

Welcome Program Year 2021-2022

Equitable Economic Recovery – Adult Education Pipeline

What a year! In PY 2019-2020, we all faced the challenge of keeping our doors open during a global pandemic, an economic crisis, and a national awakening of racial injustice.

The crises created by the spreading pandemic and the slowed economy required us to adapt our practices to the new reality. And, as the vaccinations rolled out and our state began to reopen, we needed to analyze our data to understand which changes in student behavior will be permanent and what behaviors will fade away. We know one difference is that the shift to expanded distance learning is here to stay. For the third crisis, the Black Lives Matter movement pushed us to look critically at our practices and create a blueprint to promote racial equity in providing adult education activities and services.

We also welcome NC Title II Adult Education and Family Literacy Act providers for 2021-2025. In PY 2021-2022, we will work together to create and offer services that prepare our students with the digital skills needed to compete in the workplace and succeed in academic and training settings. We will collaborate with internal and external stakeholders to design pathways that accelerate transition with programs such as Integrated Education and Training and Pre-Apprenticeship models. We commit to ensuring an equitable economic recovery by creating an adult education pipeline to meet local workforce needs.

Thank you for your leadership. Learning from the past, we look forward to rebuilding more robust CCR programs in PY 2021-2022.

Gilda Rubio-Festa,
Associate Vice President, College and Career Readiness
State Director, Title II

2021-2022

Measurable Skills Gains Rate

For the 2021-2022 program year, the North Carolina AEFLA negotiated level of performance for measurable skills gain is

43.6%.

Measurable skills gains are achieved for participants by earning an educational functioning level gain or by the attainment of a secondary school diploma or its recognized equivalent.

AHS and HSE Graduates Tuition Assistance

Eligible 2021 NC Adult High School Graduates and HSE Graduates will have their tuition and fees covered at any one of our “Great 58” Community Colleges for two years through a special initiative.

The Longleaf Commitment is a grant program for 2021 North Carolina high school graduates who will attend one of our state’s community colleges starting in the Fall 2021 semester. 2021 Adult High School graduates and HSE graduates may be eligible to receive this grant – not a loan – for tuition and fees toward a degree or to attain transfer credit.

For more information go to [Longleaf Commitment Grant webpage](#)

DPS Prison Facilities Now Open

After many months of limited access to our NC prison facilities, we have good news! Effective June 1, 2021, and continuing through the end of December 2021, the Department of Public Safety (DPS) run correctional facilities will allow in-person access for educational partners to provide NRS-approved testing, HSE testing, CCR, HRD, vocational programming, and curriculum classes. Of course, a few ground rules have been put in place by our DPS partners to ensure the safety of all involved. Please reach out to your educational, correctional partners to learn about the most up-to-date guidance and requirements for entering a facility. Some of the requirements are below:

- ★ All individuals involved (community college staff, community-based organization staff, and offenders) must be fully vaccinated and 14 days out from their last vaccine to participate in in-person educational services.
- ★ All parties involved must follow all CDC guidelines.

This has been a trying time for our programs, while they have relied solely on Alternative Learning Packets to provide educational services to this marginalized population. The creativity and innovation, such as providing “fence classes” and electronic transmission of ALPS, was quite the achievement. Hopefully, as COVID-19 restrictions continue to be lifted, we can continue to advance the lives of those served in these settings safely. For any questions regarding corrections education, please reach out to Michael Tilley at tilleym@nccommunitycolleges.edu.

Success Story - Rabila Mohamed at GTCC

When Rabila Mohamed came to the United States three years ago, she spoke only a few words of English, but she was armed with a fierce determination to succeed. At Guilford Technical Community College, she uses her grit as she moves toward a career as a registered nurse. In less than three years the 24-year-old, who is originally from Niger in Western Africa, has completed Beginning English for speakers of other languages (ESOL), earned her GED, completed a CNA program and passed the state board exams, enrolled in a four-night-a-week phlebotomy program, started an advanced ESOL class to bolster her English skills and began working 10-hour shifts as a CNA.

French is Mohamed's first language, so when she began GTCC's CCR programs at the Greensboro campus in 2018, she had to immerse herself in her new language.

"(First) I had to learn to speak, write and read everything I know in English," recalled Mohamed. "After I became confident with my English ability, I decided to try to get my GED. I spent six months (working on that). Then I took a CNA class at the continuing education program because it is one of the requirements for the career I chose.

"When I finished it, I took a phlebotomy course so I can work part time while in college. I started college at GTCC last semester and I'm taking my general education." She hopes to begin the nursing curriculum in 2021.

Perhaps the most difficult part of Mohamed's journey has been mastering a new language.

"It was difficult learning English at the beginning because most of my classmates could communicate with the instructor, but I couldn't for the first two months," she recalled. "It got better once I started speaking English at home with my family. I am an introvert and making new friends had always been challenging, especially since we didn't speak the same language. The instructors were very encouraging, so it was easy to connect with them. Writing is the most challenging part of a new language, and I'm still struggling with the spelling. But luckily we have a free tutoring center at GTCC and I go whenever I need someone to review an essay before I submit it."



Related Best Practice

On page 1.12 of the NCCCS CCR Content Standards for Adult Basic Education, there is a list of "Guiding Principles for Teaching Adult Learners." These underlying assumptions are important to consider when teaching, learning, or assessing.

1. Students practice all the skills of the curriculum in the classroom with varied materials, in multiple formats.
2. Teachers respect students' diverse backgrounds, and the strengths they bring to the classroom.
3. Teachers work with students to develop clear short-term and long-term goals.
4. The whole is greater than the sum of the parts.

We see examples of "Best Practices" in adult teaching taking place in Rabila Mohamed's story. We can see she was exposed to the right information to make achievable goals; she was able to learn in a contextualized environment, and she was able to build on her mastery in a systematic way leading towards specialized learning. As Rabila transitions from CCR to curriculum, her connection to learning was strengthened by the relationships, respect, and planning of instruction by the teacher.

Talent Response and Collaboration Listening Sessions

The NC Community College System Office CCR unit is embarking on several efforts to learn from those in the field. We want to listen to you and your partners in a Talent Response and Collaboration Listening Session. The full purpose is to hear from practitioners who are working with students through the workforce board career centers, local college Perkins (CTE), and College and Career Readiness. We are interested in promising practices about collaboration, innovative or intra-organization efficient and effective workflows. We also want to learn about Finish Line grant experiences, comprehensive local needs assessment experiences, Title II collaborative practices, and anything on the minds of those participating.

The “Listening Tour” sessions are scheduled by workforce development board region. If a college serves more than one WDB, the college may pick which session to attend. We are also encouraging local teams to invite members from local industry (perhaps advisory board members) to participate as well. These listening sessions will continue through September. For more information, please contact Dalanda Bond at bondd@nccommunitycolleges.edu.

Please see the July session dates below:

July 19	10am-11:30am	Charlotte/Mecklenburg (CPCC)
July 23	10am-11:30am	Durham (Durham Tech)
July 26	10am-11:30am	Turning Point (Edgecombe, Wilson, Halifax, Nash)
July 27	1:30pm-3pm	Cumberland (Fayetteville Tech)

Distance Education Update

As the new program year begins, the CCR Professional Development Office is excited opportunities heading our way in July.

As many of you have read in your email from Dan Loges, the Alternative Learning Packets are no more and are being replaced with Alternative Learning Packet Courses. The request forms will be submitted through Moodle by the director of the program. Along with the request form, a scope and sequence and narrative answers are required for approval. For more instructions and information please, visit the Distance Education Information section of the [CCR webpage](#).

The CCR unit has also updated the LEIS Form 2021-22 Training to reflect the current form. This course is on demand and available on [VLC Moodle](#).

To support instruction, we will continue our Evidence Based Reading Instruction Webinar Series with [Evidence-Based Reading: Guided Reading & Fluency](#) on July 13. Please register to make sure you do not miss it. You can view all of the Evidence-Based Reading Webinars in the series along with any most other past webinars from this year at the [CCR Professional Development Event Archive webpage](#).

2021 Adult High School Implementation Guide

The revised 2021 Adult High School Implementation Guide has been prepared and available for download. This document contains the policies and procedures that govern the implementation and operation of an Adult High School program in North Carolina. The most recent AHS Implementation Guide changes are highlighted in yellow in the PDF, and key information is listed below.

Creating a standardized GPA calculation process pushes us in the right direction to ensure CCR graduates have access to the same opportunities and placement as other secondary school graduates. These steps will be a new process for some, but the benefits of standardized GPA reporting will be enormous.

- Colleges must utilize Degree Audit OR an AHS Excel Transcript Template to produce AHS transcripts effective July 1, 2021. Visit our [AHS webpage](#) for the most up-to-date AHS Implementation Guide and Excel Transcript Template.
- All transferred-in credits from a student's prior school(s) showing on their transcript, and all credits earned at the adult high school program must be listed with the earned grade, whichever transcript creation method is utilized.

MPHSE Transition Update

On behalf of the College and Career Readiness team, we would like to recognize the Multiple Pathways to High School Equivalency (MPHSE) committee members for their past service. We offer our sincere thanks for their dedication and commitment to the adult learners working toward a high school equivalency. To date, more than twenty students have obtained their HSE Diploma through MPHSE. The committee members are Debbie Woodard (co-chair), Susan Huneycutt (co-chair), Zeledith Blakely, Brad Bostian, Don Michael, April Root, and Jill Storey.

During the next phase of MPHSE, Central Carolina Community College has been identified to facilitate the transition of the program operations to the NCCCS's HSE office. Sandra Thompson will serve as the first point of contact for local colleges regarding MPHSE questions and implementation. She can be reached at sthom589@ccc.edu

DiplomaSender Update

An additional access has been granted to current DiplomaSender users. Additional test centers have been added, and each user can login to DiplomaSender, search for specific testers taking the GED Ready™ Practice and GED Online Proctored tests or the HiSET® Exam at Home.

- ★ For GED, test center 66745 was added to each account, allowing access to North Carolina GED Ready™ Practice and GED Online Proctored tests.
- ★ For HiSET, test center STNRPNCPRO was added to each account, allowing access to the HiSET® Exam at Home tests.

2021-2022 CCR Assessment Manual

The North Carolina College and Career Readiness Assessment Manual for the 2021-2022 program year is now available for viewing. This document provides North Carolina CCR programs with guidelines for developing and implementing a comprehensive assessment policy. It can be viewed and downloaded from the [CCR's National Reporting System Assessment Training webpage](#). An assessment manual overview training webinar was conducted on June 15, 2021. The recording has been made available on [our Professional Development Event Archive webpage](#).

Please address any questions to Michael Tilley at tilleym@nccommunitycolleges.edu.

