**What are your biggest hopes and concerns for adult education in Rhode Island over the next few years?**

**WIOA**

* That teachers, programs and staff are honored for what they do well already during this transition to WIOA funding, and that they are supported in developing practices that best meet the needs of the state's workforce needs.
* Also, if the Rhode Islanders with the lowest literacy skills are not served under the final RI WIOA State Unified Plan, that the funders find a way to support them through state and local funding."
* I fear that WIOA will effectively disenfranchise already vulnerable potential learners and will have punitive effects on programs wishing to serve those most marginalized and in need of support and learning.
* Concerns: WIOA will put all emphasis on employment. Programs will no longer be able to serve low-literacy learners and achieve outcomes. Individual learner needs will be forgotten. The importance of community organizations that provide much-needed services to our state's families will be phased out for a bigger, inefficiently-operated program that doesn't provide individualized services to address the needs of our learners. "
* That is will stay the same when WIOA kicks in
* Concern: Focus of WIOA on employment results may diminish importance of improving adult literacy levels for adults seeking to do this for improving their parenting skills.
* The direction will become clearer as to how we will satisfy the mandates of WIOA.
* I am hopeful that under WIOA we can better work with our workforce partners to assist members of our community on the pathways to employment and success.
* Concerns: WIOA regulations that limit rather than support the already complicated jobs that adult educators have.
* WIOA's implications for RI adult ed agencies
* WIOA's implications for low level, not in labor force, ESOL populations

**Standards & Quality**

* My concerns are that we are going to keep doing things the same way we have been and it will result in mediocre results (or worse, poorer results), which would have a spiraling negative effect of losing money, reducing services, etc., etc. "
* I hope that more educators realize that Common Core is here to stay and that they need to rethink teaching techniques.
* I don't see any plan regarding ESOL level students. Everything is about ABE and ASE students. We need a plan that applies to ESOL students. The Common Core is useless to 90% of my students.
* That we have high standards for programs but eliminate performance based funding.
* Hope; that formalized credentialing is acknowledged for Adult Ed. Instructors/Practitioners.
* Articulation amongst various providers and agencies (RIDE, DLT, DOC) to enhance the quality of programming based on data articulating participant needs."
* That Rhode Islander leadership will move the system to truly serve the most in need, with a consistent level of program quality and consistent level of performance outcomes.

**Information and Access**

* Also, if the Rhode Islanders with the lowest literacy skills are not served under the final RI WIOA State Unified Plan, that the funders find a way to support them through state and local funding."
* All adults in RI who want to expand their education know their options and feel system support to participate.
* That all students who seek to improve their literacy will have local access statewide to quality literacy programs
* Funders, including the state, are being pushed away from helping advance learner goals for their own sake. But there's a real potential for better and deeper partnerships and opportunities to meet the needs of low-literacy learners and those with high barriers to employment/economic independence.
* Biggest concerns are the lack of classes in English and in Spanish for the GED(R) exam and a widening gulf between those who can access affordable services. Level funding is actually a decrease in funding while we are trying to increase services and allow for rising expenses.
* More programs for low-literacy learners. More resources for learners with LD.
* Providence is experiencing a critical need to support low income individuals with work-readiness skills, including basic computer skills, learning to speak English, and GED classes. I think the need for classes that are either free or very inexpensive are essential to support the elevation of skill levels.
* Concerns: Programs will no longer be able to serve low-literacy learners and achieve outcomes. Individual learner needs will be forgotten. The importance of community organizations that provide much-needed services to our state's families will be phased out for a bigger, inefficiently-operated program that doesn't provide individualized services to address the needs of our learners. "
* More and more and more people will participate from the lowest level learners, adults seeking citizenship, workforce development or stopped out of high school.
* There seems to be little programming available for young adults who are relatively recent high school dropouts. In other words, a young man or woman who is between the ages of, say, 19 and 23 who lacks a high school diploma. Our high schools and traditional school districts are not equipped to "re-enroll' this population, and it seems to me (again, an outsider) that our adult education system is primarily geared towards an older population of unemployed or under-employed people in their middle ages.
* That RI develops a seamless information network to support applicants in obtaining education and training opportunities.
* My biggest concern is the educational function levels of people in adult ed. Of the 2000 youth ages 16-24 in adult ed. now, only 10% are functioning at the secondary level. 67% need ABE (grades 1-8) and 23% are enrolled as English language learners.
* That it be available, that students know where to go to get the education that they need. There shouldn't be any waiting lists.
* My concern is that adult education cherry pick higher level learner sand leave behind the illiterate and low skill level adults. The current system promotes this.
* That word gets out statewide that adult education is a way to succeed in Rhode Island. Promote it through libraries, at food banks, meal sites, hospitals, low income housing etc. etc.
* Offer more programs for adults.
* Hopes: See enrollment increase and see more people earn the necessary education to further their career paths to get off public assistance.
* If kids and adults aren't fully literate, how do they connect/become aware of what's available? Who ties them into it?
* More programming!
* Furthermore, my fear is that certain populations' needs are not being addressed, or they are being overlooked.
* Hope for a fair and equitable system that allows ALL students who want to work toward the improving their English or attaining a GED the opportunity to participate in a program that is convenient in terms of location, time, wrap around services, such as child care and case management.
* That it continues and is made more available to those who need it.
* Low-literacy learners will be unsupported since many of them are too new to English to be in the work force and being in the work force or headed to the work force seems to be becoming a requirement for services.
* Concern - that low literacy adults who are not looking to get into the workforce or secondary education immediately will be shut out of adult education. For Example: young mothers or adults who are on disability but who will eventually make it back into the workforce or further education and retired immigrants who now have the time to improve their literacy and by doing so help their grandchildren.
* Hope - That we can be adult learner-centric. That services such as One-Stop Centers etc. will be less centralized and therefore more accessible -- because the non-existent of reliable, accessible, affordable public transportation, especially in outlying areas of the state, will be acknowledged and taken into consideration.
* Lack of services for Washington County. Adult Education could become an afterthought. Low literacy adults not in the workforce will be ignored.
* A big concern is that Washington County loses out to larger, Providence based organizations. I fear that our unique, successful, one on one program is not understood or accommodated.
* So often our students lack early education skills and we need to start with these
* Low-literacy people will be ignored and won't become part of the work force.
* Washington County won't get a slice of the pie --One-stop shops (Dept. of Labor & Training)--closest would be Wakefield, RI. "
* My biggest concern is that the DLT will take over, and all funding will flow through them. Southern Rhode Island will be forgotten as our One Stop is open a couple days a week, doesn’t take appointments, and is 40 minutes from Westerly with no public transportation."
* Hyper-focus on job placements is likely to shift resources away from services to students with different goals.
* Access regardless of ability to pay
* Providing Rhode Island adults, especially those with barriers to education and employment, with access to lifelong education, training, and employment services
* My hope is that the RI education will find alternative programs to place people with special needs that will allow us to address the larger reason why these people are unemployed and having to rely on state programs for their livelihood.
* More services with night hours to reach residents working during the day, such as job-training/skills programs.
* Affordable choices for working adults must be available.
* That the number of programs is reduced and have merged into large scale networks. The programs need to remain close to the students they serve

**GED/NEDP**

* That there continues to be support for the NEDP as an alternative to the GED, and that there are options for lower level learners who may have learning and cognitive disabilities.
* Biggest concerns are the lack of classes in English and in Spanish for the GED(R) exam
* "The new GED is a mutation of misguided innovators. The GED is now a private, for profit concern. They tried to kill two birds with one GED stone. they failed. The test is no more of an intelligent predictor of college success than it is a defining instrument of achievement for the work force or the unemployment rolls. Because the GED couldn't make up their mind what they were going to be, they became neither.
* Get rid of the GED. Move to a test of skills, critical thinking, and employment advocates."
* That RI will adopt the HiSet--which is at least attainable.
* . Offer more NEDP funding, (or other forms of acceptable assessments), for people who do not fit the GED mold, (students with mental health issues, medical issues, undiagnosed learning disabilities, financial issues, etc.)"
* Get $ from the state to lower prices on literacy and GED courses
* "Hopes = a number of options for tests be offered for students.
* Concerns = a number of people who are unlikely to get their GED remain in a place of limbo. "
* I hope that a high school equivalency test becomes available that phases in the difficulty level as compared to the 2002 GED.
* "A singular high school equivalency test for the entire state remains.
* The NEDP cannot go away. In fact, we also more options for adult learners to attain their GED. I would also like to see a better coordination between Adult Ed and state agencies.
* "The number of students who have completed the new GED has drastically declined. If this trend continues it will have a significant impact on RI's workforce. I would like for us to be a state that administers the HiSet and TASC (both high school equivalency exams) as well as the GED. Other states do it, we should be able to as well.
* My concerns are that students will be discouraged by the level of difficulty of the new GED and lose momentum in their quest to improve and find employment.
* That RI stops using the GED and starts using HiSet, which is more affordable and attainable. Also pair this degree with computer training and soft skills for employability

**Career Pathways**

* "Biggest hopes include recognition and ongoing and increasing financial support of the part that adult education currently plays and that will expand as legitimate career pathways providers.
* I am very hopeful that the GWB Career Pathways work will motivate end support adults throughout the adult education system to persist in a career pathway. I think the incremental steps available through a pathway may provide a missing key to persistence in adult education.
* Finding training programs that do not require a high school equivalency is difficult. Developing more career pathways to address this would be beneficial. "
* Adults with barriers to employment and training will enter education and career pathways that lead to self-sufficiency
* More adults attain at least one year of postsecondary training and a credential"

**College Transitions**

* To make legislators more aware of the need for funding for adult education, especially transition to college programs.
* It is too costly! Middle income adults make too much to get aid and not enough to afford college tuition. Also, many of us are trying to help our adult children with college and they can't afford it!
* People with disabilities and health problems often struggle with GPA's and standardized don't measure skills and character. Let’s rethink scholarships.
* I would hope our institutions of higher ed look to adults as resources and assets.
* More adults attain at least one year of postsecondary training and a credential"
* I hope adult education can guide a path for more adult centric approaches to technical and college education in order to afford nontraditional students such as ESL greater opportunities for career success. I'm concerned we may be at a standstill since the Link's report.
* "I wish to see a path that prepares our learners to achieve their academic and employment goals through a skills-based curriculum, enhanced access, and support services that offer college and career counseling--not just to post-secondary, but all adult learners in our programs.

**System Structure & Governance**

* Biggest hopes are that the public education system truly becomes one and child and youth education is tied directly to adult ed and all ed is tied to individual student success.
* Recognition by RIDE and the state of Adult Education as a school district and integration with k-12 initiatives. RIDE acknowledgement that as with their students, adult education professionals should expect that hard work will result in a career path and individual rewards when their students are successful.
* Hopes: AE system in RI is a more integrated part of the entire education and workforce dev. Systems
* That RIDE will make it a priority.
* Based on past practice and lack of centralized governance one wonders how the sense of urgency can be harnessed to unify decision makers and funding sources to effect the above changes before another transition in state administration or priorities slows things down again."
* Hope; that the Dept. of Ed. Commissioner or alike recognize Adult Ed more strongly than they have in the past, more equal to ""K-12"
* There will be more of a partnership with K-12.
* New RIDE leadership with a strong commitment to Adult Ed; seeing it as a means to improve K-12 success as well.

**Adult Education Workforce**

* "That teachers, programs and staff are honored for what they do well already during this transition to WIOA funding, and that they are supported in developing practices that best meet the needs of the state's workforce needs.
* Biggest concern is a lack of regard for the professionalism amongst providers and a diminishing funding level for services
* I also dream of adult education teachers and staff being compensated at a rate much closer to k-12.
* RIDE acknowledgement that as with their students, adult education professionals should expect that hard work will result in a career path and individual rewards when their students are successful.
* That salaries for adult ed instructors improve.
* Adult education profession not being recognized as it should (very few full-time positions with benefits).
* There is also a wide range of skills for practicing adult educators (some are excellent, some are condescending to their students) that could be monitored a bit better.
* Investment in high quality, full time teachers who are given adequate prep and PD time along with proper compensation

**Planning & Vision**

* There needs to be a long term plan with adequate funding that is carried through so that the field can be strengthened and stabilized.
* To support individuals to continue to develop and improve literacy for families.
* RI will embrace a culture of learning.
* "My biggest hope is that any adult living in RI will have the opportunity and support to access the educational and job training that will lead them to self-sufficiency.
* My concern is that we do not have a strategic plan for individual organizations to work cohesively to better serve the population of Rhode Island.
* That it does not limit itself to the attainment of diplomas or degrees in an academic sense. That it is able to "capture" the younger person who may not have skills or a high school diploma and prepare them to be a contributing member of society.

**Priorities**

* That RIDE will make it a priority.

**Funding**

* Also, if the Rhode Islanders with the lowest literacy skills are not served under the final RI WIOA State Unified Plan, that the funders find a way to support them through state and local funding."
* Funders, including the state, are being pushed away from helping advance learner goals for their own sake. But there's a real potential for better and deeper partnerships and opportunities to meet the needs of low-literacy learners and those with high barriers to employment/economic independence.
* Biggest hopes are that the public education system truly becomes one and child and youth education is tied directly to adult ed and all ed is tied to individual student success. My biggest concern is that adult ed continues to be cut or seen as less important by elected officials and business owners.
* Funding is always a problem, and the need is not decreasing.
* Biggest hopes include recognition and ongoing and increasing financial support of the part that adult education currently plays and that will expand as legitimate career pathways providers.
* Biggest concerns are the lack of classes in English and in Spanish for the GED(R) exam, a lack of regard for the professionalism amongst providers and a diminishing funding level for services. Level funding is actually a decrease in funding while we are trying to increase services and allow for rising expenses.
* My biggest hope is Adult Education receives additional funding to serve all RI's in need of adult education and be seen as equally important as K-12 or post-secondary education.
* There needs to be a long term plan with adequate funding that is carried through so that the field can be strengthened and stabilized.
* Always concerned about $ cut for adult education when adult education is so connected to family and young adult education.
* More resources available to classroom teachers/instructors
* My biggest hope is that we can get the support we need from the Governor down to the commissioner. I'm concerned about the loss of funding to other state programs that haven't been showing a strong impact on learners like the Adult Education program in RI have been doing for years.
* To make legislators more aware of the need for funding for adult education, especially transition to college programs.
* I hope that we embrace education and make money available for agencies that are already doing the work. An emphasis on STEM education, with programs that can be easily bought into by libraries and institutions of learning, would help.
* Fears: Funding, successful achievement of the HSE for students, vulnerable adults (low literacy, learning disabled, etc.) and their ability to improve their skills and enter the workforce.
* Hopes: technology is available,
* My biggest concern is that the successful, smaller, specialized programs will no longer have access to funding and that those programs will no longer exist."
* Too much time wasted on those who come in and drop out numerous times, and not enough resources for those who struggle with literacy in general.
* I'd like to see RI rich, the economic development folks, and lawmakers, foundations, CEOs take a good long look at what's going on and obligate themselves to sharing the wealth they are so good at accumulating.
* Money - hope and concern.
* My biggest hope is that the new governor will support adult education and lead the way for more funding for the field. My concern is the opposite--that the recognition and funding for the field will not increase and adult education will slowly fade away.
* My biggest concern is the lack of adequate funding and the adult education profession not being recognized as it should (very few full-time positions with benefits).
* Concerns: Funding issues and greater expectations to do more with less. Offer more NEDP funding, (or other forms of acceptable assessments), for people who do not fit the GED mold, (students with mental health issues, medical issues, undiagnosed learning disabilities, financial issues, etc.)"
* I am concerned that awareness and funding for adult education will decrease.
* My concern is the $$ keeps going to administrators instead of students. So much bureaucracy and focus on systematizing things instead of focusing on student needs and the needs of each program provider. A student's experience at one program could be very different than another (based on resources available). This should be leveled out so there is not such a wide discrepancy among program provider quality.
* With the layered funding to adult education, programs become more about meeting bureaucratic guidelines than about serving the student populations to best of our abilities.
* Biggest hope is that there will be more resources allocated and a statewide approach that will realize statewide efficiencies and unified purpose.
* Grants!!!
* Get $ from the state to lower prices on literacy and GED courses
* Making sure there is funding to keep a system that has multiple programs that meet student needs and provide options.
* That we have high standards for programs but eliminate performance based funding.
* My biggest concerns are: less funding for adult education programs; and the high dropout rates.
* Decrease in staffing
* Linking neediest populations (homeless, Vets) w resources to enrich their lives and increase their employability
* As always, my biggest concern is funding.
* Washington County won't get a slice of the pie
* Government funding!!!
* I hope we can continue to move forward with the work we are currently doing. My biggest concern is cuts in funding.
* My biggest concern is that the DLT will take over, and all funding will flow through them. Southern Rhode Island will be forgotten as our One Stop is open a couple days a week, doesn’t take appointments, and is 40 minutes from Westerly with no public transportation."
* "Hopes: more funding, more innovative collaborations and also, maybe, more of an understanding and sensitivity to the different kinds of adult ed orgs operating in RI with that understanding being reflected in how PBF is granted and administered (ex: prog/org size, population served, etc.)
* Concerns: Students needs getting lost in outcomes and data reporting, organizations losing funding "
* Biggest concern is spending more time addressing RIDE's requirements and demands to maintain funding rather than helping our adult learners.
* With decreased funding, the educational needs of the students are not being met. My hope is that we maximize funds, thereby increasing the quality of education throughout all the agencies.
* That adult literacy programs are funded heavily and supported by everyone.
* Increased financial resources for adult education
* Next version of PBF
* Additional state investments to make it affordable for adults to take the GED.
* That the funding continues to support the programs for our students.
* One major concern is funding for adult education. Hopefully, funding will be increased to meet the needs of the adults.
* Funders and donors who think education means K-12; funders and donors who don't see the need for administrative costs. The pressure for "state-wide" approaches when sometimes grass-roots, community approach are the best solution.
* Increased funding for adult ed programs, not all necessarily Federal dollars.
* The move to performance based funding stifles innovation. No one wants to take a chance. If you got the performance based route, there should be an equal reward for trying new practice.

**Collaboration and Coordination**

* I hope employers will come to the table and that organizations serving similar populations can work together.
* I would like to see a more universal system where students can easily move from one level to the next without finding a new location or organization. Too many small programs.
* "My hopes are that adult education agencies start working more closely with one another (rather than the current silo system); that people start meeting regularly to develop granular goals that we are all working towards that answer the question ""What would awesome look like?""
* I hope that educators and workforce trainers can come to the table as equal partners with the goal of a better-educated workforce and citizenry. The voices of the undereducated and underemployed need to be heard. Our task is to provide instruction and training that encourages individuals to participate more fully, as citizens and workers, as they feel more invested in the future of their communities and their state.
* Hopes: collaborations with all needed partners are developed and strong
* Streamlining for effectiveness.
* Hopes- that programs become tighter and better aligned with each other. Concerns are that government is incapable of solving adult education crisis in RI.
* It is my hope that any changes be made by people who are in the field.
* More coordination and standardization so folks can move around from site to site and experience the same programs.
* Articulation amongst various providers and agencies (RIDE, DLT, DOC) to enhance the quality of programming based on data articulating participant needs."
* My biggest hope is that Rhode Island agencies will learn to work together to best serve this population.

**Outcomes**

* My concerns are that we are going to keep doing things the same way we have been and it will result in mediocre results (or worse, poorer results), which would have a spiraling negative effect of losing money, reducing services, etc., etc. "
* My biggest hope is that we can get the support we need from the Governor down to the commissioner. I'm concerned about the loss of funding to other state programs that haven't been showing a strong impact on learners like the Adult Education program in RI have been doing for years.
* That we become even more narrowly "date driven" with an incredibly difficult population to serve.
* Concerns: Students needs getting lost in outcomes and data reporting, organizations losing funding
* Accountability systems that address the realities in serving very low literacy students.
* I believe in educating the whole person and I am very concerned about the narrowing of all education merely to skills based, outcomes based ends.
* More accurate and improved data system

**Practices**

* My concerns are that we are going to keep doing things the same way we have been and it will result in mediocre results (or worse, poorer results), which would have a spiraling negative effect of losing money, reducing services, etc., etc. "
* An emphasis on STEM education, with programs that can be easily bought into by libraries and institutions of learning, would help.
* We break away from "this is always the way it’s been done" to do what is best and works for students.
* Too much time wasted on those who come in and drop out numerous times, and not enough resources for those who struggle with literacy in general.
* Students need more classroom time and the focus shifts to educating our students in order to meet the demands of employers in the future.
* Hope that RI can implement best practices to reach more adult learners.
* students obtaining basic education in addition to focused skills leading to employment
* Effectively developing, implementing and celebrating best practices throughout the state.
* That it continues to adapt to address the changing needs of Adult Learners and that it doesn't get caught in a "this is how we've always done things" mentality that will be a disservice to Adult Learners as a whole.
* Ability to provide more intensive and hands-on training for those who have very low literacy or are not literate in their native language. Recognition that classroom setting is not always preferable, especially for those who have no classroom experience. Openness to working with other models.
* Possibly a Facebook or Network Page where teachers and administrators can share ideas and best practice.
* I wish to see a path that prepares our learners to achieve their academic and employment goals through a skills-based curriculum, enhanced access, and support services that offer college and career counseling--not just to post-secondary, but all adult learners in our programs...

**Workforce and Work Readiness**

* That adults receive an education for jobs that are available to make a decent living.
* I hope employers will come to the table and that organizations serving similar populations can work together.
* Rhode Island still suffers from poor economic growth. The jobs of the future are going to require more than a high school education but for those without, adult education offers an opportunity for those to achieve some level of literacy.
* I hope that educators and workforce trainers can come to the table as equal partners with the goal of a better-educated workforce and citizenry. The voices of the undereducated and underemployed need to be heard. Our task is to provide instruction and training that encourages individuals to participate more fully, as citizens and workers, as they feel more invested in the future of their communities and their state.
* Rhode Island's lagging economy and the inequity in the system. Fear of change in the workforce, fear of trying to innovate.
* Fears: Funding, successful achievement of the HSE for students, vulnerable adults (low literacy, learning disabled, etc.) and their ability to improve their skills and enter the workforce.
* That we eliminate those challenges that keep individuals from meaningful work.
* Hopes: AE system in RI is a more integrated part of the entire education and workforce development systems
* My biggest hope and concern is that there are appropriate jobs, and that adults are able to find programs that can accommodate their need for a job and their desire to improve their economic situation in the longer term through education.
* I hope that students can not only pass the tests, but that they learn what they most need so that they can embark on and find success in the best academic or career path for them.
* Concerns: The opportunity for jobs security/maintenance after the learning process."
* That funding and employment tracks are in place. That job opportunities improve in the state.
* The continued articulation between Network RI and adult education.
* My hope would be that the education institutions can form direct partnerships with employers so that they can work together to combine adult learning with specific workforce training leading directly to employment. My concern is that there will be no clear bridge between adult learning and employment. There must be a strong and direct relationship between adult learning and RI businesses.
* "The number of students who have completed the new GED has drastically declined. If this trend continues it will have a significant impact on RI's workforce. I would like for us to be a state that administers the Hi-Set and TASC (both high school equivalency exams) as well as the GED. Other states do it, we should be able to as well.
* Education and training should be tied to job preparation, in partnership with employers.
* I hope adult education can guide a path for more adult centric approaches to technical and college education in order to afford non-traditional students such as ESL greater opportunities for career success. I'm concerned we may be at a standstill since the Link's report.
* Territorial, defensive attitudes at NetWork RI.
* How will adult education programs play a role in addressing the large unemployment crisis in RI?
* While getting a job is of utmost importance for the day to day, I am very concerned with the focus on merely getting a job. This is narrowing the focus only to skills as opposed to educating the whole person, encouraging creative, critical thinking and inspiring adults to create economic solutions not just look for the limited economic solutions available to them
* I also worry that all adult ed has to just focus on getting a job and not all the other items in the list below which are also vitally important.
* Involvement of employers in shaping and assisting workforce education "

**System Evaluation**

* I would like to see a more universal system where students can easily move from one level to the next without finding a new location or organization. Too many small programs.
* Why are so many students leaving the K-12 system without sufficient knowledge to make a living?

**Supportive Services**

* There have to be systemic supports for learners so that they can reasonably access the learning they need to advance. It's not simply a matter of providing more services.
* I hope that there will be more Financial Stability Programs offered through United Way to help adults in the community that are struggling to make ends meet.
* Hope for a fair and equitable system that allows ALL students who want to work toward the improving their English or attaining a GED the opportunity to participate in a program that is convenient in terms of location, time, wrap around services, such as child care and case management.
* Hopes are in the depth and breadth of services.
* I wish to see a path that prepares our learners to achieve their academic and employment goals through a skills-based curriculum, enhanced access, and support services that offer college and career counseling--not just to post-secondary, but all adult learners in our programs.

**Technology**

* I am afraid RI is lagging in the necessary technological skills to maintain employment and enhance access to information and quality of life.
* That funding for technology will increase. Adult learners desperately need to learn hardware and software to compete
* Hopes: technology is available,
* The integration of technology will be a problem for older teachers/staff, and the increased value of work skills and sector training in our field will be met with resistance by some adult education organizations.
* Hope: minimal technology standards are put in place for organizations, CBO's, etc. regarding equipment on site, integration of blending learning, etc.

**Comparisons**

**Program-Specific**

* Leadership at RIFLI is innovative and tapped into needs of students and state.

**Other/Unsorted**

* That it comes together in a climate of some really big and exciting objectives/activities the state is going to participate in to bring meaning to lives to Rhode Island. It could be renewable energy. It could be data management and mining (regarding ocean stewardship and remote sensing, perhaps, as an example). It could be social and community services. Something we can export easily (perhaps do on-line) for the world and bring that benefit to our citizens without needing to increase our population. Something that perhaps is off the radar of big, greedy metropolises but ideal for Providence and Rhode Island.
* If at least 1 in 10 Rhode Islanders cannot read well and/or don't speak English well, the state somewhere has high costs to provide services to them. Parents need to read for themselves, which has a direct impact on their children's success in school, which will reduce the number of adults needing remedial work eventually. That's one reason why this has to be at least a decade-long push. Everyone in Rhode Island who possibly can needs to be self-supporting and contribute to the community in multiple ways -- by taking good care of themselves and their children, having appropriate ways to support themselves adequately, understanding issues and participating in the public's business, and generally improving the quality of life in the state through their involvement in arts, culture, sports, etc."
* They hope to be better every day in their education
* Hopes: The creation of a community of life experienced individuals with potential of acquiring their dreams and giving back again to society in a very meaningful way and at the same time providing for their families.
* Possibly a Facebook or Network Page where teachers and administrators can share ideas and best practice.

**+Awareness/Visibility**

* I hope this issue will become a main and ongoing priority for state leaders and news media for at least a decade (it is going to take a lot of time to deal with this), but I am concerned that it will never be seen as the critical, underlying problem it is. Adult education needs cheerleaders and champions with star power. It needs a major publicity push, but the capacity to educate a large number of adult learners must be in place first. The champions need to get through to ALL Rhode Islanders that learning to read better (students) and helping adults learn to ready (volunteers) is everybody's business. It will take a LOT of people to fix this -- everyone who doesn't have the high school education plus many hundreds of volunteers and professionals directly, plus all their friends and relatives encouraging and supporting the effort. It's all hands on deck!
* Biggest hopes: Increased visibility and support. Increased awareness of the REALITY that many learners in the state are not yet GED-ready, nor will they be for a long time.
* To make legislators more aware of the need for funding for adult education, especially transition to college programs.
* Hopes: strong leadership and advocacy to support adult ed
* That word gets out statewide that adult education is a way to succeed in Rhode Island. Promote it through libraries, at food banks, meal sites, hospitals, low income housing etc. etc.

**+ESL**

* I hope there can be a clearer supported educational path for adult English language students to follow after they have successfully concluded the language programs now available. Adult students may be too advanced for ESL classes but do not have the language skills to complete a GED, take college classes, or go into a training program for a trade.
* I'm concerned that adults who want to learn English will continue to find themselves with incomplete offerings for classes based on where they live.
* I don't see any plan regarding ESOL level students. Everything is about ABE and ASE students. We need a plan that applies to ESOL students. The Common Core is useless to 90% of my students.
* We have a large number of people who are not proficient in English. They have very constrained futures if they do not learn English.