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## MAY NEWSLETTER

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Hello CCR Folks,

The CCR team has been very busy. We have been working on creating and offering professional development webinars, managing the implementation of a new data management system, facilitating digital literacy projects for ASE, tracking and sharing innovation for instruction in Corrections, creating on-demand training for performance, managing the Title II RFP, collaborating with NCCCS office teams to work with Workforce Development Boards, reviewing and analyzing results of the Distance Learning Survey, participating in OCTAE committees to advocate for funding, equity, and share student success stories, coordinating the Multiple Pathways to High School Equivalency transition to the HSE office, and implementing a phased-in return to the System Office for in-person work!

A huge “Thank You” to all the programs who submitted student success videos in response to our request. We received more than twenty videos! One of the OCATE committees I was asked to participate on asked if NC and a few other states had 2-3 student success videos to share. NC submitted the three videos showcased on this page.

These videos dramatically help us tell our story. Enjoy spring.

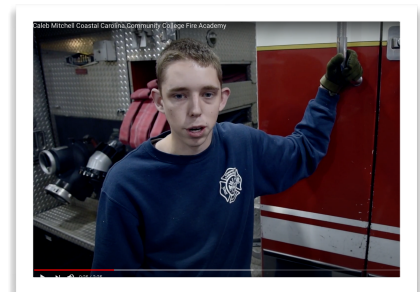
Gilda Rubio-Festa, State Director, Title II  
AVP for College and Career Readiness



[William Gorham](#)  
[HSE to Executive Chef](#)  
[Nash Community College](#)



[May Paw](#)  
[Immigrant to Entrepreneur](#)  
[YMCA of Northwest North Carolina](#)



[Caleb Mitchel](#)  
[HSE to Firefighter](#)  
[Coastal Carolina Community College](#)

### Promising Practices: Recruitment

These videos are an excellent example of connecting promotional materials to the emotional needs of prospective students and to employers need for a skilled labor market. When creating promotional materials, it is important to focus on the ability of the students to succeed and establishing your programs as a partner with local employers letting them know how you can help them rebound.

(n.d.). Strategic Review of Effective Re-Engagement Models for .... Retrieved May 4, 2021, from <http://www.education.vic.gov.au/documents/about/research/revreengage.pdf>

## Literacy Together - Family Literacy Story

Taylor is a relatively new Literacy Together volunteer tutor. He recently moved back to Buncombe County and almost immediately attended a volunteer orientation and tutor training for our English for Speakers of Other Languages (ESOL) program. He speaks Spanish, has taught ESL and wanted to bring his expertise to our community. After finishing his training, he was matched with Lázaro, who Taylor describes as "a student who is wonderful, very engaged, and excited to learn."

During their first lesson together, Lázaro asked Taylor if he would consider also working with his wife Gloria, who had been on the ESOL waiting list for several months. Taylor agreed, and now teaches the couple separately, meeting each of them once a week for two hours.

Lázaro and Gloria have a charismatic fourth-grader named Gigi who often joins her parents' classes to "help" them with their English. Taylor recognized her keen interest in learning and asked his mother, a Title I Reading Teacher at a local elementary school, if she would be willing to help Gigi with her reading and her English. She was thrilled to get involved and now meets with Gigi twice a week for 30 minutes.

Watch the video to learn more about how these two families are working together and how their connection is blossoming!

[Watch Taylor and His Mother Tell Their Story](#)

Please join us for the upcoming Career READY Bi-Monthly Meeting sessions! We will host refresher sessions on "al things Career READY." It is recommended that program directors, instructional designers, and LEIS Specialists attend the session.

Just a quick note - these sessions will be beneficial for **NEW** Career READY programs as well. Please join us for exciting information sessions. We look forward to seeing you there!



## Career READY

### Bi-Monthly Meeting

**Date: Thursday, June 17, 2021**

**Two Sessions: 10:00 AM & 1:00 PM**

**Hosted By: Susan Huneycutt**

**& Laurie Weston**

**Racial Equity &  
Immigrant Integration**  
Edition of the COABE Journal

**CCR's Dalanda Bond  
Published in the *Race,  
Equity & Immigration  
Integration Edition* of the  
COABE Journal**



**Racial Equity and Adult Education: An Historical  
Glimpse at Johns Island Citizenship School**

Dalanda Bond began her career in education as a high school social studies teacher. Her professional career has included teaching Adult Basic Education and college level history courses. Currently, Ms. Bond is Education Program Specialist, Performance & Partners, at the system office. She also works part-time as an online history instructor for a university and is a doctoral student at North Carolina State University.

**Abstract:** The case of the Citizenship School in Johns Island, South Carolina, provides a useful example of how adult education was used to assist learners in literacy while empowering them to address racial inequities through voting. This case can be an inspiring guide in modern times as adult educators seek ways to integrate and discuss topics of racial equity in their curriculum.

[Watch Dalanda's Interview with Dr. Don Finn, President of COABE.](#)

**April Professional Development Update:**

Please [click this link](#) to watch the  
**Professional Development Update Video.**

- ▶ May 6: Dashboard Release Session - Subsequent Postsecondary Enrollment
- ▶ May 11: Evidence Based Reading – Phonics, Phonemic Awareness, &...
- ▶ June 8: Evidence-Based Reading: Appropriate Text Selection for Adult...
- ▶ June 10: Enrollment Support: Round Table Discussion on Increasing...
- ▶ June 15: Assessment Manual Training
- ▶ July 13: Evidence-Based Reading: Guided Reading & Fluency

Visit the [Professional Development Website](#) for more information  
on upcoming training and to watch past trainings.



# NRS | Table Revisions:

The Office of Management of Budget (OMB) has approved the following modifications to the National Reporting System (NRS) information collection for adult education:

## **Revisions to Table 4 “Measurable Skill Gains by Entry Level”; Revisions to Table 4c “Measurable Skill Gains by Entry Level for Participants in Distance Education”**

Table 4 and Table 4c revisions expand the types of gains that can be used to document a measurable skill gain for participants that are enrolled in workplace adult education and literacy (workplace literacy) activities, and integrated education and training (IET) programs.

OCTAE recognized that workplace literacy and IET program participants may have barriers to demonstrating progress towards skill gains if only using educational functioning level gains or high school completion. These two types of gains under the MSG indicators historically have been the only types of gains available to AEFLA-funded programs for federal reporting.

As a result changes to the NRS tables, OCTAE has authorized three additional methods for individuals enrolled in workplace adult education and literacy programs and IET to document MSG progress. These three indicators types are:

<b>Postsecondary Transcript or Report Card</b>	<b>Progress Milestones</b>	<b>Skills Progression</b>
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OCTAE revised columns G and N on Table 4 and Table 4c to include participants in workplace adult education and literacy and IET programs. Reporting on these revised tables is **permissible but not required** for AEFLA program year (PY) 2020 for performance data reporting due on October 1, 2021. It will be **required** for PY 2021 performance data reporting due on October 1, 2022.

## **Revisions to Table 4b “Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants”**

Instructions were added for column B. Column B includes the number of participants who have received a pre-test and post-test.

## **New Table 99 “Indicator Denominators for the Statewide Performance Report”**

This table will collect the number of participants included in the denominators for each indicator on the Statewide Performance Report (SPR). It will be incorporated into the “Edit” screen of the SPR in the NRS database and thus will not be a stand-alone table in the system. The data collected by this table will be used to automatically calculate performance for each indicator on the SPR, thereby eliminating the need to enter the rates for each indicator.

We anticipate that these revisions will yield more accurate reporting of participants served in the adult education program. The NRS database will be updated to reflect these changes in time for the annual reporting cycle later this year. In the interim, you may access the following link to view the revised tables:

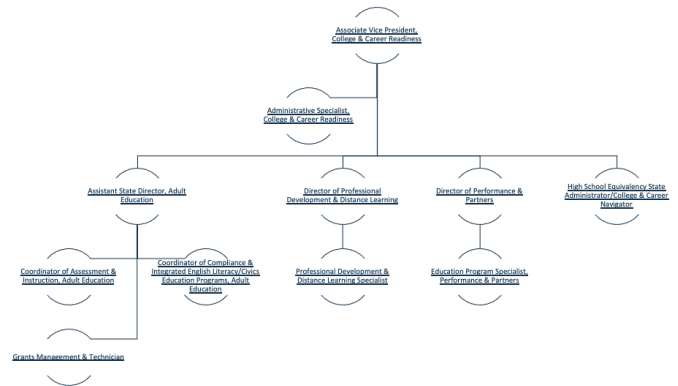
[NRS information collection approved under OMB control number 1830-0027 \(expiration date February 29, 2024\)](#)

**The CCR office is currently awaiting further guidance from OCTAE. We will provide technical assistance on these changes in the near future, and we will let you know as soon as we have more details to share.**

# CCR Team Contact Information

To view the CCR Organizational Chart, read our team’s job responsibilities, and find contact information for every member of the CCR team, please check out this document:

## [CCR Organizational Chart](#)



## For Community Colleges only: College and Career Navigation

Basic Skills Plus: In collaboration with CE and CU, the Basic Skills Plus waiver program is in the process of being simplified to support equitable opportunities for concurrent enrollment of HSE and AHS students. More information will be available soon.



### HSE Office Update

Emergency Plans are required to be on file. It is no longer required to be submitted to the HSE office for approval, but we do need verification that a plan is on file at each site. Verification of the existence of an Emergency Plan will be conducted every year by completing and submitting the [HSE Test Center Profile](#)

**Reminder: The Emergency Plans were due April 30, 2021.**



The HSE office is coordinating the Multiple Pathways to High School Equivalency Diploma Program (MPHSE) transition to the HSE office. The MPHSE Diploma Program is an alternative for earning a high school equivalency diploma in NC. The State Board approved the MPHSE Diploma Program on December 4, 2015. Over twenty students have obtained their HSE Diploma through the MPHSE program.