

ADULT EDUCATION: THE ROAD TO SUCCESS

2026



Adult Education: The Road to Success

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North Dakota Adult Education

Adult education —teaching and educating adults— ensures they have the knowledge and skills necessary to participate effectively as citizens, workers, parents, family members, and community members.

North Dakota has provided adult education services since 1967. Initial services began as “evening programs” in a handful of select schools and college campuses. The demand for programs grew every year and along with the continuation of the part-time evening programs, several full-time programs were also established. There are currently eight state-funded regional centers, four satellite sites in North Dakota,

and Department of Corrections and Rehabilitation sites that provide services throughout the state.

North Dakota’s Adult Education Programs support adult basic education, adult secondary education and English language acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, problem-solving, technology skills, and career preparation.

Many program participants are working to obtain the equivalent of a high school diploma by passing the (GED). Candidates for the GED are required to study for, take

and pass tests that measure high school level skills and knowledge. Passing the tests and obtaining a GED diploma is just as much a reason to celebrate as high school graduation. The opportunities for better employment and education for GED graduates are endless.

Another fast-growing sector of adult education is English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language (ESL) or English Language Learners (ELL). These courses are key in assisting immigrants and refugees with the development of their English language skills and in helping them to acclimate to the culture of the U.S.

There is great enthusiasm and pride among North Dakota adult learners. The stories featured in this booklet highlight a few of the students who have taken the road to success and achieved their goals with the help of adult education.

For further information regarding Adult Education key data points and an interactive map, visit ND Insights or our Adult Education website. Please contact the North Dakota Department of Public Instruction (NDDPI) with any questions and feedback via email to the following address: dpidashboard@nd.gov.



What We Do

Mission

NDDPI promotes and supports programs at no cost that help individuals over the age of 16 obtain basic academic and educational skills to be productive workers, family members, and citizens.

Vision

Our vision is that adult education classes provide a second opportunity for adult learners committed to improving their academic and career skills and assist adults to be contributing and successful citizens.

Goals & Objectives

Maximize services to meet adult needs in all eight North Dakota regions and five correctional sites, remove barriers prohibiting success, and prepare for post-secondary and workforce opportunities through partnerships with other agencies. Our goal is to provide services for all adults that meet our definition, with focus on tribal, rural, and New American populations in our state.

We serve adults who:

- Are at least 16 years of age;
 - Are not enrolled in high school;
 - Do not have a high school diploma;
 - Are mandated assistance by state law;
 - May lack mastery of basic educational skills;
- and/or
- Can't speak, read, or write the English language.

Services

GED Preparation and Testing

Instruction is provided in reading/writing, science, social studies, math, digital literacy skills, and English language acquisition for adults with limited English. Instruction is geared to help adults successfully pass all four parts of the GED, skill up for employment, or continue in post-secondary opportunities.

Support and Referrals

The Adult Learning Centers work closely with local agencies to ensure all adults being served receive the instruction with supports/referrals they need to minimize barriers and empower students to be successful as a whole person.

Displaced Homemaker Program

Adult Learning Centers provide services to individuals who are considered displaced through separation, divorce, death or disability of a spouse, or other loss of support therefore without any source of income; to assist individuals with independence and economic security.

English Language Services and Refugee Resettlement

Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English, with an emphasis on reading, writing, listening, and speaking.

Workplace & Career Planning

Adult Learning Centers provide support and guidance for soft skills training, goal setting, job inventories, job applications, resumes, job search, interview practice, and connection with agencies to assist with employment. ALCs assist with a handoff with post-secondary goals if desired. Some local programs provide opportunities for workforce training in a specific occupation while obtaining a GED.

Trends & Outcomes

GED Pass Rate (2025)

North Dakota ranks among the top five states in the nation for GED performance for the fifth consecutive year. The state's current GED pass rate is 84%. In 2025, 74 percent of testers were under age 24, and 54 percent were under age 19.

A **GED Passer** is a student who has successfully passed all four official GED tests and earned a high school equivalency diploma. A **Completer** is an individual who has taken all four official GED tests, regardless of whether they passed.

GED data is reported on a calendar-year basis (January through December). The GED Pass Rate is calculated by dividing the number of Passers by the number of Completers. **All Passers are Completers, but not all Completers are Passers.**

The National Pass Rate is provided for comparison and is a key metric used by the GED Testing Service to assess testing effectiveness.

Adult Education can support the state and national economy.

- Average wage earnings increase by \$9,000 for GED exam completers.
- Average wage earnings increase by \$10,000 for every 100 hours of seat time.
- For every 400,000 adults who earn a high school diploma, the economy gains \$2.5 billion back in tax revenue and reduced expenses. That's \$6,250 per person! The estimated value to our economy in reduced costs for public support programs is \$200 billion annually (coabe.org).

2025 GED Passers by Age (634 Total Graduates)

16-21	382
22-30	156
31-40	71
40+	25

2026 GED Passers as of July 8, 2026: 327

Partnerships That Strengthen Our Impact

Collaboration is key to the success of adult education in North Dakota. Through strong partnerships, we help learners overcome barriers, access career training, and move toward meaningful employment. These relationships connect students to essential support services, workforce opportunities, and post-secondary pathways—creating a more coordinated and effective system statewide.

Key partners include:

- North Dakota Job Service
- North Dakota Vocational Rehabilitation
- Workforce Development Council
- North Dakota Department of Commerce
- North Dakota Association for Lifelong Learning
- North Dakota Office of Refugee Resettlement
- Post-Secondary Institutions

A list of in-demand occupations can be found on the [North Dakota Job Service website](#).

Integrated Education & Training Development

Integrated Education and Training (IET) programs were first launched using federal ESSER funds—emergency relief funding provided to states in response to the COVID-19 pandemic—to support workforce training within adult education. Due to their success, the programs transitioned to state grant funding at \$250,000 per year for the 2023–2025 biennium.

IET offerings included Intro to CNA/CNA, Phlebotomy Technician, Commercial Driver's License (CDL), Heavy Equipment Operator, and Paraeducator–Introduction to Education, among others.

While dedicated state IET funding is no longer available, local adult education programs continue to partner with area employers and Job Service North Dakota (JSND) to align services with high-demand occupations and expand workforce opportunities for adult learners across the state.

Our Impact in Action

BLS data link higher education to lower unemployment and higher wages, and adult education programs help close workforce skill gaps by aligning instruction with employer and labor market needs.

North Dakota continues to outperform national employment trends. In 2025, its unemployment rate was 2.6% versus 4.3% nationally, third lowest in the country (ND Labor Market Information). As of May 2026, ND's not seasonally adjusted unemployment rate was 1.9% (8,225 unemployed) versus 4.1% nationally, second lowest behind South Dakota (1.8%). ND also led the nation in labor force participation, at 69.5% (Job Service North Dakota).

Adult education builds academic foundations, workplace skills, English proficiency, and high school equivalency, teaching competencies aligned with industry needs. Nationally, each cohort of 400,000 adults earning a high school diploma adds \$2.5 billion to the tax base and cuts public support costs by \$200 billion (Educate & Elevate, 2025).

BLS's Education Pays 2026 reinforces this: 2025 employment rates rose with education level, from 70.3% for high school graduates to 84.1% for bachelor's degree holders, while unemployment fell from 4.3% to 2.6% respectively, a pattern that held for workers ages 25-34 as well.

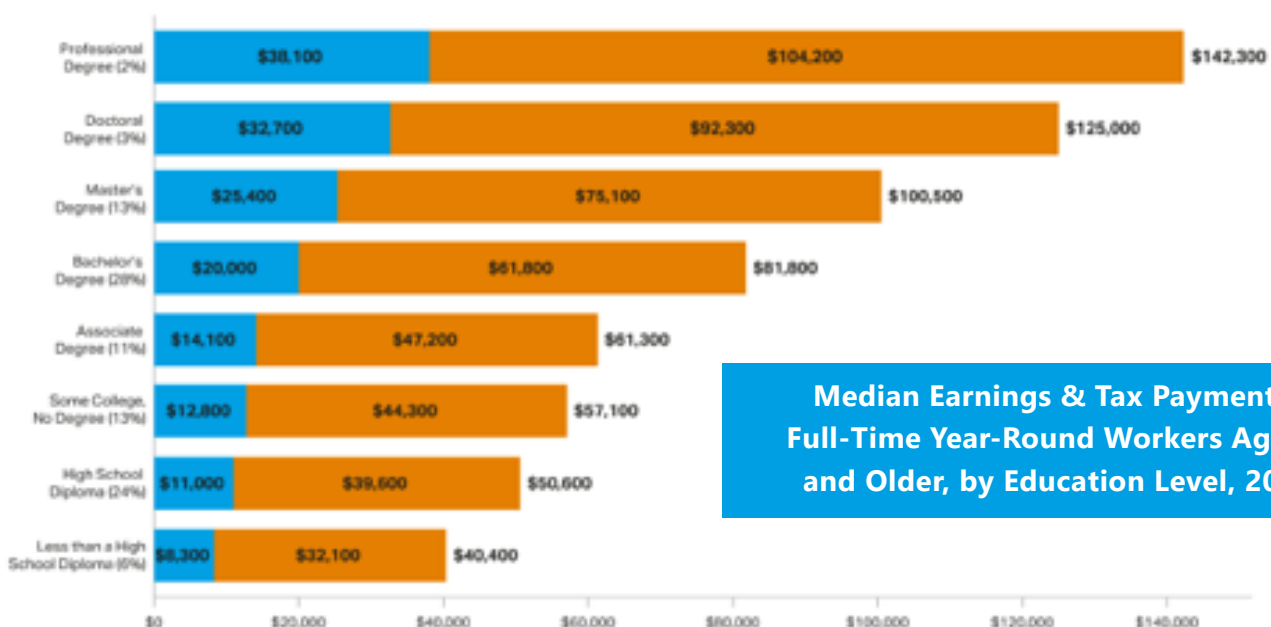
Education, Earnings, and Tax Payments

In 2024, full time workers with a bachelor's degree and no advanced education earned a median income \$31,200 (62%) higher than individuals whose highest credential was a high school diploma. Those with an associate degree working full time earned \$10,700 (21%) more than high school graduates.

Bachelor's degree holders also contributed an estimated \$9,000 (82%) more in taxes and received \$22,200 (56%) more in after tax income compared to high school graduates.

Labor force participation varied notably by education level. Among adults age 25 and older, 74% of four year college graduates had earnings and 57% were employed full time, compared with 58% of high school graduates having earnings and 42% working full time (U.S. Census Bureau, 2025, Table PINC 03).

It is important to note that differences in earnings are not solely the result of educational attainment. Other factors—such as family socioeconomic background and individual characteristics—also contribute to variations in income outcomes.



Median Earnings & Tax Payments of Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2024

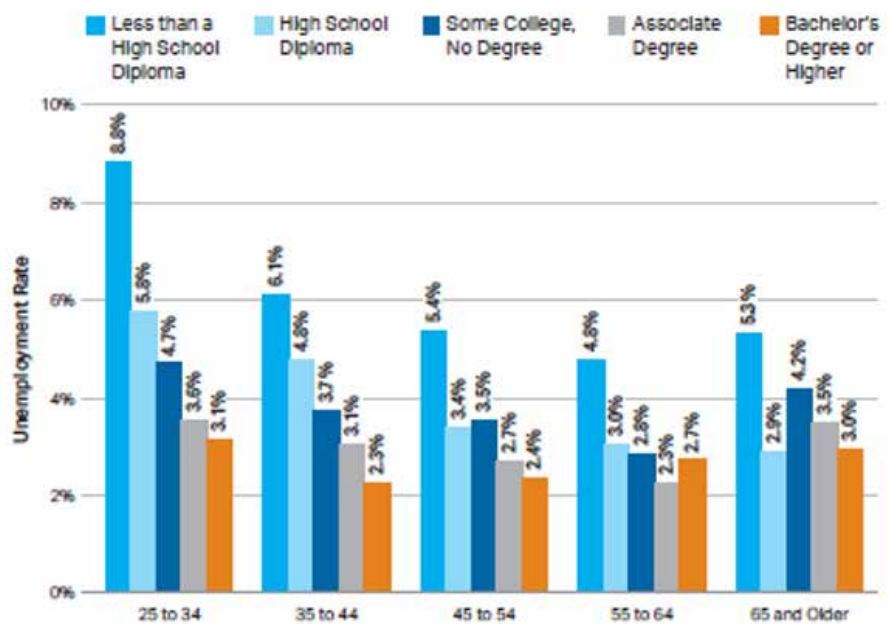
Our Impact in Action

The table on the right presents unemployment rates by age group and educational attainment for 2025. It shows that individuals without a high school diploma or high school equivalency (GED) have the highest unemployment levels, according to the U.S. Census Bureau.

The chart below uses data from the U.S. Census Bureau and IPEDS to support the Job Service ND Education Profile. It provides a statewide breakout for the years 2022 through 2024.

SOURCE: U.S. Census Bureau, Current Population Survey, January through December 2025; calucations by the authors. The 2025 data do not include October due to the government shutdown.

FIGURE 2.15B Unemployment Rates of Individuals Age 25 and Older, by Age and Education Level, 2025



EDUCATION PROFILE

EDUCATIONAL ATTAINMENT OF NORTH DAKOTA'S POPULATION [AGES 25+] MEDIAN ANNUAL EARNINGS AND EMPLOYMENT STATUS

Generally, the higher one's educational attainment, the more likely they are to be employed, working full-time hours (35 hours or more per week), and reporting higher earnings. Median annual earnings were 44.2 percent higher for those whose highest educational attainment was reported as a bachelor's degree compared to those reporting a high school diploma or equivalent. Advanced degree holders earned 77.9 percent more than those with just a high school diploma or equivalent. Those reporting less education are more likely to be unemployed, working part-time hours, or not in the labor force. For terminal bachelor's degree holders (no advanced degree), earnings were highest for those with a field of degree in computer science and mathematics. Earnings were lowest for those with a field of degree in arts, psychology, and humanities and liberal arts. Terminal bachelor's degree holders whose field of degree was social sciences were more likely to be employed less than 50 weeks a year (28.0 percent). Terminal bachelor's degree holders with a field of degree in humanities and liberal arts, healthcare and related, and education and related were more likely to be employed part-time hours. Terminal bachelor's degree holders with a field of degree in education and related were more likely to report being out of the labor force and not working or looking for work (39.0 percent).

	\$	%	%	%	%	%	%
	Median Annual Earnings	Employed 50-52 Wks/Year	Employed < 50 Wks/Year	Employed Full-time Hours	Employed Part-time Hours	Unemp Rate	Not In Labor Force
HIGHEST EDUCATIONAL ATTAINMENT							
Educational Attainment Categories	2022-24	2022-24	2022-24	2022-24	2022-24	2022-24	2022-24
Less than high school	38,700	84.5	15.5	83.6	16.4	4.5	51.2
High school diploma or equivalent	41,600	85.7	14.3	82.4	17.6	1.9	41.6
Some college, no degree	45,200	87.6	12.4	85.2	14.8	1.4	35.2
Associate's degree	52,000	89.1	10.9	86.7	13.3	2.4	25.1
Bachelor's degree	60,000	87.4	12.6	87.0	13.0	1.3	22.9
Master's degree	65,000	84.5	15.5	88.1	11.9	1.1	24.8
Doctorate or professional degree	100,000	82.5	17.5	87.0	13.0	0.4	17.8
TOTAL	51,000	86.8	13.2	85.5	14.5	1.7	32.2
At least a bachelor's degree	62,000	86.3	13.7	87.2	12.8	1.2	22.8
Advanced degrees	74,000	83.8	16.2	87.7	12.3	0.9	22.6

Voices of Success



Next Steps

Salma plans to attend college and become a nurse.

Salma's Advice

"Don't give up when it gets hard. Just keep going."

Salma

Dickinson ALC (Region 8)

Salma's journey to earning her GED is a story of determination, courage, and growth. Originally from Ghana, she came to the United States with her parents, stepping into a completely new chapter of life.

Adjusting wasn't easy. Salma faced challenges that many newcomers experience—adapting to a new environment, learning a different culture, and being far from the friends and social connections she once knew. Despite these obstacles, she stayed focused on building a better future.

At the Dickinson Adult Learning Center, Salma found support and encouragement. She shared that the teachers made a big difference in her success, describing them as "very cool" and patient. Their willingness to help and truly support students gave her the confidence to keep going, even when things felt difficult.

Salma decided to pursue her GED because she wants to attend college and continue her education. Reaching that goal took hard work and persistence. When she finally passed all of her tests, she felt incredibly excited and proud—especially knowing how challenging the journey had been.

Salma's story is a reminder that even when faced with big changes and challenges, staying committed to your goals can open the door to new opportunities.

Arin

Valley City ALC (Region 6)

Arin completed his GED in June of 2026. He started his journey pursuing North Dakota Option 2, completing Science and Social Studies, then later entered the GED program to complete the high school equivalency through the adult learning center—switching from option 2.

He had many ups and downs to the program, struggling with mental health issues, but he did try to keep in contact when he was able. Through encouragement, he was able to complete his GED.

Arin struggled in school between managing friendships, staying on track in his classes, and coping with

bullying. After being diagnosed with a rare and aggressive form of cancer in the middle of his high school career, he was facing an amputation and countless treatments and surgeries that kept him from attending school. When traditional high school could no longer accommodate him, he switched to the GED program. Classes were flexible to his busy schedule, and his instructor was understanding and accommodating to his condition.

The Valley City ALC instructor asked him how he planned to celebrate his victory after he received his last score. Arin mentioned he would celebrate with a special family meal; chicken and dumplings!



Next Steps

Arin plans to attend Minnesota State University Moorhead.

Arin's Advice

"Choosing to get my GED was the best decision I have ever made. I wish just wish I would have started the process earlier."

Maddy

Williston ALC (Region 1)



Maddy's Advice

"Keep going & don't give up."

Maddy's journey to earning her GED is one of resilience, growth, and finding the confidence to try again. Growing up, she was surrounded by challenges including addiction, financial struggles, and mental health issues within her environment. While these weren't her own struggles, they had a lasting impact on her life and made it difficult to stay engaged in school.

Over time, Maddy began to fall behind; skipping classes, missing assignments, and eventually leaving school at just 17 years old. She moved forward with life, getting married, moving to North Dakota, and starting a job as a daycare teacher, where she discovered her love for working with children and families.

Even so, not graduating alongside her peers stayed with her. After two years, she found the motivation to try again, encouraged by a close friend who inspired

her to pursue more for herself.

When Maddy enrolled at the Adult Learning Center, she committed to the process. With the support of her instructor, Lauren, and the encouragement of ALC staff, she began to believe in herself in a way she hadn't before. Through hard work and determination, she successfully passed all her GED tests, an accomplishment she is incredibly proud of and one that no one can take away from her.

Next Steps

Maddy is already attending Williston State College and is registered in the pre-nursing program, pursuing her dream of becoming a pediatric nurse.

Farnaz

Grand Forks ALC (Region 4)



I am a woman from Iran who moved to the United States two years ago. In my home country, I was a confident, accomplished, and highly active professional. I chose to immigrate so that my husband could pursue his

education and our daughter could grow up in a safe, peaceful, and tranquil environment. At first, I felt content being with my small family. However, I soon realized that I had no meaningful role or daily purpose. Every day, they left fulfilled, while I remained at home. After a short time, I began to feel as though I was losing my voice. I struggled to communicate, to connect with others, and to express myself. I was unable to find a job or continue my studies, and gradually, I started to feel ineffective and disconnected from who I used to be.

In Iran, I worked as a sales manager in a major advertising company. At the same time, I owned a beauty salon and taught at a university. I was constantly engaged--meeting professionals, managing my business, and teaching my classes. But here, my world has been reduced to

the walls of my home. I am no longer leading teams or shaping my career; instead, I am confined to routine, and this shift has been deeply challenging for me. Still, I refuse to give up. I am not stagnant--I am like a river. I believe in movement, growth, and renewal. I will find my path again, reclaim my strength and rebuild myself into the successful person I once was.

Next Steps

Farnaz is in the second semester of her master's program and is taking English classes at the ALC.

Farnaz's Advice

"We are not still water – we are always moving. There is always a solution for every problem, and there is always a path to progress, success, and hope for the future. We just need to stay strong and keep looking for it."

Lexia

Jamestown ALC (Region 6)



Lexia came to the Jamestown Adult Learning Center (JALC) with the goal of furthering her education and creating better opportunities for her family. While working toward her GED, Lexia also completed her Certified Nursing Assistant (CNA) certification, demonstrating her dedication and commitment to reaching her goals.

With plans to work with children or adults with disabilities, Lexia is using her education and training to pursue a career where she can make a difference in the lives of others.

As a mother of three children, and expecting her fourth, Lexia faced many challenges while attending classes. There were times when she was unable to attend because of childcare closures or when one of her children was sick. Despite those

obstacles, she continued moving forward.

Lexia admitted she was hesitant about returning to school but is grateful she made the decision to continue her education. After earning her GED, she shared that she has a tremendous sense of accomplishment and encourages others who are considering the same journey to "Just do it!"

Next Steps

Lexia plans to work with children or adults with disabilities.

Lexia's Advice

"Just do it!"

Tiela

Heart River Correctional Center



Tiela got here by being a drug addict who had no conscience. She shares that she harmed other people by selling them the same thing she polluted her own body with, meth. It ruined her life for so many years. It wasn't until she went to jail for the last time that she finally began to strive for something more.

Tiela decided that when she got to prison, she was going to succeed in the things she wouldn't do out on the streets. She started GED classes at DWCRC in October of 2025. Then, she moved to HRCC, where she continued working on her GED with Mr. Tesky.

While studying to earn her diploma, she entered classes such as CPR, grief group, cognitive process therapy, Women's Way, DBT, flaggers, ServSafe, and her personal favorite — peer support. Tiela always knew she wanted to help people; she just didn't know how. She also led an AA group while she was incarcerated at HRCC.

After pushing through each subject, Tiela was awarded her diploma on June 25, 2026. This is one of her greatest accomplishments to date. She wanted her diploma more than anything while being at HRCC, and she pushed herself to study and study some more, even when she didn't want to.

Tiela learned while being incarcerated that she can be and do anything she sets her mind to do. "If you want something desperately enough, it is always obtainable. I never thought I would admit this, but I am truly grateful for my time here at HRCC."

Next Steps

Tiela plans to go to college and obtain my dream job which is substance abuse counselor. Until that day, her goal is peer support!

Tiela's Advice

"Everyone has dreams and if you work hard enough, have confidence in yourself, and learn how to believe in yourself, those dreams can be attainable."

Aissata

Bismarck ALC (Region 7)



Aissata's Advice

"Remember that with hard work, determination, and the support of those around you, anything is possible. Believe in yourself, even when it feels like no one else does. Your journey may be different, but the rewards are immeasurable."

I'm Aissata and I'm 19 years old from Mauritania (Northwest Africa). I landed in North Dakota on September 1st, 2024.

I remember my first day at ALC, October 7th, 2024. I started as an EL student because I didn't speak English (my first language is French), and my level was very low. Within six months, I went from the lowest level to almost the highest, thanks to my teachers: Ms. Daniella, Ms. Lisa, Ms. Jody, and Mrs. Ashley Coles. I'm so grateful for their kindness and belief in me.

My first day in GED class was April 8th, 2025, and I graduated November 12th, 2025. The path was tough and long, but amazing. I still can't believe I achieved that goal.

There were moments of doubt, fear, and tears, and I failed sometimes.

But I didn't give up. As the adage says, "The greater the struggle, the more beautiful the victory." It doesn't matter how many times you fail; what matters is that you keep going. I don't know what your situation is, but I know this: if you believe in yourself, you can do it.

Every challenge, every late night studying, every frustration with grammar, shaped me into who I am today. I'm grateful to everyone who helped me, especially my mum, and Mrs. Cindy Heaney, thank you for your support and advice.

Graduating was not just an end, but a beginning. It opened doors I never knew existed and gave me the confidence to pursue dreams I once thought were impossible.

Next Steps

Aissata plans to attend college.

Five English Learning students from El Salvador, Colombia, Nicaragua, and Venezuela successfully completed the Integrated Education and Training CNA program offered by Minot Adult Learning Center (MALC) this spring. All five students are enrolled in the Level 4 English class and came to MALC with a shared goal: to improve their English skills and better communicate with schools, healthcare providers, and their community.

For many of the students, the CNA program became more than a class. It was an opportunity to build a better career, strengthen their English even further, help others, and continue growing personally and professionally. Because the coursework, testing, and notes were all completed in English, the

program challenged them to build confidence in both healthcare skills and communication.

Along the way, the students also built something unexpected—a strong community of friendship and support. One student had only been living in Minot for seven months when the program began. Together, the group met weekly to practice the skills required for the CNA exam, encouraging one another and offering feedback along the way. They became each other's biggest cheerleaders, celebrating every success together.

"This is more than a CNA license," one student shared. "It is a friendship and a support system."

The hard work paid off. All five students passed their CNA exams and took another important step toward their futures.

Ana, Andrea, Blanqui, Blanca, Karla



Minot ALC (Region 2)

Next Steps

Each student plans to use their CNA license in a different way. One hopes to earn a pay increase at her current job while pursuing a career as a phlebotomist. Another plans to use her CNA position to explore opportunities in the medical field, while others plan to continue their education or begin working as CNAs in the community.

Shelby

Minot ALC (Region 2)



Next Steps

Shelby is currently working as a CNA. This fall, she plans to begin pursuing a two-year nursing degree, with her sights set on becoming a Nurse Practitioner.

Shelby's story starts as many other GED students' stories do: working at a young age and dropping out of high school at 16, focused only on paying her bills.

After a string of dead-end jobs and lying about her education on applications, Shelby knew it was time for a change. In 2019, she began studying for the GED at Minot Adult Learning Center (MALC) and passed her first test that year. Family challenges pulled her away, but she kept studying independently.

In the years that followed, Shelby built a life she was proud of—becoming a mother and finding meaningful work in home health care. With encouragement from her boss, she returned to MALC in January 2026, this time motivated to be a role model for her daughter and prove to herself she could finish.

Watching her sister earn a GED reminded her it was possible.

While working full-time and raising her family, Shelby also enrolled in MALC's CNA program. "Something is always going to happen," she said—and it did. She drove an hour each way to class, dealt with car trouble, and ran on little sleep, but kept showing up. In March, she passed her final GED test; a month later, her CNA exams.

"I could not have done it without the help and support of my family," Shelby said. It took a village—but also her own courage and persistence. No longer embarrassed about her education, she can now proudly say, "I did that."

Shelby's Advice

"Show up for yourself—it's not as scary as you think."

Hallie

Devils Lake ALC (Region 3)

Hallie's educational journey is a powerful example of resilience and personal transformation. After leaving school during her freshman year, traditional education had never felt like a place where she belonged. Yet in January 2025, she made a life-changing decision and enrolled in the Adult Learning Center with a clear goal: to earn her GED and build a better future.

From the start, Hallie showed both determination and capability, passing her reading exam on the first attempt. Math proved more difficult, but she built the skills needed to earn her GED in early 2026.

Behind these milestones lies a deeper story of perseverance. School had been painful for Hallie—she often felt judged at school and felt out of place.

Those experiences left her isolated and lacking confidence, doubting both her abilities and her place in a classroom. Returning to her education meant confronting that emotional weight as much as the academic challenge. Her journey became an act of reclaiming her confidence and rewriting her narrative.

Since earning her GED, Hallie has built a stable, fulfilling life. She holds a full-time job that gives her both financial independence and purpose, earned her driver's license, and bought her own car. Most importantly, she's prioritized her personal growth—with improved mental health and a renewed sense of self-worth, replacing the confidence she once lacked with a strong belief in herself and her future.



Next Steps

Looking ahead, Hallie hopes to become a cosmetologist, a goal that reflects her personality and passions.

Hallie's Advice

"Earning your GED is a personal choice, one that has to come from within yourself."

Clauvis

Fargo ALC (Region 5)



Clauvis's Advice

"All beginnings are hard, but never forget where you came from and recognize the opportunities this country has to offer."

As a young man in Cameroon, Clauvis received life-changing news: he'd won the Diversity Visa Lottery, earning a chance to immigrate to the U.S. Out of more than 2 million applicants, only 2 to 5 percent are selected. Clauvis saw it as a gift worth building a future around.

After navigating the green card process, he arrived in Fargo, welcomed by his brother. Knowing English fluency would be key to his success, he enrolled at the Fargo ALC. A year of hard work paid off, and his teacher — recognizing his readiness for the next step — referred him to the TRIO program at M State. Clauvis persevered through several years of study and recently graduated with his LPN diploma.

Alongside a full course load and a full-time job, Clauvis sent money home to support his family and now proudly serves in the U.S. Army Reserve as a Patient Administration Specialist, putting his nursing education to work. His personal life has also reached a new chapter: he recently married a young woman from Cameroon. One of the first places he took her upon her arrival was the Fargo ALC — where she's now enrolled in the very same English class that launched his own journey.

Next Steps

Pass the LPN licensure exam and continue education toward becoming a registered nurse. Clauvis plans to attend the LPN-to-RN Bridge Program at M State.

Elamin

Fargo ALC (Region 5)

Elamin is believed to be the first blind person to earn a GED in North Dakota — an achievement built on years of resilience.

He arrived at the Fargo Adult Learning Center in November 2021, newly reunited with his wife and children after years of separation caused by conflict in Sudan. It was during that period that Elamin completely lost his sight. Still, he came to the ALC eager to learn, enrolling first in English classes and quickly showing a remarkable ability to adapt — relying on hearing to navigate instruction and dictation to write, since he'd learned those skills before losing his sight. He advanced from English Level 5 to Level 6 in under six months.

In 2023, he enrolled in GED and Intro to Education classes, eventually

completing more than 700 hours of instruction. The path wasn't easy: he learned to navigate the building independently, mastered screen-reader software, and even taught himself to use a talking calculator through trial and error after discovering the instructions were only available in braille — a system he'd never learned. Testing accommodations brought their own delays and challenges. Through it all, his teachers rarely saw him discouraged, only determined — often meeting a missed point or two with a smile and a promise to get it next time.

Beyond academics, Elamin volunteers as a teacher at his local Sudanese community center, encourages fellow classmates, and helps care for his children while his wife works and studies. Their youngest son has been part of the Even Start Family Literacy program since infancy.



Next Steps

Elamin plans to meet with a TRIO advisor to explore college, working toward a degree in social work or education, where he can keep serving others.

Elamin's Advice

"No obstacle is too big if you keep pushing forward. I faced blindness, family separation, and so many barriers, but I never let them stop me. If you believe in yourself and keep going, you can achieve anything."

Directory

NDDPI Contacts

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(701) 328-2271

Stan Schauer

Assistant State Superintendent
(701) 328-2224

Jolli Marcellais

Administrative Staff Officer
(701) 328-2393

Region I

Williston Adult Learning Center

Williston State College
1410 University Avenue
Williston, ND 58801
Phone: (701) 774-6236

Watford City Adult Learning Center

2112 Wolves Den Parkway
Watford City, ND 58854
Phone: (701) 774-6236

Region II

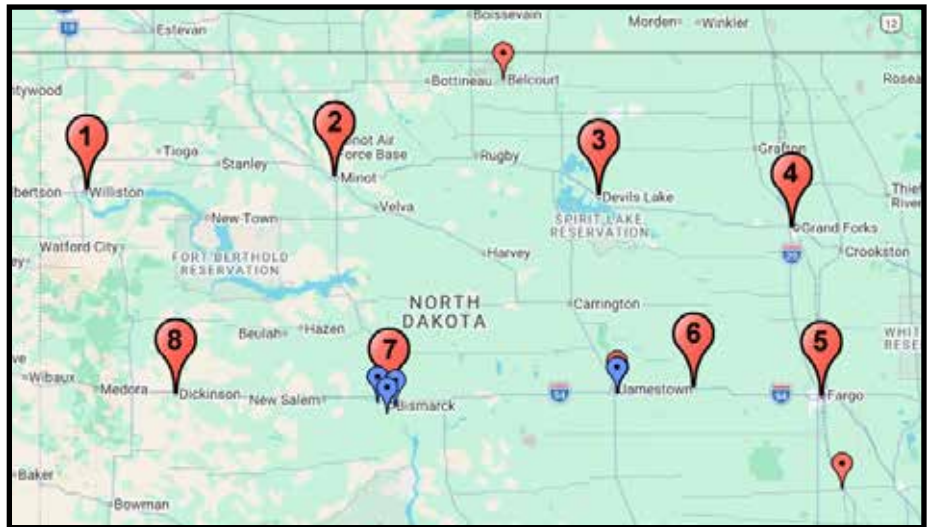
Minot Adult Learning Center

Minot Public Schools
1609 4th Avenue NW
Minot, ND 58703
Phone: (701) 857-4488

Region III

Devils Lake Adult Learning Center

Lake Region State College
1801 College Drive North
Devils Lake, ND 58301-1598
Phone: (701) 662-1536 or
(800) 443-1313 ext. 21568



Belcourt Adult Learning Center

Turtle Mountain College
P.O. Box 340
Belcourt, ND 58316-0340
Phone: (701) 394-4306

Region IV

Grand Forks Adult Learning Center

Grand Forks Public Schools
500 Stanford Road
Grand Forks, ND 58203-2799
Phone: (701) 795-2777

Region V

Fargo Adult Learning Center

Fargo Public Schools
1305 9th Avenue South
Fargo, ND 58103
Phone: (701) 446-2806

Wahpeton Adult Learning Center

North Dakota State College of
Science
800 North 6th Street
Room 420
Wahpeton, ND 58076
Phone: (701) 409-0285

Region VI

Valley City Adult Learning Center

Sheyenne Valley Career & Tech Center
801 Valley Avenue SE
Valley City, ND 58072-0030
Phone: (701) 845-0256

Jamestown Adult Learning Center

James Valley Career & Tech Center
910 12th Avenue NE
Jamestown, ND 58401-6513
Phone: (701) 845-0256

Region VII

Bismarck Adult Learning Center

Bismarck Public Schools
1200 College Drive
Bismarck, ND 58501
Phone: (701) 323-4530

Region VIII

Dickinson Adult Learning Center

Dickinson Public Schools
402 4th Street West
Dickinson, ND 58601
Phone: (701) 456-0008



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

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