

SOUTHWEST ADULT EDUCATION PROJECT



**Dickinson Adult Learning Center
2016-17**

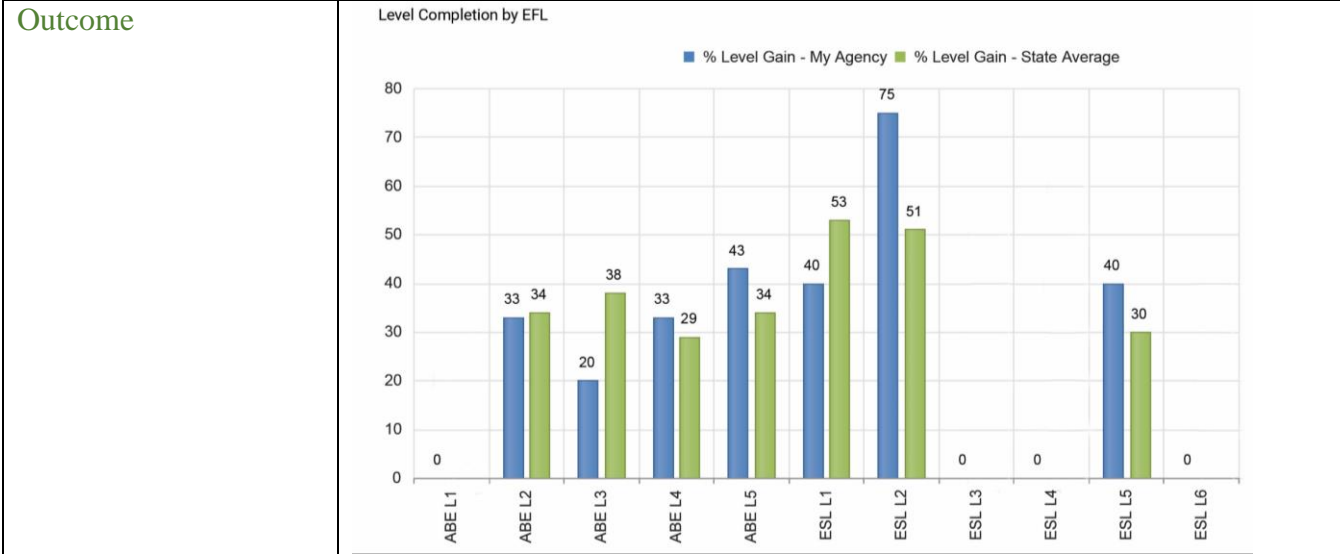
Goal: Increase student educational functioning level gains and identify activities based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practices.

Strategies & Activities

Our comprehensive data entry service, LACES, helps us to track EFLs and individual monitor individual student gains. Our goal was further met by implementing new learning methods and focusing on evaluating lessons and teaching methods.

Teacher evaluations are modeled after the Danielson Framework for Teaching and include learning-focused conversations highlighting four key domains: Planning & Preparation, Classroom Environment, Professional Responsibilities, and Instruction.

By assessing our instructors and asking them to also self-assess, we identify opportunities for growth and change.



Goal: Increase student use of digital technology for transition to college and career

Strategies & Activities

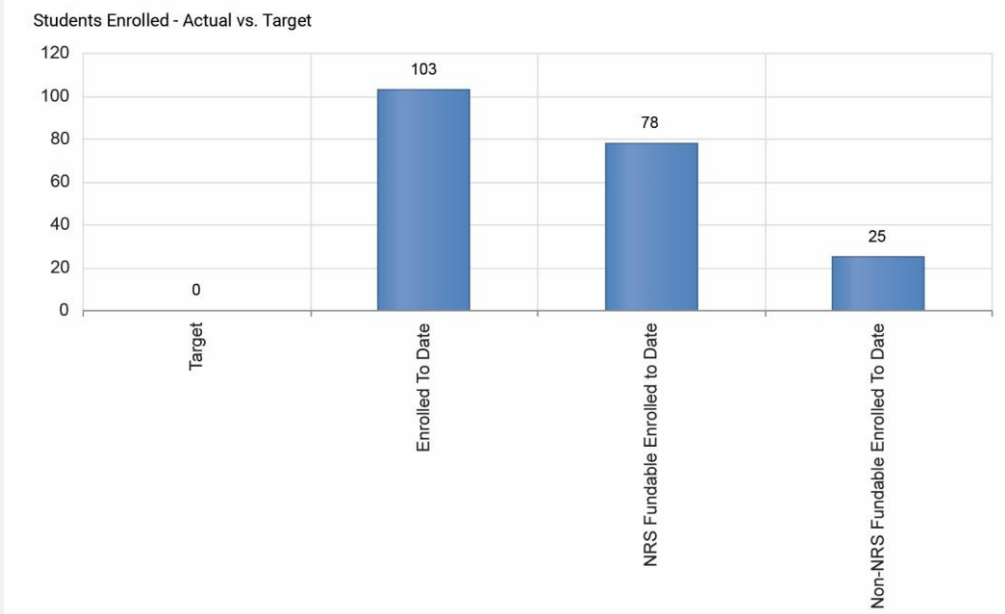
We offer a wide variety of computer and technology skills courses at the DALC. Our strategy to improve this service includes implementing a Digital Literacy Assessment to better indicate the individual’s understanding of specific technology. In addition, consistent use of iPads and computer-based learning software will help increase familiarity and understanding of digital technology.

Outcome

Through a special grant from Workforce Safety, we were able to purchase licensing software which enables individuals to earn proficiency and expert-level credentials in Microsoft and Adobe programs. Students proceeding to college or careers who earn the credentials are able to exhibit adequate understanding and skills of computer programs and other technology necessary to function in today’s professional environments.

Goal: English Language Learner acquisition and Civics Education

Strategies & Activities	US Civics Workshops are available year-round for both ELL students intending to earn their citizenship and GED students wishing to complete the new Legislative requirement. However, before an ELL student can successfully complete their Civics Education, he or she must develop an adequate understanding of the English language. Strategies and activities to help make this happen include first absorbing the language by using a combination of repetitive demonstration followed by facilitated conversation, in which the individual enters a stage of Speech Emergence. Once a student begins to show Beginning Fluency, they are ready to add the written component and can begin studying vocabulary, reading, and writing.
Outcome	Ease of transition for ELL students into the Citizenship Preparation Program was successful. 100% of GED graduates earned the required 70% or higher on their Civics test.
Goal: Serving individuals who are identified as most in need	
Strategies & Activities	A large part of our student population is comprised of students who identify as “most in need”. The best way we are able to reach that group of individuals is by maintaining a close relationship with community agencies who also serve this particular populace. For example, many of our Displaced Homemaker individuals are referred to us through the Domestic Violence & Rehabilitation Center, and Community Action and Social Services are able to introduce low-income and homeless individuals to our services.
Outcome	The DALC continues to serve those most in need and strives to make our programs and services known.
Goal: Integrate Career Pathways for all students, with attention to youth ages 16-24	
Strategies & Activities	Students who enroll and are unemployed or do not have a high school diploma or equivalent are automatically considered to be part of Career Pathways. These individuals are made aware of the job market and available college programs that correlate. Information and resources are provided to students and assistance in applying (for those ready) to colleges or trade school programs is available. Additionally, students will be given the opportunity to learn the computer and technology skills necessary to complete a college education or enter the modern workforce.
Outcome	In the 2016-17 year, approximately 38% of DALC students fall into the category of ages 16-24. With the transition to WIOA standards, the DALC has increased partnership with Job Service ND to actively assist students with navigation of the job market.
Goal: Implement a collaborative partnership with Job Service, Vocational Rehabilitation, relevant service area partners, and advisory committee members	
Strategies & Activities	The DALC currently maintains an active relationship with the above named agencies and also includes representatives from Social Services, Dakota

	Center for Independent Living, Dickinson Area Public Library, Community Action, and Stark County Social Services on our Advisory Committee.										
Outcome	This year, our focus was on outreach to more of the population in need of our services. We did see increased success in placing individuals in jobs and programs that aid in goal completion.										
Goal: Increase use of LACES data to evaluate program, staff and student performance, and student retention.											
Strategies & Activities	In addition to the required collection of student data, we gathered information that helps us track the needs of our students. For example, we wish to track which GED students have yet to complete the Civics requirement so as to ensure no one goes overlooked. The staff meets monthly to examine the LACES dashboard and together determine how we might see improvement.										
Outcome	Increased meeting of negotiated state targets and cleaner, healthier student data overall.										
Goal: Serve no less than 40 students (with minimum of 12 hours) per program year and develop outreach with community business and partners within service area.											
Strategies & Activities	The DALC did not anticipate difficulty reaching this goal, as we regularly exceed 40 NRS-fundable students per program year. We do intend to continue reaching out to local employers and agencies who can utilize our services.										
Anticipated Outcomes	<p>The below chart indicates the GED students enrolled for the year with the greater majoridy fulfilling federal requirements so as to be considered “fundable.”</p>  <table border="1"> <caption>Students Enrolled - Actual vs. Target</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>0</td> </tr> <tr> <td>Enrolled To Date</td> <td>103</td> </tr> <tr> <td>NRS Fundable Enrolled to Date</td> <td>78</td> </tr> <tr> <td>Non-NRS Fundable Enrolled To Date</td> <td>25</td> </tr> </tbody> </table>	Category	Value	Target	0	Enrolled To Date	103	NRS Fundable Enrolled to Date	78	Non-NRS Fundable Enrolled To Date	25
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Total People Served 2016-17: **255**

Total GED Graduates: **37**

Class/Service	Students
English Language Learners	46
GED Preparation	50
Computer Classes	30
Citizenship Preparation	5
Referrals from WSI & Vocational Rehabilitation	17
Test Proctoring (Online & Distance Education)	97
Resume Construction/Application Completion	10

Partnering Agencies:

- Job Service North Dakota
- Stark County Social Services
- Dickinson Public Schools
- Badlands Human Service Center
- TriO Student Support Services
- West Dakota Parent & Family Resource
- ND Division of Vocational Rehabilitation
- Dakota Center for Independent Living
- Community Action
- Domestic Violence and Rape Crisis Center

