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| **Transcribed Input from Adult Education Staff** |
| Organizations: Genesis Center, Department of CorrectionsTeachers: 10, 6 = 16 Administrators: 2, 2 = 4 Others: 4, 5 = 9Total: 16, 13 = 29 |
| Our students’ goals are to improve English, get jobs, gain citizenship, earn a HSD, and go to college. We help build skills by offering a number of trainings and class components: CPR, ServSafe®, ESL, Alzheimer’s, customer service, respite, computer technology.  We help them participate in the economy and community through our Financial Opportunity Center (FOC), our yearly Go Green Day (recycling/money free market), events in the garden (preparation andmaintenance), and internships.   1. GED/HS equivalency
2. good time
3. literacy
4. job skills to stay out  of prison
5. post-secondary education/training
6. lifeskills, independent living
7. positive focus in prison environment,
8. look good for parole board
9. Personal empowerment.
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| Skills1.assessment 2.instruction 3.encouragment 4.role modeling 5. relevant to background/interests 6.focus on present and future 7.roadmap-future interests 8-referrals to treatment groups 9-coordinate with treatment groups 10-invidualized instruction (out-count-use ofpara) 11.collaboration with other teachers 12. positive alternative to negative choices 13. soft skills reinforcement | Economy1. Education enhances employment prospects
2. “real world lessons that relate to economy
3. Encouragement “you can get a job”
4. Math explanation as to the cost of their incarceration drug income vs. lost wages due to incarceration, stress on family
5. Civic responsibility(voting)
6. Financial literacy
 | Community1.Model social skills2.decision making instruction 3.strengthen foundation through education 4.financial literacy 5.referrals to community agencies/treatment,6.structure/account-ability/expectations 7.provide with job resources8.encourage “give back to the community”  |
| 1b. Working For StudentsAtmosphere, ongoing support services, instruction, retention, our resource center  1.group vs. individual 2.financial literacy 3.Contextualized instruction 4.Consistent attendance 5.Success! GED attainment 6.Recognition/certificates 7.Progress/academic gains 8.Positive classroom environment 9.instilling self esteem 10.notetaking/homework 11.discipline  | Not Working For StudentsLack of math and ABE class offerings, poor facilities, lack of support for mental health and other issues adults bring to the adult ed environment 1.computers 2.test results 3.scheduling conflicts 4.low pass rate when not enforcing screening 5.screening prior to testing  |
| 2. Working For PractitionersFlexibility in curriculum design, teamwork/staff, dedication, PD offerings 1.positive classroom 2.instruction  | Not Working For PractitionersComparable compensation for educators Lack of materials funding (culinary items are consumable/need to be replaced, facilities)1.diverse levels of learners 2.differentiated classroom  |
| Working For Programaccessibility for students for FOC enrollment, program consistency, workforce classes, outcomes, relationships between students/staff, highly qualified practitioners 1.good time 2.relevance 3.student success  | Not Working For ProgramAccessibility for broader spectrum adult needs, lack of funds to better support students entering employment 1.moreprinted/copy 2.interagency collaboration 3.computers, materials, supplies  |
| 3. HopesMore assistance for potential students needing childcare in order to be successful, more ABE/math, more funding 1.transition to GED 2014 2.teacher lead professional development 3.Consistency through computer training 4.training/preparation-needs 5.colloboration  | ConcernsLack of funding to provide students with the comprehensive wrap-around services adult students often need 1.computers 2.scheduling 3.inadequate screening prior to a test  |
| Next StepsComputers, materials,  transition to new test.  |