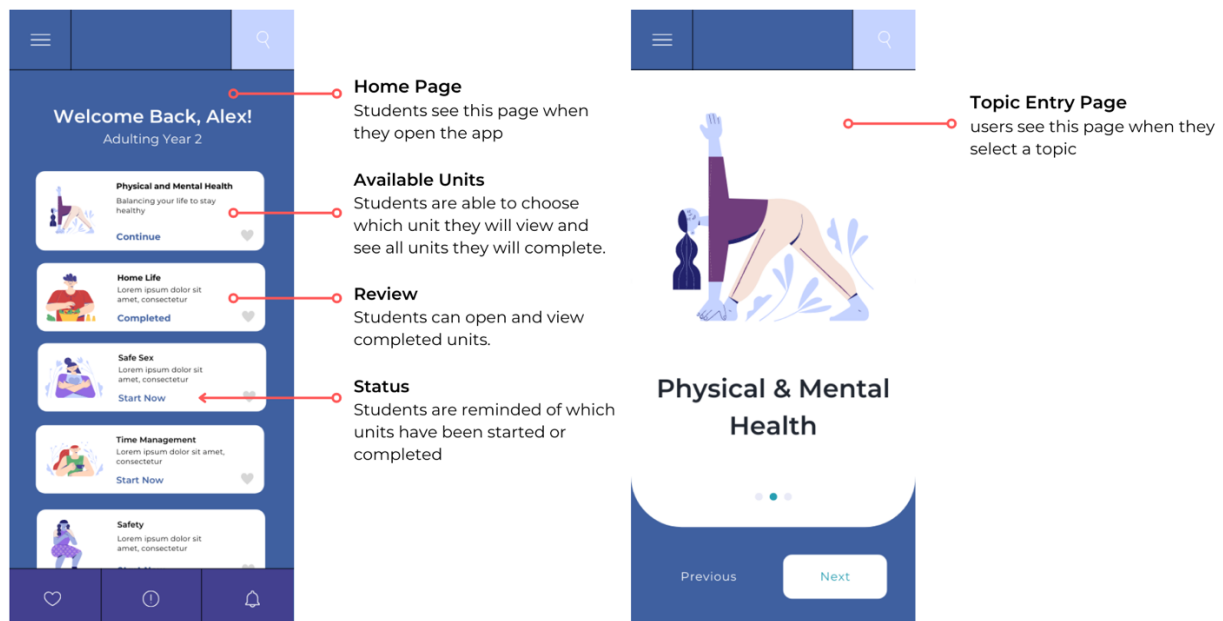
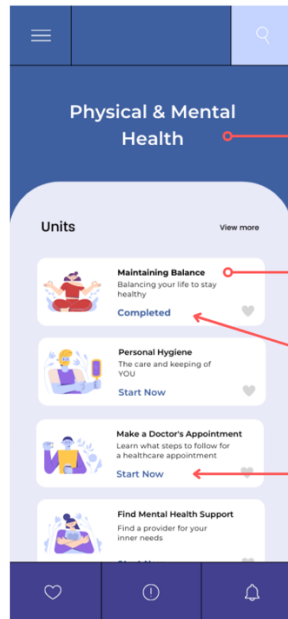


Figure 3 and 4 These figures show the home screen of the app and the topic entry page. Annotations are included.



Topic Unit Page

Students see this page after they have selected the topic to view.

Available Units

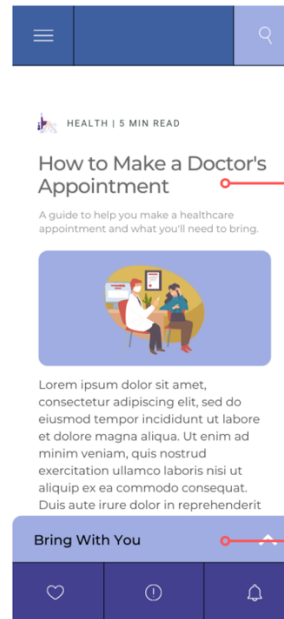
Students are able to choose which unit they will view and see all units they will complete.

Review

Students can open and view completed units.

Status

Students are reminded of which units have been started or completed.



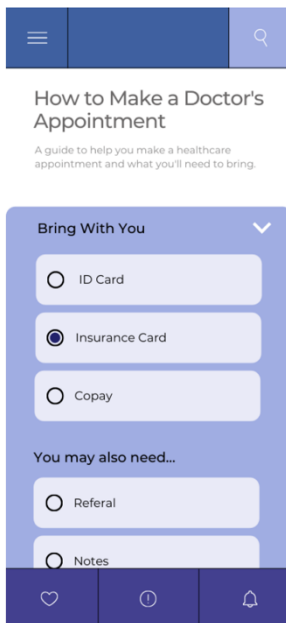
Unit Page

Students see this page to complete a unit. Selected from the topic unit page. This page contains the information presented in the unit

Accompanying Information

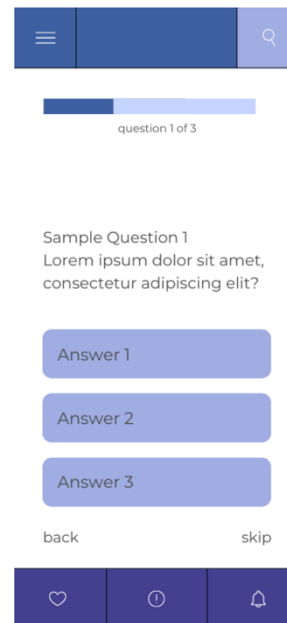
If a unit has accompanying information, like a checklist, users will see it in the unit page and be able to expand it.

Figures 5 and 6 These figures show the topic unit page and the unit lesson page. Annotations are included.



Accompanying Information Page

This is the expanded view of a unit's accompanying information. Here is a checklist users can reference to help them perform tasks.



Assessment Page

This is a sample of the assessment pages that will come at checkpoints for online assessments.

Figures 7 & 8 This figure shows the expanded view of the unit page's performance aid and online assessment page

VII. FORMATIVE AND SUMMATIVE EVALUATION

Expert Reviews

Before the pilot phase of Adulting 101 coursework development, designers are testing workflow, scripts, and tools; we also enlist the help of subject matter experts. In this case subject matter experts are the community stakeholders. The eLearning segment of the coursework is administered and reviewed by subject matter experts/stakeholders. Stakeholders serve as our experts because they have adulting experience and have mastered most if not all modules in the coursework. Subject matter experts team up with the design team and provide feedback on content, technical accuracy, and the overall quality of instruction. A checklist will be used to rank each category. Questions related to effectiveness, logical order and technical accuracy will be reviewed. Subject matter experts are tasked with ensuring the learning is valid and effective: checklist will streamline the process. Comment section at the end of checklist to provide subject matter experts with open space to communicate further on how to make coursework more effective, efficient, motivating, usable and acceptable to targeted learning audience. Adjustments are systematically applied shortly after the subject matter expert review has been completed.

A selection of 10 community stakeholders will be included in the pilot phase.

Participants must meet the following criteria:

- Minimum age requirement 30
- Identify as community stakeholder
- Has a shared stake in the program's success
- Has a strong desire to provide honest feedback

One-to-One Evaluation

Once the Expert review revisions are completed our team will begin its focus on the One-on-One Evaluation with student learners. Three student learners will be selected. Student learners will be selected based on their overall degree of knowledge: novice, average and experienced, Student learners will be instructed to evaluate eLearning portal along with additional resources included therein and communicate any challenges as they come up against them. Someone from the design team will screen record the interaction for later analysis. Learners are tasked with interacting with instructional materials as the designer encourages discussion. The designer solicits honest feedback on what the learner sees, notes any errors, and is interested in what the learner sees. The following questions are asked:

1. From a scale of 1 to 5, 1 being the lowest 5 being the highest, how effective was the training at meeting objectives outlined in course overview at transferring Adulting 101 skillset?
2. From a scale of 1 to 5, 1 being the lowest 5 being the highest, how clear were directions in the eLearning portal?
3. From a scale of 1 to 5, 1 being the lowest 5 being the highest, how well was the training organized?

4. From a scale of 1 to 5, 1 being the lowest 5 being the highest, training covered what I expected it to?
5. From a scale of 1 to 5, 1 being the lowest 5 being the highest, I found it effortless navigating through eLearning portal?
6. From a scale of 1 to 5, 1 being the lowest 5 being the highest, how effective was in person learning with accountability coach?

Small Group Evaluation

Once the One-to-One Evaluation revisions are completed our team will conduct a Small Group Evaluation. Participants in our Small Group Evaluation will include a total of 8 student learners, 2 students from each grade level 9-12. Student learners are tasked with evaluating eLearning platform for clarity of instruction and ease of learning key concepts. The Small Group Evaluation participants will be asked to provide honest feedback on the following questions:

1. Did you clearly understand the goals and objectives of the Adulting 101 coursework?
2. Describe one thing you believe the course has done well?
3. Describe one area of improvement?
4. What would you add or subtract from this blended learning experience?
5. Did you see the connection between the learning experience and your understanding of adulting concepts?
6. Did the classroom experience help you connect topics and knowledge gained in eLearning portal?
7. What are your recommendations for utilizing this program in the future?

Field Test

Shortly after the Small Group Evaluation revisions are completed our team will conduct a Field Test. A larger group of participants are required, 15-30 randomized group of learners are selected based on how motivated they are to complete course work successfully. Highly motivated student learners are asked to complete the one single content area via their personal learning device. The Small Group Evaluation can take place anywhere as the course is designed for maximum flexibility.

Summative Evaluation

There will be a module unit test at the end of each module to serve as a resource to provide specific, actionable, and immediate feedback. Unit tests provide a source for the student learners and design team to receive ongoing feedback regarding students' progress and allow designers to determine gaps in instruction, improve learning, and make necessary adjustments. Learning gaps and struggles are uncovered while the course is being implemented.

Students will complete a final summative evaluation in the form of a coursework

knowledge portfolio. The portfolio will be compiled in the app. Artifacts of the students' work completion will be available to review by the milestones they complete, such as registering to vote or obtaining a driver's license.

Within each module they complete confirmative data which will be used to indicate whether the learner has achieved the learning objectives. Instructors will also be able to indicate whether students have completed the in-person components of the program. If a learner interacts with the program by using the app and attending classes, there are certain data measures that would indicate program success. These would be identified as the following:

- number of successfully completed modules
- stakeholder perception of the learner's day to day activities
- graduation rates

To confirm program success, stakeholders will work together to share perceptions and the graduation rates will be evaluated. Additionally, students will be asked to provide their perceptions of the course to determine its success.

Student Course Evaluation

Adulting 101 Course Evaluation		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	Overall, how would you rate the course?					
2.	Rate how useful you believe this course has been in preparing you for life after high school?					
3.	This class has helped me to prepare to live on my own.					
4.	This class has helped me to prepare to manage my physical health.					
5.	This class has helped me to prepare to manage my mental health.					
6.	This class has helped me to understand how to manage my money.					
7.	This class has helped me understand how to make informed decisions with my financial life.					
8.	This class has helped me to prepare to start my career.					
9.	This class has helped me to understand the steps I will need to follow to start my career.					

10.	This class has helped me to understand how to keep myself safe online.					
11.	This class has helped me to understand how to keep myself safe at home.					
12.	This class has helped me to understand personal safety.					
13.	This class has helped me to understand consent.					
14.	This class has helped me to understand about safe sex.					
15.	This class has helped prepare me to register to vote.					
16.	This class has helped me understand taxes.					