Summary of Feedback on **Access**

## 2015 Adult Education Project

Convening

May 12, 2015

8:30-11:30am

New England Institute of Technology

1 New England Tech Boulevard

East Greenwich, RI 02818

**Themes**

Input from the convening on May 12th focused on the tasks of the Working Groups, asking for feedback on the proposed scope and priority questions. A number of themes were mentioned relating that participants felt should be considered by the Access Working Group:

* The need to support not only current students, but the estimated 100,000 who could benefit from services.
* Visibility, marketing and outreach to grow knowledge and information about services
* Low literacy and learning disabled people are not effectively served—how can they have effective access in the future?
* Where, When, How much? Affordability, geographic accessibility/transportation, scheduling and access issues raised by managed enrollment issues.
* Participants described the need for more employer and Workforce Development system cross-communication with adult education, and identified the One Stop Centers as a barrier to access that could be better utilized. They asked what qualification barriers for entry to programming currently exist for students, and how they could be transformed. How can career pathways work for low-level learners?
* At the state level, whose job is ensuring access and how to can that become functional?
* What opportunities are there for funding strategies that promote collaboration and expanding ABE services for access?
* A need for systematized connections for services, student information tracking.
* Need for accessible high school equivalency tests, assessments.
* Need for student support and counseling services
* The uses of technology and distance learning for access to adult education.

**Selected Questions from respondents for the Working Group**

1. “Where are we now?
2. What is the need for the students in the system and outside the system
   1. System – where are the entry/access points in the system for low literacy, transition, math literacy; define those entry points through the region
   2. Services – what type of services?
      1. Online classes
      2. Classes during the weekend
      3. Transportation (use school buses – not the public transportation system)
      4. Child care
      5. Other services
      6. Youth programs (16-24 year olds)
      7. Leadership development skills
      8. An alumni association
3. Define each component (system, services) that will ensure access
4. What is the ultimate actionable goal – put ourselves to work”

“Where is the money and infrastructure for support to create a successful program for actual low-level literacy? Poverty is a literacy issue. How can we follow up and track for those who cannot/do not want to obtain GED/NEDP? There must be options. What are they? One Stops are a barrier.”

“Do all the collaborators responsible for adult education feel that access is an issue?

Doe we have relationships with all critical employers?

How do we help agencies get visibility in the school system?

Are all materials and information in many languages?”

“How do you do outreach to the 100,000 residents in need?

How to expand the One Stops to actually be a one-stop system for ABE and workforce development and Job Corps and college access?

How are youth centers supporting actual ABE services, programs and participant outcomes?”

“How do we ensure meaningful feedback and listening to the unknown students who can’t access the system as opposed to making assumptions and decisions out of context?”