NC COMMUNITY COLLEGES | COLLEGE & CAREER READINESS

A Note From the State Director

Dear Colleagues,

Spring is here! As it brings a sense of renewal and hope, we move into our second year of the pandemic, and we look forward to a new normal. However, we also want to acknowledge the roughly 10 million unemployed adults and those communities who have been disproportionately impacted in health and the economy.

As we enter a post-pandemic phase, adult education programs have an opportunity to play a pivotal role in ensuring we have an equitable and inclusive recovery. It is estimated that millions of jobs are unlikely to return. This is especially true for many low-wage jobs in retail and food service.

With the reopening of the economy, adults that have been displaced will require reskilling and/or upskilling to change careers. With the increased use of automation, adults will also need to possess the necessary digital resiliency to navigate new technologies. We will need to expand our short-term training offerings. I encourage programs to collaborate with training providers or employers to create IET's.

In this issue, make sure to read the article about the Digital Literacy Project and the new digital literacy course, which was developed to increase a learner's digital IQ. Also make sure to read the summary of Professional Development activities that will close out the program year.

- Gilda Rubio-Festa, AVP & State Director, College and Career Readiness

Professional Development Update

Just as you have had a hectic and stressful year, the CCR Professional Development Office has also been busy responding to COVID by producing targeted professional development offerings related to instruction and program management during the pandemic. Since March of 2020, we have created numerous just-in-time webinars focused on using technology to improve distance learning, a monthly Instructional Support series of webinars, a series of six New Director Orientation Webinars, as well as providing leadership and guidance on Alternative Learning Packets. In order to ensure access, we have moved all of our Core Classes online and have begun to build our library of on-demand training.

To finish out program year 2020-2021, the professional development office will continue to focus on the ever-changing pandemic crisis and its impact on programs, instruction, enrollment, and performance. To support instruction, we will continue our *Evidence Based Reading Instruction* webinars and release an on-demand *IEL/CE Certification Course*. We will support programs by producing two webinars on *Supporting Enrollment in CCR Programs*. In support of performance, two on-demand trainings focusing on data will be released before the end of the program year.

Certificate of Attendance

Presented to

Captain Kangaroo

Evidence-Based Reading: Vocabulary

March 30, 2021

1.5 hrs

March 30, 2021

NC COLLEGE & CAREER READINESS

DANIEL LOGES, DIRECTOR OF PROFESSIONAL DEVELOPMENT

Attendees of CCR produced webinars will now receive a certificate of attendance. Participants must attend 90% of the webinar and log in through Zoom. Dial-in participants will not receive a certificate.

Today we are releasing ***Conquering Your Data Challenges***, an on-demand eLearning professional development opportunity produced by Janice Heller at the Center of Excellence for Adult Education Performance (CEAEP). The training is available to all College and Career Readiness providers. This training will address your specific data challenges relating to federal performance reporting and provide methods for formulating framing questions and using data to investigate possible solutions.

You can register for and begin the course TODAY by clicking on this link: Conquering Your Data Challenges Registration.

Last year the CEAEP released the Introduction to Title II Performance and Accountability Requirements, the first in a series of on-demand trainings focusing on performance. They are currently working on the third installment, ***Title II Performance and Accountability: Exit Based Primary Performance Indicators***. It will be available soon.

The Center for Excellence for ELL Workforce Development (CEEWD) is putting the finishing touches on the *IEL/CE Certification Course*, which will also be on-demand and available soon.

Last week Michael Tilley, Adult Ed Coordinator for Assessment and Instruction, offered Evidence-Based Reading: Vocabulary, the first in his five-part series of webinars focusing on Evidence-Based Reading Instruction (EBRI). Register here for the remaining four webinars: Evidence-Based Reading Webinars Registration

Dalanda Bond, Education Program Specialist, Performance & Partners, and Matthew Brown, Professional Development and Distance Ed Specialist, are collaborating on a series of two webinars focusing on supporting enrollment in College & Career Readiness programs. The first webinar, Enrolling Hard to Reach Students, will be presented on May 4, 2021, at 2:00 pm. More information on the second webinar will be coming soon.

Dalanda and Matthew are also working together to update the on-demand LEIS Form Training that the system office released two years ago. We plan to re-release the updated LEIS Form Training in June.

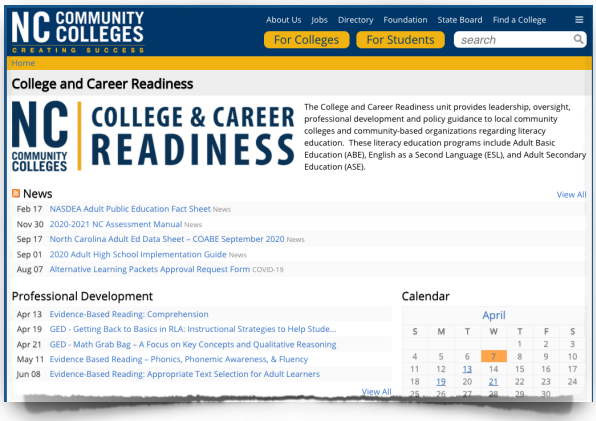
At the moment, we are not offering STAR Training or an ESL Credentialing Course. We are in the process of evaluating the best ways to provide evidence-based reading and ESL training for the coming years. We encourage you to take advantage of the many short courses offered free and on-demand through LINCS.

LINCS offers three courses on English Language Acquisition and other short courses on these topics:

1. Career Pathways
2. Disabilities and Equitable Outcomes
3. Integrating Technology
4. Science
5. Content Standards for ELL
6. Differentiated Instruction
7. Teacher Effectiveness

As we continue to evaluate and plan for Professional Development for program year 2021-2022, we will be reaching out to you to get your feedback on professional development needs and delivery methods. All Program Directors will be receiving a survey on Monday, April 12 on ***Course Delivery During the Pandemic***. The information that we glean from this survey will help inform our decisions on future distance education needs and professional development focused on instruction.

The College & Career Readiness Website



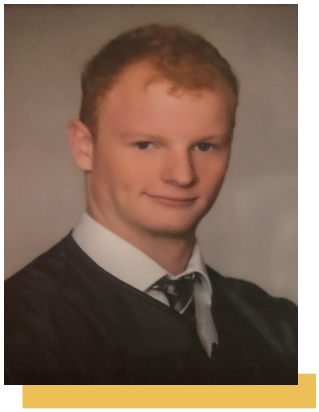
The professional development team has also been working on redesigning the College & Career Readiness Website. In a few months, it will look dramatically different, but you can already see some changes. The CCR Professional Development Page is where you can always discover which webinars and other training opportunities are being offered and register for them. As we continue to redesign the website, the CCR PD Calendar will become not only the place to register for upcoming training opportunities but also a repository where users will be able to search for recordings and archived documents from past webinars.

The CCR Professional Development Page contains descriptions and registration information for all of the on-demand trainings and Credentialing Courses currently being offered. Next program year, we will continue to provide 100% online versions of the CORE Credential, the ASE Language Arts, and the ASE Math Courses through the NCCC Virtual Learning Community.

Registration is complete for the credentialing courses scheduled for program year 2020-2021.

The schedule for the Credentialing Courses for program year 2021-2022 will be announced in June. Links to register for the Credentialing Courses can always be found on the CCR Professional Development Page.

Research to Practice: Persistence and Opportunity Pay Big for Chase McNeill

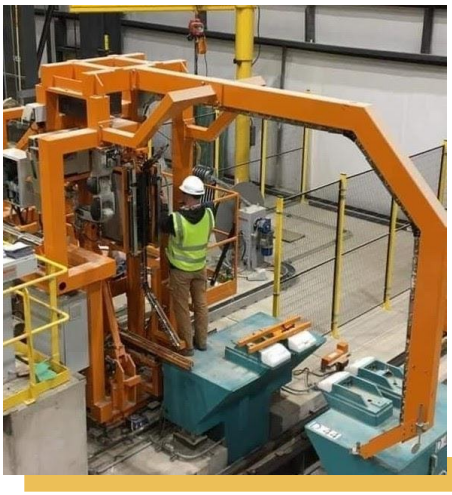


In 2017 Chase McNeill entered the Get REAL (Real Educational Achievements for Life) program in the College and Career Readiness division of Davidson-Davie Community College. He brought with him zero high school credits. In the past, he had attended both public and private schools and even attempted homeschooling, but none of these options were a good fit for Chase and his energy level. Chase had always struggled academically.

When Chase joined the Get REAL program at Davidson-Davie Community College, he committed himself to complete his education. Throughout his time in the Get REAL program, Chase always had a great attitude and excellent attendance. His growth socially and academically propelled Chase into leadership roles within the Get REAL program.

After earning his high school equivalency diploma, Chase transitioned to the Maintenance and Engineering Technician Academy, a sixteen-week training program at Davidson-Davie Community College. He completed the program and received a Welding Fabrication Certificate. Fromm Packaging Systems hired Chase upon graduation from the Maintenance program. He is now traveling extensively and even to some foreign countries, using his expertise to work on specialized machines.

The Get REAL program helps youth develop themselves into independent, strong adults who believe in lifelong learning and strive for higher career aspirations. By preparing out-of-school students, ages sixteen through eighteen, for meaningful employment and economic independence through education and career training opportunities, students such as Chase can surpass expectations and become contributing members of the working world. Director of Get REAL, Sherri Trotter, stresses attendance, academics, and attitude as motivators for student buy-in and accountability. Chase grew as a learner, employee, and community member through his ability to persist through challenging times.



Evident in Chase's story are present several conditions leading to his ability to continue when in the past he wasn't successful. As stated in the New England Adult Learner Persistence Project, students persist when the class's organization and procedures meet affective needs. Chase's story demonstrates how important it is to build a sense of belonging in our students' success. Students are more willing to learn from each other, hold each other accountable, and participate in discussions and group activities when they know they are valued members of the course. Their attendance, attitude, and push for academic success are expectations from classmates and instructors. Chase is now able to meet challenges, both socially and at work, with a toolkit of skills developed through hard work and a developed sense of belonging.

To learn more about Chase and Davidson-Davie Community College's Get REAL Program, watch "Serving At-Risk Youth in an Adult High School Program," presented on February 17, 2021.

If you have an example from your institution of an instructor utilizing best practices to strengthen retention, contextual instruction, or integrate technology, please share with Matthew Brown at brownm@nccommunitycolleges.edu

Rethinking Adult Education– Advancing Pre-Apprenticeships

From September 2020 to November 2020, the Department of Education invited providers funded by the Adult Education and Family Literacy Act to submit preliminary designs for pre-apprenticeship programs. The challenge received 203 submissions across a range of industries, including manufacturing, healthcare, and technology. Entrants represented 44 states, as well as Guam and the District of Columbia.

We would like to congratulate the seven NC providers who have been accepted as finalists for the Rethink Adult Ed Challenge, a $750,000 competition to advance pre-apprenticeships. These providers have been invited to join Stage 2 and compete for $750,000 in prizes. North Carolina will be one of thirty-two states and two territories represented.

Please join us in congratulating the following programs: Asheville-Buncombe TCC, Central Carolina CC, Lenoir CC, Nash CC, Pitt CC, Reading Connections, Wake TCC!

For more information please contact Michael Tilley at tilleym@nccomunitycolleges.edu

BE ON THE LOOKOUT

- CCR'S ANNUAL ASSESSMENT MANUAL TRAINING WEBINAR ANNOUNCEMENT
- "ENROLLING THE HARD TO REACH STUDENT" WEBINAR, MAY 4TH@ 2:00

National Reporting System Assessment Training

Training is essential for a quality assessment system. All staff who either administer or score any standardized assessment used to measure educational gain must be trained before administering the tests. All personnel who administer any National Reporting System (NRS) approved assessment must complete training by certified trainers. In addition, all staff including instructors involved in gathering, analyzing, compiling, and reporting data for the National Reporting System must be trained. Local providers are required to keep and maintain a database of all trained NRS test administrators which includes the date of their initial training as well as the dates of all subsequent refresher trainings. Instructors are NOT permitted to administer any paper based or online NRS assessments to their own students. Instructors ARE permitted to administer NRS assessments to students other than their own students.

Below are training requirements for each of the NRS approved assessments permitted in the current NC CCR Assessment Manual. The North Carolina Community College System requires all local agencies to comply with the specific training policies presented below. For more information, please visit the National Reporting System Assessment Training page at the CCR website.

For more information please contact Michael Tilley at tilleym@nccomunitycolleges.edu

TABE Forms 11 & 12, TABE CLAS-E

All test administrators must be trained in administering the TABE test. Once initial training is complete, staff should attend refresher sessions every two years. Staff should review the test examiner's booklet and follow the directions.

BEST Literacy

The Center for Applied Linguistics (CAL) does not provide any formal training for the BEST Literacy test but does provide a manual. Any staff member who has read the BEST Literacy manual is permitted to administer the BEST Lit.

BEST Plus 2.0

CAL requires that all test administrators must be trained in administering the BEST Plus 2.0. Once initial training is complete, staff should attend refresher sessions every two years.

CASAS

CASAS requires that minimally one person from each agency using the CASAS system successfully complete CASAS Implementation Training prior to testing, gathering, analyzing, compiling, or reporting data. Once trained, this individual can train others within his or her respective agency but may not train outside that agency. Once initial training is complete, staff should attend refresher sessions every two years.

Digital Literacy Project Update

In the fall of 2020, the CCR State Office supported the implementation of phase one of a two-phase Digital Literacy Training Project. In July and October, the State Board of Community Colleges authorized the use of funds from the NC 2020 COVID-19 Recovery Act, as well as Title ll funds to be allocated to a cohort of six adult education providers representing the various regions of North Carolina and differing program sizes. These programs were assigned the task of researching and recommending curriculum models that would improve the digital skills needed for online academic success and improve access to workforce development services for basic skills students. Phase two implementation began in February 2021.

We want to recognize the effort and collaboration of the providers who contributed to the development of the Digital Literacy Project: **Coastal Carolina Community College, Sampson Community College, Wilkes Community College, Lenoir Community College, Piedmont Community College, and Reading Connections, Inc.**

The CCR program at **Coastal Carolina Community College** has been identified as the lead provider for phase two of the Digital Literacy Training Project. Coastal Carolina Community College has been supporting the overall management of the Digital Literacy Training Project since February and will continue in this role through June 2021.

For Community Colleges only:

Combine Course Library Announcement:

The State Board of Community Colleges has approved *BSP 4010-Transition Digital Skills* for 96 hours at tier level two**.** This course was developed through the efforts of the Digital Literacy Training Project. In this course students will develop the essential digital skills needed for employment and post-secondary training/ degree programs. The course also focuses on using technology for civic engagement, is aligned to the College and Career Readiness Standards, and designed to meet the requirements of the NorthStar digital skills certifications.

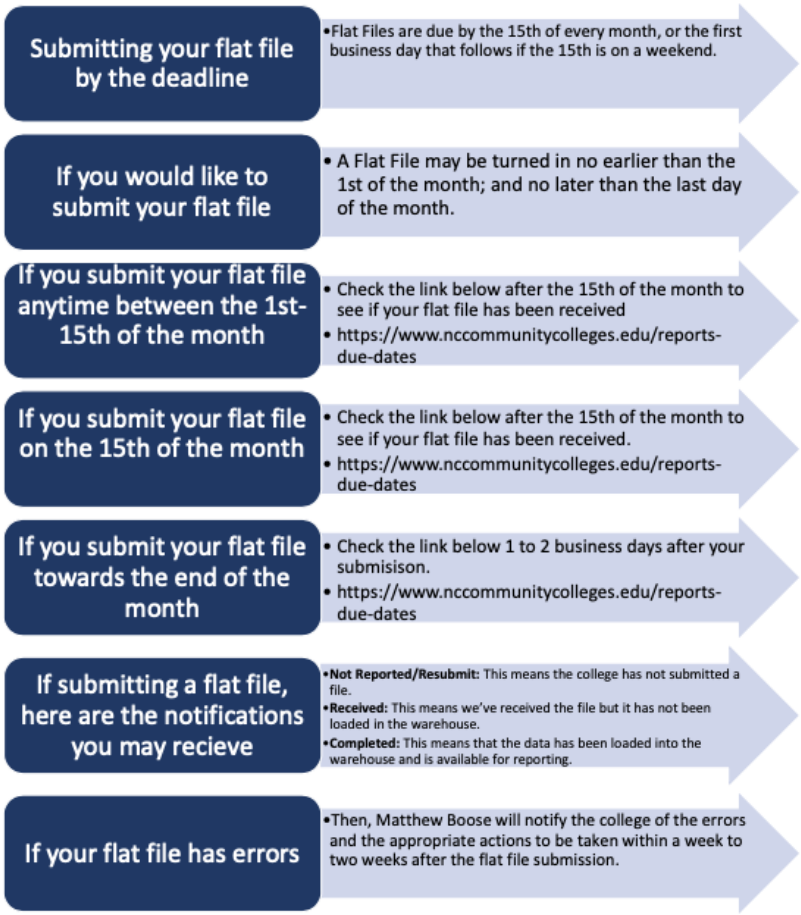
HSE Chief Examiners

The HSE office is revising procedures to streamline and ensure accuracy. The Emergency Plans no longer need to be submitted to the HSE office for approval. Instead, verification that a plan is on file at each site will be submitted to the System Office. Each HSE testing center must have an emergency plan accessible to all HSE examiners at the test centers and at each addendum site per your MOU.

- ★ Verification of the existence of an Emergency Plans will be conducted every year by completing and submitting the HSE Test Center Profile Form
- ★ Please click on the HSE Test Center Profile Form to fill out and submit it no later than April, 30, 2021

LEIS Monthly Flat File Submission

Please reference this workflow when submitting the Literacy Education Information System file each month.



1. The monthly LEIS reports allow CCR System Office staff to monitor the progress of Basic Skills students across the state.
2. The reports are due on the 15th of each month or the first business day that follows if the 15th is on a weekend or holiday. Reports can be submitted anytime during the first 15 days of the month. However, a report may be turned in no earlier than the 1st of the month.
3. The flat files will be processed as they come in and communications will be sent to the colleges about errors.
4. As of midnight on the 15th, the college will no longer be able to submit a file for that month, any remaining errors should be corrected for the next month. This allows CCR System Office staff time to work with the Data Warehouse team who support the monthly assessments.
5. The report's web status page will be updated as files are processed. The following definitions are used:
    1. **Not Reported/Resubmit**: The college has not submitted a file or a resubmission is requested
    2. **Received**: The file has been received. Validation processing and test loading of the file for Data Warehouse will be conducted
    3. **Completed**: The data has been loaded into the Data Warehouse and is available for reporting

Colleges are encouraged to submit report files as close to the first of the month as possible to allow time to resolve data errors for the current reporting month. Report files can be submitted as often as necessary until the 15th of the month.

The Student Success Center Needs YOUR Help!

The NC Student Success Center needs input from faculty regarding the Teaching and Learning Hubs. They are seeking continued input in order to shape the professional development opportunities that the Student Success Center will provide. You are invited to take part in a faculty focus group on professional development that will be held, virtually, in April 2021.

The Student Success Center is interested in gathering perspectives from a wide range of faculty including both full-time and part-time instructors representing Curriculum, Continuing Education, and College and Career Readiness. Faculty who are interested in participating in a focus group are asked to fill out this form, and will be contacted with more information. The confidential focus groups will each include a maximum of four faculty members per session, will be scheduled for one hour in April, and facilitated by an independent research and evaluation firm, DVP-PRAXIS LTD.

Please use this link to access the Faculty Focus Group Interest Form.