

Creating Equitable Opportunities to Transform Economic Mobility

Dr. Pamela G. Senegal

President

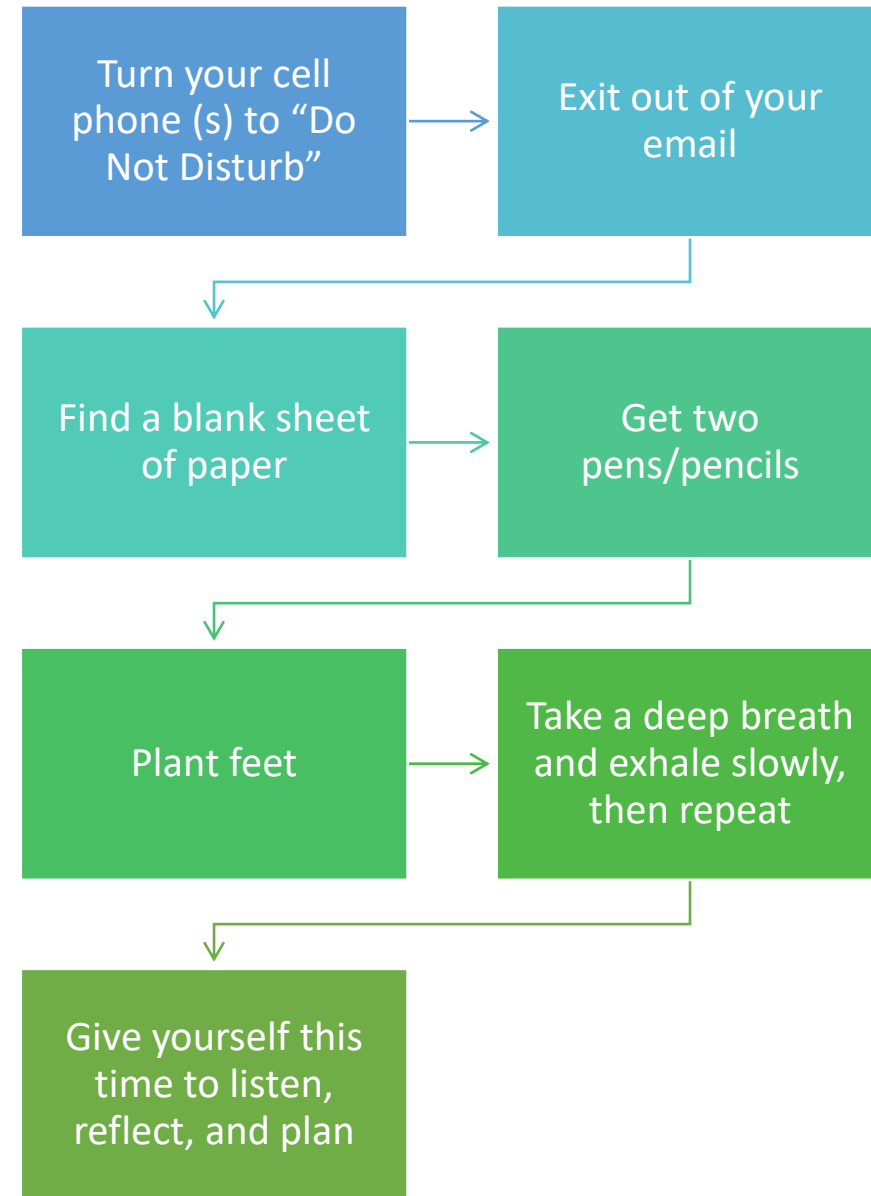
Piedmont Community College

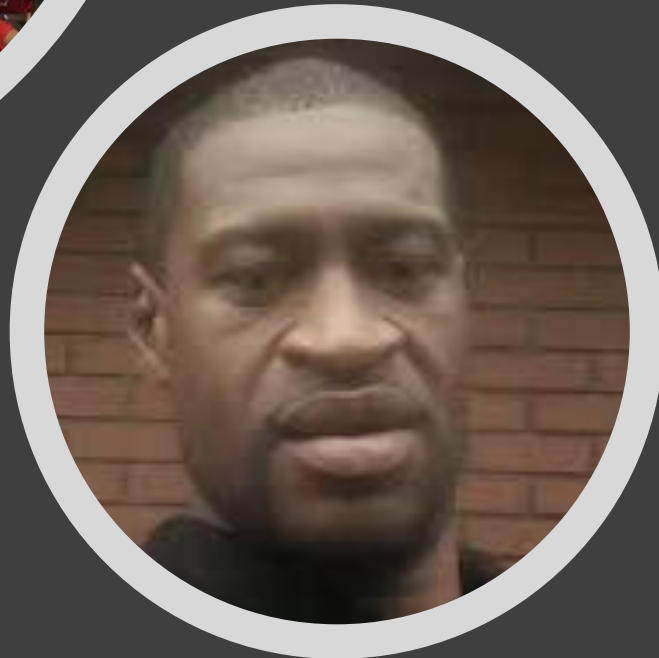
Context - Bracketing

- What am I dealing with?
 - A pandemic
 - A **cyber attack**
 - A community with an **officer involved shooting**
 - Family health challenges
 - More....
- What are you dealing with?
- What are our students dealing with?



Different Approach





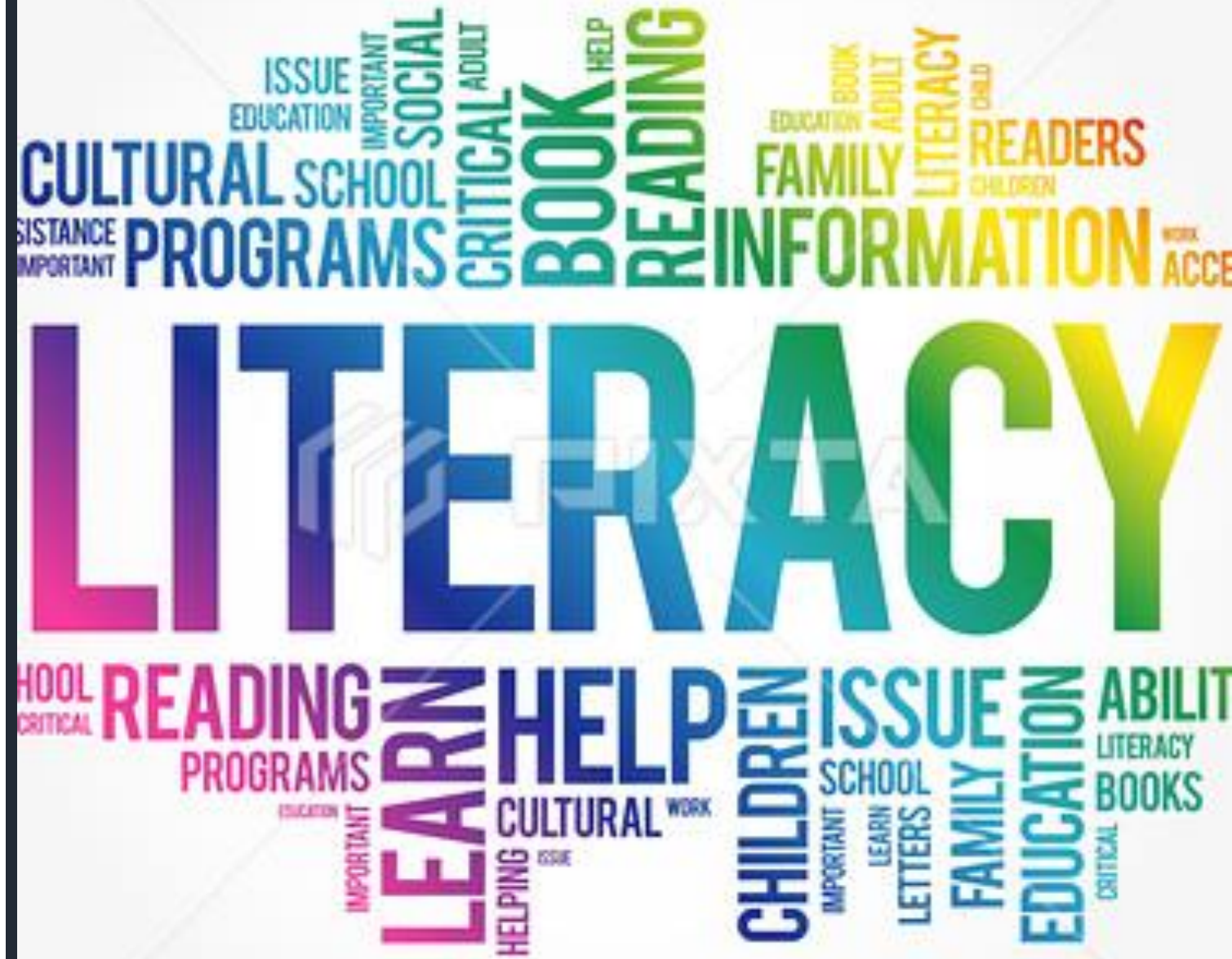
Process for remarks today...

- From Katrina, to Trayvon Martin, to George Floyd, to the lack of a national plan for dealing with COVID, renewed interest in dismantling systematic racism
- Feeling hopelessness
- Emerged remembering that:
 - EDUCATION is the key
 - LITERACY is fundamental to democracy
 - Things will NEVER return to “normal”

Overview

- Dismantle key myths
- Share sobering facts
- Establish connection between CCR and economic development
- Identify barriers and strategies to greater student outcomes
- Create action plan
- Wrap up comments

Dismantle Key Myths



Dismantling Key Myths

Consider underlying beliefs regarding students served in CCR programs



Higher Education Panel Reminds Us....

“There is no neurological difference between races at birth, so the gaps are related to systemic access to resources and tests that are too often biased toward white middle-class life.”

Dr. Sandra Soliday Hong

Research Scientist

Frank Porter Graham Child Development Institute

UNC Chapel Hill

September 3, 2020

Facts please

- Issues of literacy, numeracy, and digital knowledge are more prevalent than we realize
- Those who attend our literacy classes shouldn't unilaterally be considered troublemakers, lazy or don't care about their education
- Improving literacy levels will impact our community's health, employment, housing, and participation in democracy

REFLECTION - Identify the myths that guide how your community serves CCR students

Words That Matter

The key words here are **Access**—the opportunity to fully participate in campus life;

Equity—fair and just outcomes for all to achieve their full intellectual and professional potential; and

Inclusion—an individual or group sense of belonging as valued members of campus life.

Dr. Michael A. Baston

President

Rockland Community College

Aspen Fellow

QUESTION – What does your institution need to do to fully integrate CCR staff and students into the overall college experience?

Sobering Facts



Sobering facts

- Recession is official
- Service, hospitality, and other low skill jobs most impacted
- Digital divide exacerbates participation in education and employment
- Funding for literacy programs has declined, despite a flat level of improved literacy
- Over 10 million Americans have filed from unemployment



ProLiteracy[®]

U.S. ADULT LITERACY FACTS

U.S. FACTS

MORE THAN
36 Million
adults in the United States cannot read, write,
or do basic math above a third grade level.

68% of programs are struggling with long
student waiting lists, and **less than 10**
percent of adults in need are
receiving services.

FAMILY LITERACY

Children whose
parents have low
literacy levels
have a **72%**
chance of being at the lowest
reading levels themselves.
These children are more likely
to get poor grades, display
behavioral problems, have high
absentee rates, repeat school
years, or drop out!

UNEMPLOYMENT/WORKFORCE

Low literacy costs the U.S.

\$225 Billion

or more each year in non-productivity in the
workforce, crime, and loss of tax revenue due
to unemployment.³

POVERTY

43%
of adults with the lowest
literacy levels live in poverty.⁴

EDUCATION

HEALTH LITERACY



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EDUCATION



ONE IN SIX

young adults—**more than 1.2 million**—
drop out of high school every year.⁴

HEALTH LITERACY

\$232 Billion

a year in health care costs is
linked to low adult literacy skills.²

ELL(English Language Learners)

2 million immigrants come to the U.S.
each year, and about

50%

of them lack high school education
and proficient English language skills.⁷

CORRECTIONS

75%

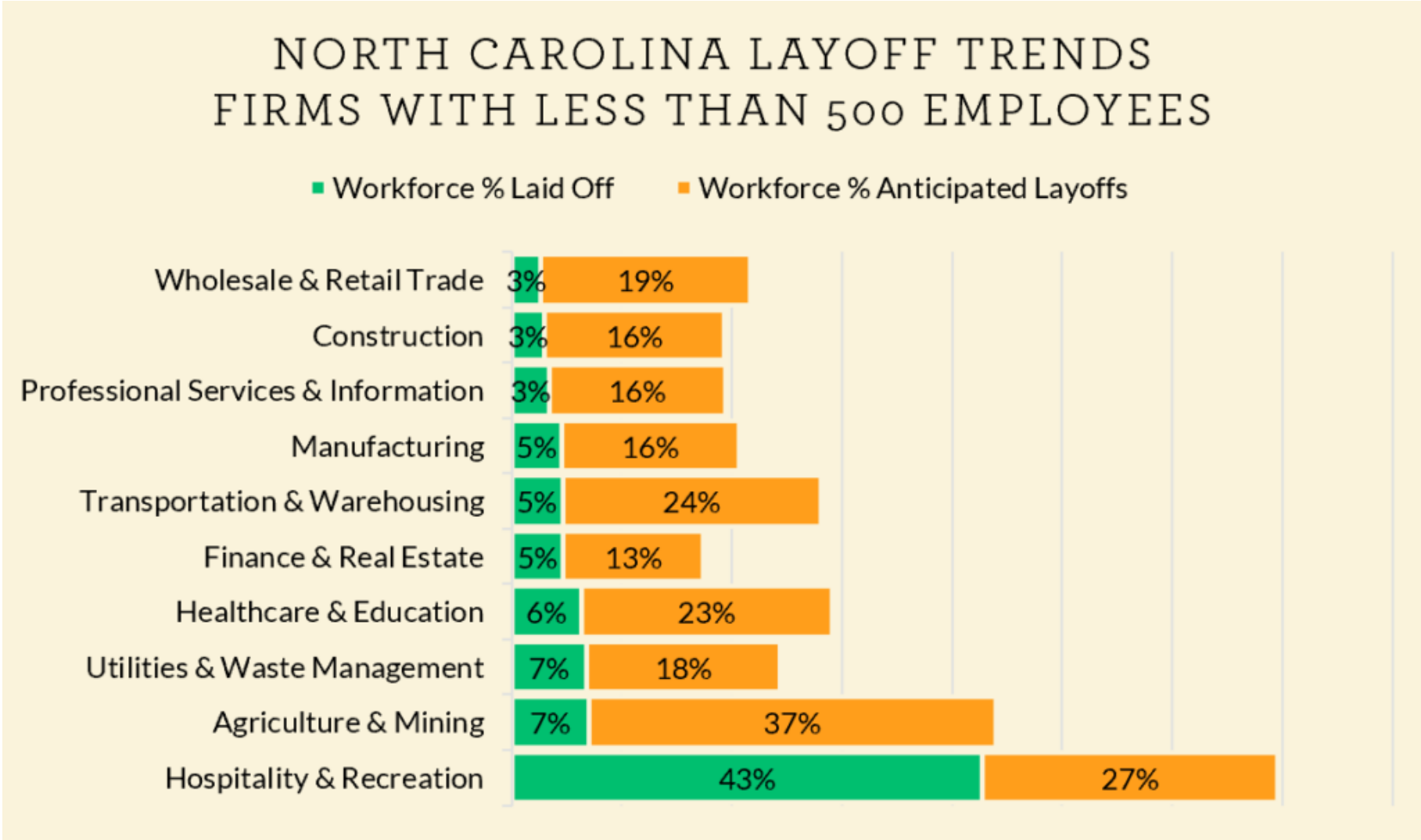
of state prison inmates did not complete
high school or can be classified as low
literate.⁶



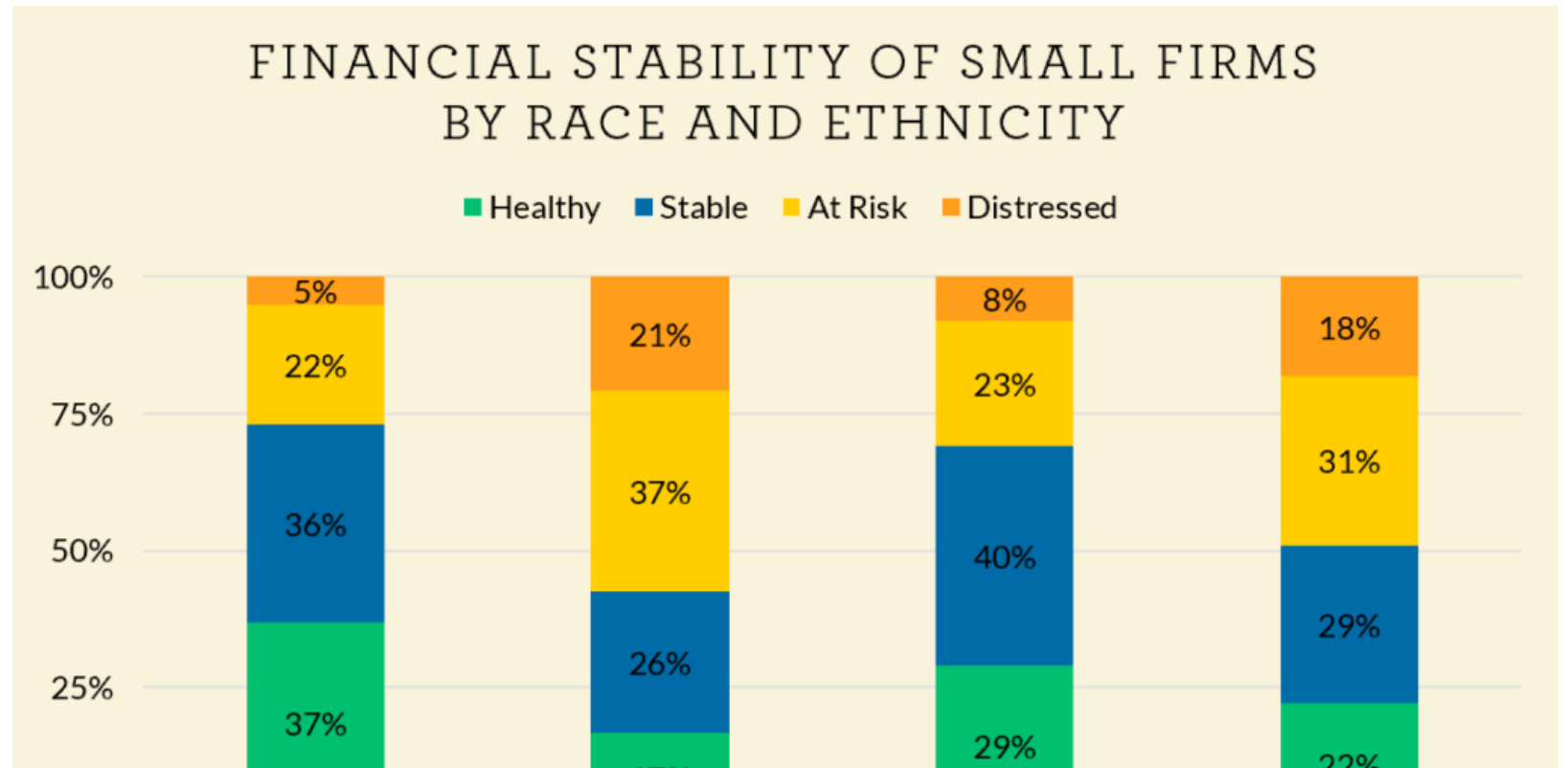
Basic Needs Vulnerability Index

Results based on [Gallup's new Basic Needs Vulnerability Index](#) reveal that the highly vulnerable were at an even larger disadvantage. Among this group, the **lack of internet connection** increases as the number of young children present in the home **rises**... Access drops steadily with each additional child present in the home, but it is **lowest at 16%** among those with three or more young children.

North Carolina's Layoff Trends



Stability of Small Firms by Race



Out of all the facts shared, which one is the most disturbing to you?

Exclusion.

20% of adults can't read this.
Let's stop the exclusion.

#PowerofWords

CCR &
Economic
Development?
YES

Origins of College and Career Readiness

- 1960s – War on Poverty
- Title II – Economic Opportunity Act of 1964 established the Basic Skills Program to:
 - “remedy inequities of education disadvantage by offering persons the opportunity to develop reading, writing, language and arithmetic skills to enable them to obtain or retain employment and otherwise participate more fully as productive and responsible citizens.”

Low Literacy Levels Costing The Economy \$2.2 Trillion A Year

- “This study translates into dollars and cents what the literacy field has known for decades: low literacy prevents millions of Americans from fully participating in our society and our economy as parents, workers and citizens,” said Robinson. “It lies at the core of multigenerational cycles of poverty, poor health, and low educational attainment, contributing to the enormous equity gap that exists in our country.”
- She continued, “This research clearly shows that investing in adult literacy is absolutely critical to the strength of our nation, now and for generations to come. It proves that what Barbara Bush said more than 30 years ago is still true today: **‘Literacy is everyone’s business. Period.’**”

Barbara Bush Foundation for Family Literacy

Eradicating Illiteracy Yields Huge Economic Benefits

- If all U.S. adults were able to move up to at least Level 3 of literacy proficiency, it would generate an additional \$2.2 trillion in annual income for the country, equal to 10% of the gross domestic product.
- “The U.S. confronts a long-standing challenge of high-income inequality, with strikingly large gaps in wealth and income between people of different races,” [said lead author, Jonathan Rothwell](#). “
- On top of these long-term challenges, the Covid-19 pandemic has weakened the economy and overlapped with a robust movement addressing racial injustice. Eradicating literacy would not solve every problem, but it would help make substantial progress in reducing inequality in the long-term and give a much-needed boost to local and regional economies throughout the country.”
- “Eradicating literacy would be enormously valuable under any circumstances,” Rothwell continued. “Given the current economic and health challenges, there is even more at stake in ensuring that everyone can fully participate in society.”

myFutureNC

On August 10, 2020, all [100 county attainment profiles](#) were released at dashboard.myfuturenc.org. The creation of the profiles is only the beginning. In the coming year myFutureNC will work collaboratively with county leaders across North Carolina to establish local goals and take action based on these profiles. This year, myFutureNC will also develop a suite of action-oriented tools and resources that will be made readily available to all stakeholders.

Barriers & Strategies to Better Student Outcomes



What Gets in the
Way of Serving CCR
Students?

Institutional?

Leadership?

Faculty?

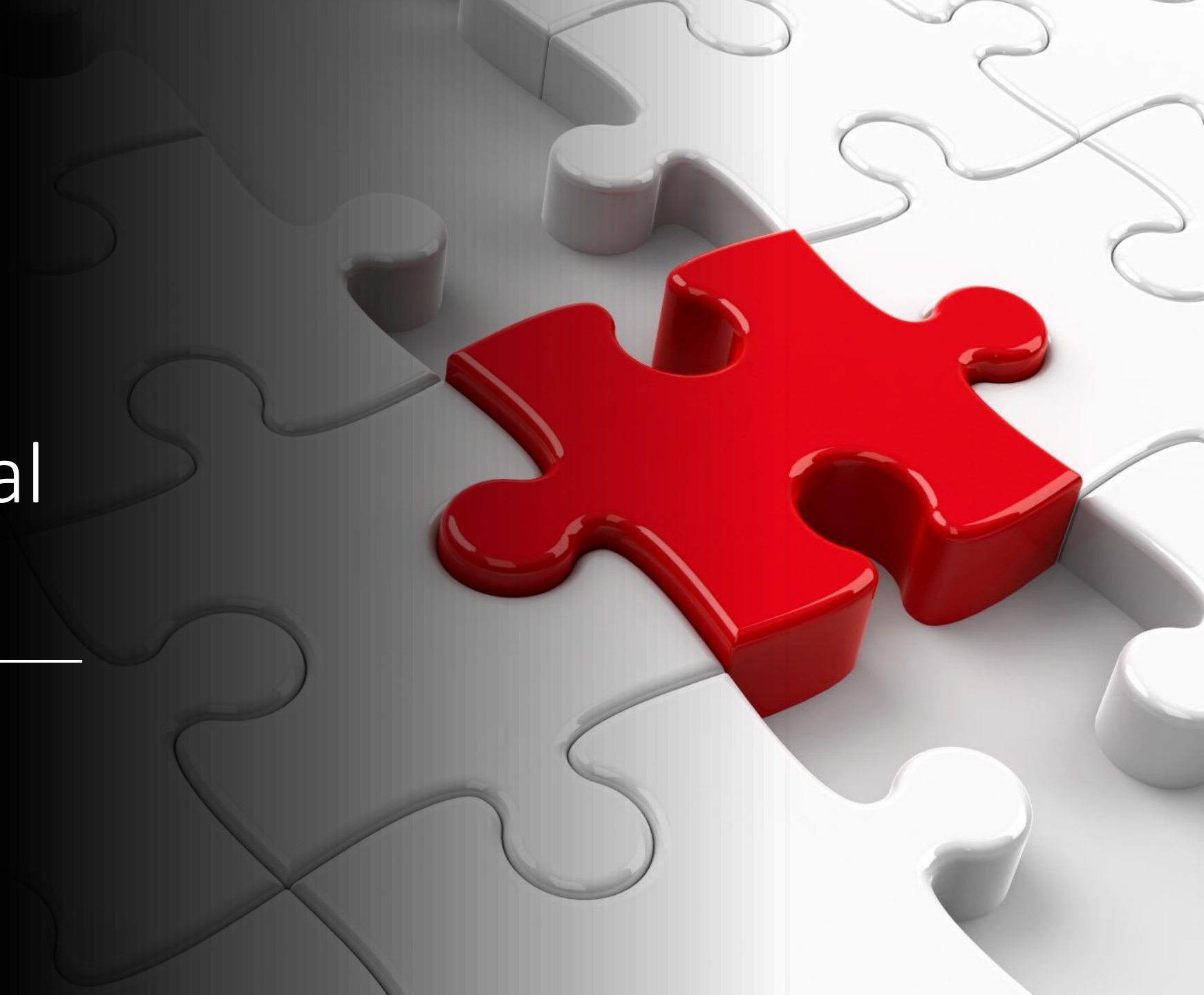
Facilities?

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like border. The text is centered within the graphic and reads: "What actions can you take to address the identified barriers?"

What actions can you take to address the identified barriers?



Who are
critical internal
partners?





Who are critical external
partners?

Think Partners, Not Competitors

External

- NC Works
- Churches
- ESL teachers in public schools
- Counselors in public schools
- Sheriff and Police Chiefs – public safety
- Public libraries
- Public housing
- United Way
- Community Centers
- Health departments
- Food pantries
- Employers
- Farmers
- Shelters

Internal

- Department chairs
- Career coaches
- Correction liaisons
- HRD coordinators
- CAOs
- Grants
- Institutional Effectiveness
- WBL/Apprenticeship
- Short Term training directors
- Small Business Center directors
- Customized industry directors
- Marketing
- Advancement

JOIN US

JOIN THE LITERACY
MOVEMENT

A CELEBRATION OF
READING 2020

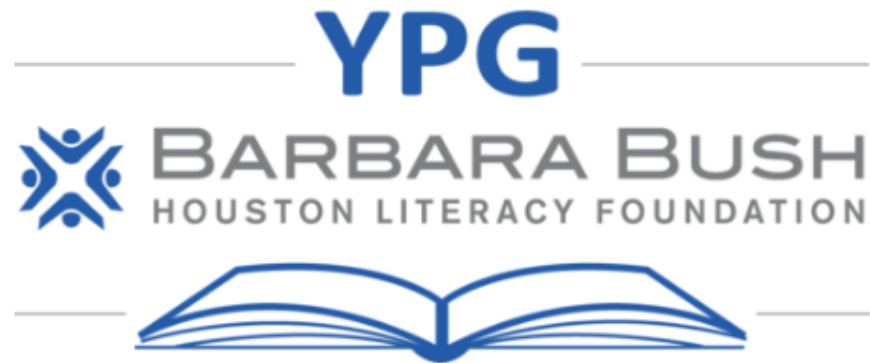
2020 POWER OF
LITERACY LUNCHEON

2021 STORYBOOK
GALA

LADIES FOR LITERACY

**YOUNG
PROFESSIONALS
GROUP**

VOLUNTEER



Young Professionals Group (YPG) is an organization of the Barbara Bush Houston Literacy Foundation, formed in 2014 to engage the next generation of Houston's leaders in the literacy cause. YPG is a network of passionate professionals committed to changing lives through literacy. Members participate in networking and social events, serve in leadership roles, and volunteer in meaningful service activities that help make a difference in the lives of disadvantaged children and their families.

We invite you to join us in our mission to Read. Lead. Serve.

[JOIN THE YPG](#)

Practical advice for interacting with Adult Learners*

- Design for adults, not children.
- Make it pertinent for their lives.
- Respect their time.
- Use all available tools. Encourage use of vetted literacy apps.
- Acknowledge internal dialogue that may cause students to doubt.



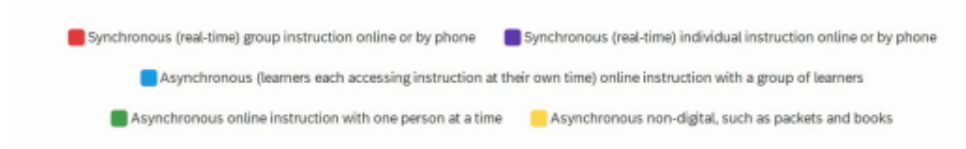


Figure 1. Instruction Format Used with ABE/ASE Students and ESL Students

These same instructors indicated using multiple strategies to support learning (see Table 1). Notably, the top two strategies focus on affective support.

Strategy	%
Providing direct feedback to individual learners	18.6%
Beginning each real-time lesson with a check-in on how learners are feeling	15.1%
Reviewing the previous lesson at the beginning of each lesson	13.3%
Providing paper packets to learners who do not have internet access	9.4%
Relying on an online curriculum created by a publisher or software developer	9.1%
Creating a structured online course in a learning management system (e.g., Moodle, Canvas, Google Classroom)	8.9%
Assigning a video or another online educational resource for learners to watch before the real-time lesson (flipped classroom)	8.7%
Having learners collaborate	6.0%
	5.7%

<https://www.proliteracy.org/Resources/Grants-Funding>

Seek Grant Funding

Consider New Strategies

- Develop teacher-created instructional videos tailored to learner needs.
- Photograph assignments and learner work, send back and forth via text messaging apps.
- Design and present animated PowerPoint presentations to engage learners.
- Use Khan Academy assessments following teacher-driven, synchronous instruction.
- Design and launch a Google website to provide course material and COVID-19 resources.
- Take advantage of food deliveries/pick ups to drop off adult education materials.
- Utilize a variety of platforms to keep learners interested, or consistently use one platform or set of tools so that learners can gain confidence and master them

Get aggressive in reaching out to students!

many teachers and administrators interviewed said they were using technology they had never used before or were using familiar technology for new purposes and in new ways, all in a short period of time. The survey data confirmed that they were using (often multiple) technology tools to provide instruction, outreach, and support that were new to them (see Figures 4 and 5).

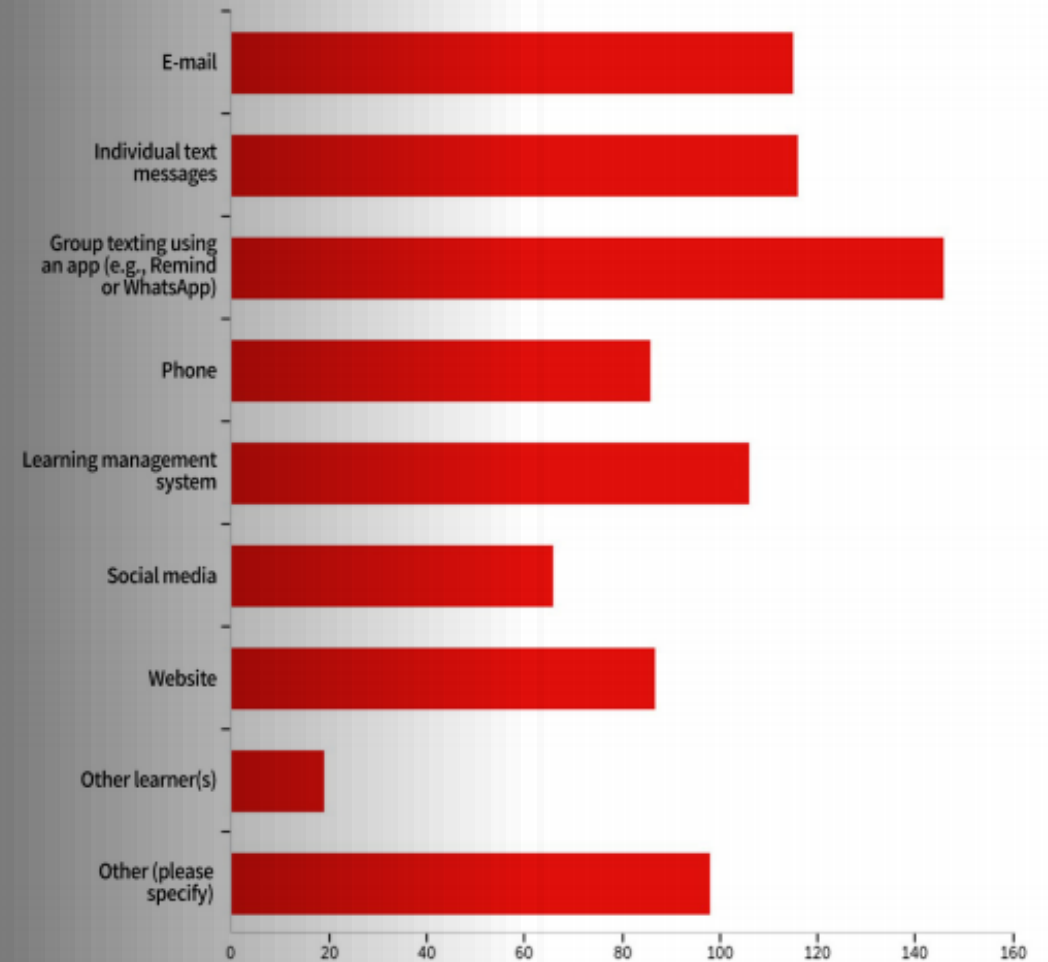


Figure 4. Technology Tools Used by Instructors that Were New to Them



Action Plans

- Take a moment to look back over the notes you've taken.
- Circle three ideas you can implement THIS week to better serve students.
- Asterisk three other ideas that will require follow up.
- Email your supervisor during the next break and commit to taking action within the next 30 days.

**Education is the
most powerful
weapon which you
can use to change
the world.**

|
Nelson Mandela

Wrap Up

- Dismantle key myths
- Share sobering facts
- Establish connection between CCR and economic development
- Identify barriers and strategies to greater student outcomes
- Create action plan
- Thank you!



North Carolina Community College System

College and Career Readiness

Student Progress: Postsecondary Transition and Credential Attainment

September 16, 2020



Welcome and Purpose

Getting Started

- Purpose of the Postsecondary Transition and Credential Attainment webinar:
 - Why we do what we do
 - Purposes of WIOA
 - Ways a student can achieve a Measurable Skills Gain
 - Employment and Postsecondary Education Emphasis Through Indicators of Performance.
 - How gains are tracked and awarded.
 - Options of strategies/resources Title II providers may use to assist students in credential attainment and transitioning your students to post-secondary education.



Purposes of WIOA

- Increase access to and opportunities for employment, education, training, and support services.
- Improve worker and family connections to employment and training.
- Strengthen workforce and education programs for adults and youth experiencing barriers to economic success.



Employment and Postsecondary Education Emphasis Through Indicators of Performance 5 Primary Indicators of Performance

Measurable Skill Gain:

- Credential attainment
- Employment Q2 after exit
- Employment Q4 after exit
- Median Earnings Q2 after exit
- Effectiveness in Serving Employers (which is currently in pilot phase)

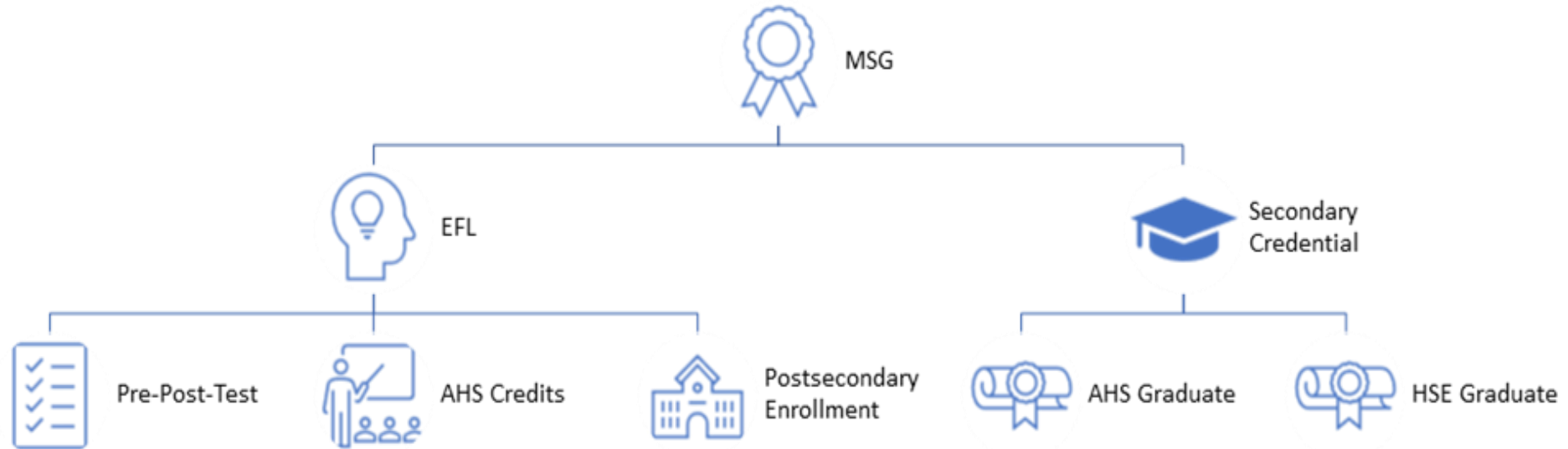


Ways a Student Can Achieve a Measurable Skill Gains (MSG)





Measurable Skill Gains (MSGs)



Remember, remote/virtual testing is an option for students to earn an MSG through an NRS approved pre/post test.





Earning an MSG

Students in the AHS Program do not have placement levels based upon an NRS assessments and will not be awarded pre/post-test gains. AHS students are removed from the post-testing calculations for Table 4B and related state performance measures.

AHS Students at the ABE Level 5 (ASEL) may earn an MSG by the following methods:

- a. AHS Credit - once the student reaches the 75% threshold through AHS credit(s) attainment, the student is awarded an MSG and advances to the ASE Level 6 (ASEH)
- b. AHS Diploma
- c. HSE Credential
- d. Exit Adult Education program, then enter Post-Secondary

AHS Students at the ABE Level 6 (ASEH) may earn an MSG by the following 3 methods:

- a. AHS Diploma
- b. HSE Credential
- c. Exit Adult Education program, then enter Post-Secondary

For a student to achieve an automatic level gain based on AHS credits, the information must be entered correctly and updated each program year.

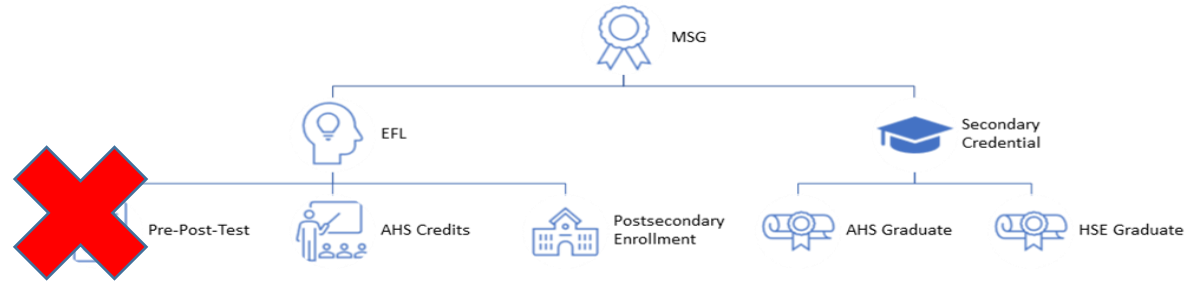
- This information can be found on page 15 of the [2020 AHS Implementation Guide](#).





COVID-19 Response: MSG methods/options for provisionally assigned EFL:

The option to provisionally assign an EFL through a non-NRS approved assessment, until an NRS approved assessment can be feasibly administered.



- For the pre-and post-test option, a participant cannot achieve an MSG if the participant’s EFL placement was provisionally assigned using an informal assessment method.
- MSG can only be achieved if the provisionally assigned EFL is later adjusted based on an NRS approved pre-test score.
- The participant may, however, achieve an MSG with a provisionally assigned EFL listed under the “MSG methods/options for provisionally assigned EFL” section in the CCR Assessment and Reporting FAQ dated July 20, 2020.





How Gains are Tracked and Awarded





Credential Attainment: Secondary and Post-Secondary

- AHS Grad and HSE Grad must be recorded using the graduation process.
- HSE Grad and Post-Secondary Enrollment gains are officially tracked and reported by Research and Performance Management based on external data matching.
 - HSE Gains are awarded based on EXACT match of first name, last name, and date of birth to HiSet, TASC, and GED passer reports. Secondary near matches will be identified using the HSE ID provided in the flat file.



Credential Attainment: Secondary and Post-Secondary

- Post-Secondary Enrollment gains are awarded if a student exits and has a record of post-secondary enrollment before the end of the program year as evidenced by data matching:
 - To the National Student Clearinghouse which includes NCCCS enrollment or
 - To a select set of ConEd Courses aligned with State or Industry recognized credential. For list of courses please see the WCE-Post Secondary Transition Courses link located under the Resources Section under the Program Quality and Accountability webpage here: <https://www.nccommunitycolleges.edu/college-and-career-readiness/program-quality-and-accountability>
- Please note the list of courses are currently being updated by ConEd.



Employment

- RPM uses a student's SSN (if provided) to do a data match with Commerce wage data. If a match is found, we indicate that the student was employed.
- For those who are employed, RPM captures their earnings for the quarter which we use to calculate the median earnings for the state.



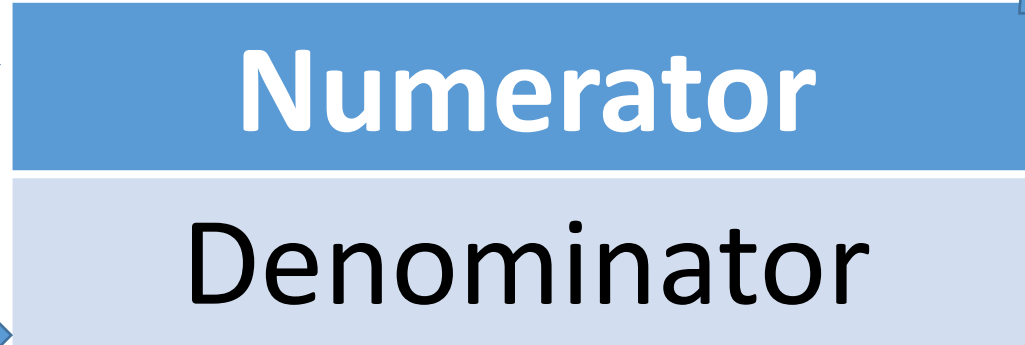
Second Quarter and Fourth Quarter Employment

Numerator	All participants who are in the denominator, who were employed at any point in the second quarter and fourth quarter after exiting the program.
Denominator	All participants who have exited the program Remember that this is determined for EVERY program exit (POP)



Credential Attainment Indicator Rate Calculation

Attained a Secondary School Diploma/Equivalent and enrolled in post secondary education or training or employed within one year of exit.



Numerator

Denominator

Attained a post secondary credential while enrolled or within one year of exit

Exited participants who entered without a secondary credential and were enrolled in a secondary level program; and exited participants who were dual enrolled in adult and post secondary education and exited post secondary education

Note: Credential rate is an unduplicated count, participant is only counted once per POP, no matter how many credentials are attained. The same is true for denominator cohorts.





Post Exit Measures for the 2020-2021 Program Year

		PY 2020-2021
North Carolina	Employment (Second Quarter After Exit)	37.0%
North Carolina	Employment (Fourth Quarter After Exit)	36.7%
North Carolina	Median Earnings (Second Quarter After Exit)	\$3,568
North Carolina	Credential Attainment Rate	28.0%
North Carolina	Measurable Skill Gains	42.0%





WIOA Post-exit Indicators

- Collected on exited participants only
- Collected for each POP
- Collected for specific times after exit
- Not collected for WIOA-defined excluded participants



Participant Exclusions for Reporting Indicators

The following reasons for EXIT allow the exclusion of a participant from all performance indicators:

- Exit is due to the participant becoming incarcerated or entered into a 24-hour facility, such as a hospital or treatment center
- Exit is due to medical treatment that lasts more than 90 days
- Participant is deceased
- Exit is due to being called into active duty in the National Guard or other armed service for at least 90 days.



Credential attainment and transitioning your students to post- secondary education.





Breakout Session:

What strategies/resources are you using to assist students in credential attainment and/or transitioning your students to post-secondary education and employment?





Credential Attainment and Transitioning to Post-Secondary Education and Employment

Workplace Education

- Adult education and literacy activities offered by an eligible provider
- Offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.



Credential Attainment and Transitioning to Post-Secondary Education and Employment

Integrated Education and Training Programs

- Adult Education and Literacy activities offered concurrently and contextually
- Include workforce preparation activities and workforce training
- Target a specific occupation or occupational cluster for the purpose of educational and career advancement
- Support the local and state workforce development board plans as required under WIOA



Credential Attainment and Transitioning to Post-Secondary Education and Employment

Integrated English Literacy and Civics Education Programs

- Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries.
- Focus is to enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the U.S.
- Instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and possible workforce training
- Must be provided in combination with an IET



I will be compiling questions that were presented in the chat box and creating a FAQ.

More training is on the horizon!





**Thank you for all
that you do for
our students!**

