Comments made via index cards

5/12/2015

Performance-based funding

* One hour one-on-one has more impact than one hour in a class of 25 learners, so we should be able to post-test at fewer hours if instruction is one-on-one or small group
* PBF formula is for bonus, not the baseline funding

Centralized locations in RI don’t work because people don’t move out of their small community [because of the lack of] decent or reliable public transportation. Westerly people won’t go to the One-Stop Center in Wakefield or Warwick. Maybe centralized funding administration but very local programming – like the library bus that used to be available – mobile library, mobile literacy lessons.

K-12 money [should] follow ALP (alternative learning plan) students to adult education.

[There should be a] truancy program to track ALP attendance and support them finishing a high school equivalency.

Resources needs to provide transportation, special education services and funding for the test [high school equivalency]. Does this come from K-12 for ALP students?

Funding to help with advancement:

Advertising for adult education in general

* Commercials
* Bus stop signs
* Flyers/posters

[RI needs a] new information/data system – get rid of CALIS.

Mobile labs with classrooms that can go to students.

How many concessions are we supposed to make for students who have historically poor attendance and program-hop? Can we have standardized limitations and consequences for non-persisters? When can we say “no”?

Please give teachers more time to plan lessons, engage in professional development, create curriculum and conduct ongoing student assessment.

Please provide adequate time and compensation for these activities.

Concern for high [instructor] turn-over rate and high part-time instructor rate – concerns over [instructor] retention, compensation, job security, etc.

Access – can students be a part of these work groups/ how will we ensure that they are a part? [Is there] $ available? Stipends?

Access – How can RIDE unify resources for K-12 and adult education and how can we use the school system’s transportation (school buses) for adult education transportation? Public transportation is not efficient for transporting our students. Public transportation has not enough routes, is not low-cost, is very time-consuming with a lot of connecting buses and [?]

Access – How/where does the 100,000 low-skilled Rhode Islanders number come from? How do we know there are that many?

How are the scales tipping? Is adult education reducing the number of low-skilled adults? Is the number of low-skilled adults rising? Is it staying the same? How do we know, how can we find out?

Advancement group notes:

* The definition of “advancement” should include language about expanding the field of adult education, identifying minimum educator competencies and instructional standards (to ensure quality and continuity)
* It should create and/or acknowledge the social agenda that is so relevant and embedded in adult education work and advocacy and how it can/should/does
	+ Empower people
	+ Increase self-efficacy
	+ Reduce inequities by teaching
* Soft skills and addressing barriers and build capacity of individuals and families.
* Business leaders must participate on the advancement group in a meaningful, tangible way from beginning to completion

Include consideration of different instructional models, i.e. one-on-one teaching/tutoring for special populations with intensive and unique learning needs/styles

At some point, outcomes must be assessed. Please consider some sort of assessment for math where a calculator may be used. As an adult GED instructor, I spend hours teaching math skills with the TI30XS (and without it). The GED requires calculator use. Jobs require calculator skills. But the program post-tests require that the calculator not be used. We teach students a real workforce skill, then take it away for the final exit assessment. A calculator is a tool and should be allowed.

Advancement:

Measure other types of success

* Self-regulation
* Functionality

Determine what agencies are supporting populations with special challenges

* Homeless – other major crisis
* Refugees – not your usual ESL needs

Making enrollment/access tied to an outcome

* Remove the disincentive in performance to under-enroll (RIDE)

Reverse referrals, i.e. have employers know about [adult education] and refer [employees]

Messaging can be – You applied for a job and they say you don’t have enough skills. Where do you go? Adult education. You are a new immigrant. Where do you go? Adult education?

Improve communication with employers about adult education and vice versa

Entry points for low-literacy adults because everyone wants to work!

We love the DLT On Ramps program – how can people with jobs access it? Night classes? Weekends? There are many underemployed people who want a better job but can’t lose the income going to day classes.

Connections

* Need content-specific training for instructors, particularly at the ASE (adult secondary education) level for all new GED subject areas – math, science, ELA, ER, computer/software training for educators
* Use current professional development center to offer these trainings. Make them available to all instructors.
* Provide funding for statewide supported educational programs such as unified software and textbook resources – continuity in educational programming.
* Online/ongoing feedback for students and teachers’ needs – Skype
* Online television feed of GED classes