

PART B

Adult Education Narrative

The Workforce Innovation and Opportunities Act (WIOA) offers many opportunities for adult education to assist students beyond educational attainment and transition students for college and career. Given the current absence of final regulation, the program application for 2016-2017 will be considered a second transitional year in which state and local programs prepare for implementation of the new reauthorization. The partnership between Job Service North Dakota, Vocational Rehabilitation and Adult Education are foundational to all activities; the three state level partners have submitted a unified plan and performance measures for accountability. Lastly, the emphasis on career pathways and college and career readiness is integrated into all levels of service by all three agencies; a proficient level of expertise in college and career readiness is possible when collaborative partnerships exist and resources are amply available.

Toward that end, the North Dakota Department of Public Instruction, Adult Education Unit, requires that each local program submitting an application for providing services in 2016-2017 begin to process and describe how the changes will be made at the local program level as described further in the application sections.

The term “adult education” includes services or instruction below the postsecondary level for individuals who:

- are 16 years-of-age or older;
- are not enrolled or required to be enrolled in secondary school under state law;
- lack sufficient mastery of basic educational skills to function effectively in society;
- do not have a secondary school diploma or its recognized equivalent;
- hold or have obtained a diploma or equivalent but lack basic academic skills; or
- cannot speak, read, or write the English language.

This effort takes a comprehensive approach to education for the broad purposes of providing academic instruction with career pathways and college and career readiness. The goals of this all-embracing process are to:

- increase accessibility to adult education services to the individuals most in need;
- leverage all available resources toward increasing the capacity of North Dakota’s adult education system;
- create a seamless transition to a postsecondary education and training system;
- build an educated and competitive North Dakota workforce; and
- meet and exceed learner performance goals.

Under WIOA, the 15 federal requirements for meeting performance have changed. The 11 performance measures relating to educational functioning level (EFL) gains have been consolidated into two – ABE and ELL – and will be averaged into two gain goals:

ABE Performance goal: 46%

ELL Performance goal: 47%

The remaining 4 performance measures - securing employment, retaining employment, GED attainment and post-secondary enrollment - have a two year window (program years 16/17 and 17/18) for creating state and federal baselines. Until those are negotiated, the ND performance measures remain as follows:

Enter employment: 70%

Retain employment: 70%

GED attainment: 90%

Post-secondary enrollment: 50%

Each adult learning center will be held to these targets.

* additional unified performance measures include median earnings in Q2 after exit and customer/employer satisfaction (responsibility of Labor partner – JSND)

The Adult Education program narrative must be prepared in a 12 font, double-spaced, 1 inch margin format. The proposal should be clearly and concisely written to provide the information necessary. The application narrative for Adult Education must not exceed **fifteen (15) pages** in length and thoroughly address the following components:

A) NEEDS ASSESSMENT

- Use various data sets to describe current populations, trends which impact population gain or loss, employment or education, higher education sites, major employers and type of industry available and other relevant information to “paint a picture” of your entire service area in terms of its strengths and needs.
- Convey positive and/or negative issues which affect or impact the provisions of providing adult education services.
- Demonstrate an understanding of regional demographics, labor market information, unemployment data, current and future employer needs, high school graduation rates, and postsecondary enrollment.
- Describe how the ALC intends to improve learning, increase accessibility, enhance outreach and collaboration with local and regional economic development or employment initiatives, and promote diversity in the delivery of instruction. How does the program address educational needs of those most at risk within your service area?

B) PROGRAM GOALS

- For the 2016-2017 program year, explain how the local program will implement the following goals and assess goal growth:

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 practice.	
Strategies & Activities	

Anticipated Outcomes:	
-----------------------	--

Goal: Increase student use of digital technology for transition to college and career	
Strategies & Activities	
Anticipated Outcomes	

Goal: English Language Learner acquisition and Civics Education *	
Strategies & Activities	
Anticipated Outcomes	
* there is no separate grant application for serving ELL as in previous program years; all sites who serve ELL students must apply WIOA guidelines.	

Goal: Serving individuals who are identified as most in need (displaced homemakers; low-income, individuals with disabilities, homeless individuals, youth who are in or have aged out of foster care, English language learners, individuals with low levels of literacy, TANF/SNAP recipients, single parents and long-term unemployed individuals).	
Strategies & Activities	
Anticipated Outcomes	

Goal: Integrate career pathways for all students, with attention to youth ages 16-24 (focus on college and career readiness expectations; integration of student instruction in training and employment settings – refer to Appendices)	
Strategies & Activities	
Anticipated Outcomes	

Goal: Implement a collaborative partnership with Job Service, Vocational Rehabilitation, relevant service area partners and advisory committee members	
Strategies & Activities	
Anticipated Outcomes	

Goal: Increase use of LACES data to evaluate program, staff and student performance (performance indicators) and student retention	
Strategies & Activities	

Anticipated Outcomes	
----------------------	--

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	
Anticipated Outcomes	

C) RELATED INFORMATION

- Describe how, how often, and by whom teachers are observed for evaluation and provided feedback. Provide assurance that Director and instructional staff performance evaluations are completed annually and on file.
- As provided in the Appendices, confirm that the state assessment policy is read and discussed by all staff and followed to ensure fidelity.
- Describe how program data, updates and progress are shared with related administration/management. How is program director evaluated in regards to ALC performance?

D) BUDGET

- Prepare a budget (use attached forms) which details all proposed instructional and non-instructional expenditures. Non-instructional costs should be limited to 5% of the federal allocation per year; non-instructional costs include: administrative, secretarial salaries and other administrative expenses, professional development activities, indirect costs, or any other expenses that do not directly pay for instruction and student support services. OCTAE allows flexibility in the 5% cap – contact the State Office if you wish to renegotiate this amount.

Non-allowable costs

The following expenses are *not* allowed with federal or state (with the exception of DHP) funds, except as noted:

- Alcohol, entertainment and food (except for child care snacks)
- Rent and capitol expenditures
- GED examiner, testing, and GED test fees
- Advertising and promotional
- Debts
- Graduation/commencement ceremonies
- Contributions or donations
- Fund raising, gifts or investment costs
- Lobbying

DISPLACED HOMEMAKER (DH) PROGRAM

*(Williston, Minot, Devils Lake, Grand Forks,
Fargo, Jamestown, Bismarck, Dickinson)*

There will be no requirement for a separate application for ALC sites receiving Displaced Homemaker funds, however, each of the identified DH sites are required to enter eligible students into LACES as DH for state reporting requirements and complete the required budget to receive DH funds.

The legislative assembly identified an ever-increasing number of persons in North Dakota who, having fulfilled a role as homemaker, found themselves "displaced" in their middle years through separation, divorce, death or disability of spouse, or other loss of support. It was the intention of the Legislative Assembly in enacting this mandate, to provide the necessary career counseling, job readiness training, and services for displaced homemakers. Such services will advocate independence and economic security vital to a productive life and to improve the health and welfare of this ever-growing group of citizens.

For program purposes, the term "displaced homemaker" means an individual who:

- a. Has worked in the individual's home providing unpaid services for household members;
- b. Has been or is unemployed or underemployed;
- c. Has had or will have difficulty finding employment; and
- d. (1) is widowed, divorced, separated, or abandoned; or,
(2) because of the disability of the individual's spouse, is displaced from the individual's former economically dependent role.

The State Superintendent of the Department of Public Instruction has the authority to direct funds and designates the Adult Learning Centers to:

- provide employment counseling; interpersonal skill building; job readiness, job search, and employability training; information and community referral services; and appropriate public information and community education.
- include an outreach component capable of delivering the full range of services to groups of displaced homemakers in rural communities.
- ensure that displaced homemakers receive information and referral services as necessary for preventive health care and consumer health education; money management and assistance programs; and, higher education opportunities.

SATELLITE PROGRAMS

(Unless land locked, each Adult Learning Center needs to assess their service area for opportunities to offer satellite services)

Funds can be used to expand instructional services (up to \$8000 per site) within the ALC service area to operate from September 2016 to May 2017. The satellite program narrative must be prepared in a 12 font, double-spaced, 1 inch margin format and must not exceed two (2) pages in length and address the following components:

A) NEED, LOCATION

- Describe the need behind determining the location of the satellite center (i.e., number of students from that area currently attending the ALC, potential employers or agency partners who will support ALC satellite site). Include letter of support from school district and others as appropriate.

B) BUDGET

- Include a budget to include staff, administration, supplies, and miscellaneous expenses. Budget may include staff (\$7000), ALC administration (\$750), supplies (\$500), advertising / misc. (\$250) for a total not to exceed \$8000.

Any ALC receiving funds to operate satellite programs must offer a **minimum of 8 hours/week and serve no less than 10 students per semester.**

SUMMER PROGRAMS

(Summer programs, even abbreviated, are encouraged according to need and available staff)

Funds can be used to offer instructional and testing services during each June, July and August; an abbreviated schedule is encouraged within the ALC service area. No narrative is required, but a budget must be prepared if the ALC is offering summer programs. June is billed to the 2015-2016 funding cycle and July – August are billed to the 2016-2017 funding cycle.

Any ALC receiving funds to operate summer programs must offer a **minimum of 15 hours/week and serve no less than 10 students per month.**