1. Program Overview:

Self Sufficiency

Digital Literacy | **Education** | **Independence**

The In-Home Learning System is a self-sufficiency development program.

Blending mentoring, personal development, learning theories, partner collaboration and technology, individuals are guided towards the completion of their goals in a manner that results in increased employment retention, increased wages and long-term self-sufficiency. The In-Home Learning System is designed to meet the requirements of the TANF Final Rule as it relates to vocational education, job skills and education directly related to employment.

The In-Home Learning System is built around an online learning community created specifically to move participants in government programs from dependency to self-sufficiency. As an online program, one of its elements is distance learning.
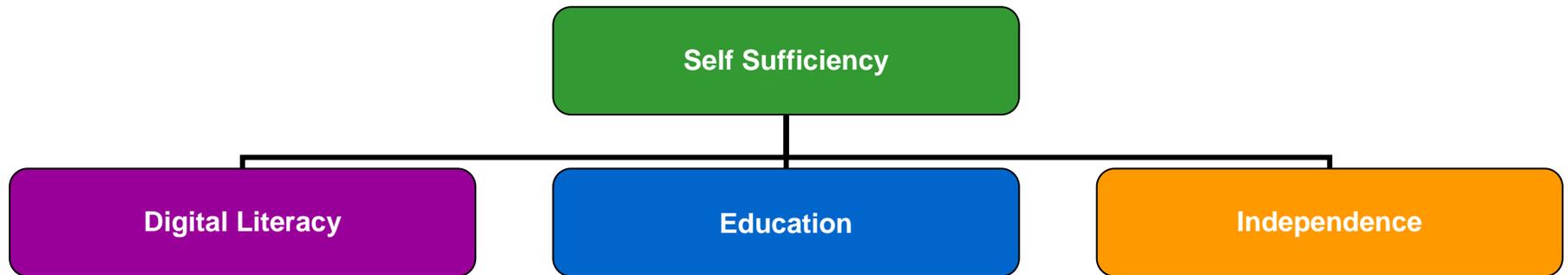
Distance learning and online communities have several distinctions. Distance learning can describe anything from correspondence courses to online MBA programs – but in general it is thought of as autonomous, self-paced and static (unchanging).

Online communities are social constructs built for individuals with common needs and interests. They are active and "in motion." As an individual utilizes the tools and information available in an online community, they are also interacting with peers, mentors, and professionals.

Business Access' In-Home Learning System blends the informational, resource and social aspects of online communities with structured goal setting/monitoring, self-constructed learning plans, successful-behavior modeling, self-efficacy and self-esteem building activities, mentoring and contextual learning. The combined efforts of the program are designed to motivate, convince, inspire and sometimes cajole participants into believing that they can and will succeed.
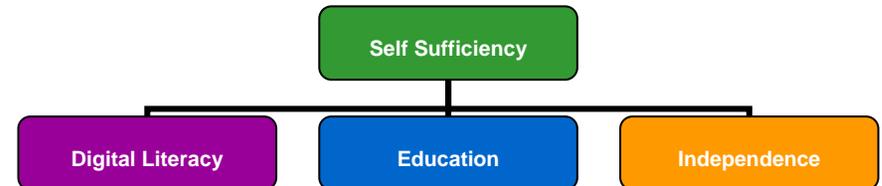
2. Learning Theory Overview:

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                    │   Self Sufficiency  │
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│ Digital Literacy│  │    Education    │  │   Independence  │
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Digital Literacy	Education	Independence
- Inclusion	- Learn to Learn	- Maturity
- Access Ability	- Skill Acquisition	- Learn to Succeed

Principle:

To keep pace you must effectively use the correct tools.

Esteem and reinforcement of being "included" in modern society

"Communities of Practice" theory of accelerating learning by providing a safe place to fail

Critical Thinking skills required for computer use

Principle:

Self-sufficiency begins with knowledge.

Self-constructed learning plans ("Constructionism" and "Active Agent" theories of learning)

"Situated Learning" with clear connections to impact on participant

Early learning victories which establish effective thinking processes which are used in more complex learning

Principle:

We have the power of choice.

Successful-behavior modeling and reinforcement.

Self-efficacy and Self-esteem building activities

Stephen Covey's "Maturity Continuum" from dependence to independence to inter-dependence

3. Program Process:

Participants and their case managers agree upon a program goal that matches the needs of the individual. That goal, along with the expected monthly participation time needed to meet the goal and the incremental steps the participant will take to reach the goal, are presented to the participant in an online learning community that serves as the central platform for the program. To access the online learning community, computers and Internet access are installed in the participant's home. Prior to receiving the computer and Internet access, participants are required to take a classroom-based orientation that includes assessments related to the primary goals of the program.

Once a participant has enrolled in the online community, they are assigned a program mentor that maintains personal contact with each participant and monitors the electronic tracking of all program activities. In the online community, participants interact with mentors, staff, government program personnel and each other. All online activities are monitored and tracked (by the second), categorized, and reported. Information from the online community is shared among the participant's mentor, case manager and other involved service providers so that progress is monitored, reinforced and cross-checked among all program partners. When the participant completes their goals they earn ownership of the computer.

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│   Participant and Case Manager agree on program goal   │
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│   Classroom-based orientation completed by participant │
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┌──────────────────────────────────────────────────────┐
│   Computer and Internet access distributed to participant │
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│       Online community serves as the central location  │
│                      for program                       │
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│ Mentor  │  │ Online Greeter │  │ Staff │  │ Case Manager │  │ Program Partners │
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