A Message from the State Director

Directors,

We were so pleased to see, virtually, so many faces at our CCR PY 2021-2022 Kick off.

President Stith provided inspirational words and a vision for CCR. We know that CCR programs can be a lifeline for adults who need a bit of assistance to enter post-secondary programs or training or to reach their career goals. Read about one North Carolinian, Matthew Sattler, from Brunswick Community College, who realized his career dream.

As was shared in the Kickoff, CCR has three strategic goals for PY 2021-2022: build economic equity, identify opportunity, and digital transformation. We will work with all of you to realize these goals as we map out and plan activities or projects aligned to these themes.

There is a lot of information in the Professional Development Section. We have instituted a more effective way to provide Core Credentials and we are leveraging the OCTAE Professional Development site LINCS to provide well-researched online training.

The CCR team looks forward to assisting you to implement your Title II plans.

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

Thank you Nancye!

College and Career Readiness programs throughout the state of North Carolina and Adult Literacy students across the nation have benefitted from Nancye Gaj's strong leadership, wealth of knowledge, and personal warmth for the last five decades.

We are so grateful to have had the opportunity to be a part of her amazing career dedicated to adult literacy and her steadfast commitment to always *serve those most in need*. Without a doubt, Nancye's contributions to the field will be felt for many years to come.

Enjoy your retirement, Nancye! Your departure leaves a giant hole in our hearts.

All members of the North Carolina adult literacy family are invited to contribute a memory, photo, or retirement greeting for Nancye on this Padlet Wall.

Data Collection and Reporting

Providers are responsible for ensuring all state and federal data are collected on the Literacy Education Information System (LEIS) form and entered weekly into the appropriate data system. Providers are required to ensure data are being continually checked for data quality throughout the program year to ensure accurate reporting of all data in federal and state outcomes. Each Program Year begins on July 1 and ends on June 30 of the following year. Regular monitoring and evaluation of progress on federal measures is required to ensure continuous program improvement. All data, including demographics, attendance, and assessments, must be entered on a weekly basis (this information can be found in the 2021-2022 NC CCR Assessment Manual pg. 5).

NCWorks Partnership Conference - NC Strong: Our Story of Resilience
REGISTRATION IS NOW OPEN!
October 12—22, 2021

The state's workforce development conference has opened registration to attend their second virtual conference. Over ten days, you'll have the opportunity to hear from workforce development leaders, gather best practices and data to enhance your work, reflect on some pragmatic and engaging ways to support, and reassure yourself that your work matters and is critical to our state's economy and positive well-being.

https://www.ncworkforcetraining.com

Newest System Office Team Member

We are excited to announce that Brandy Brown has joined the NCCC System Office College & Career Readiness team. Brandy comes to the team with a wealth of knowledge from her years of experience working in Appalachian State University's Adult Basic Skills Professional Development (ABSPD) unit.

Brandy reports to Arbony Cooper-Gibbs and her time will be spent focusing on monitoring and reporting.

Student Success Story: High School Dropout to Air Force Career
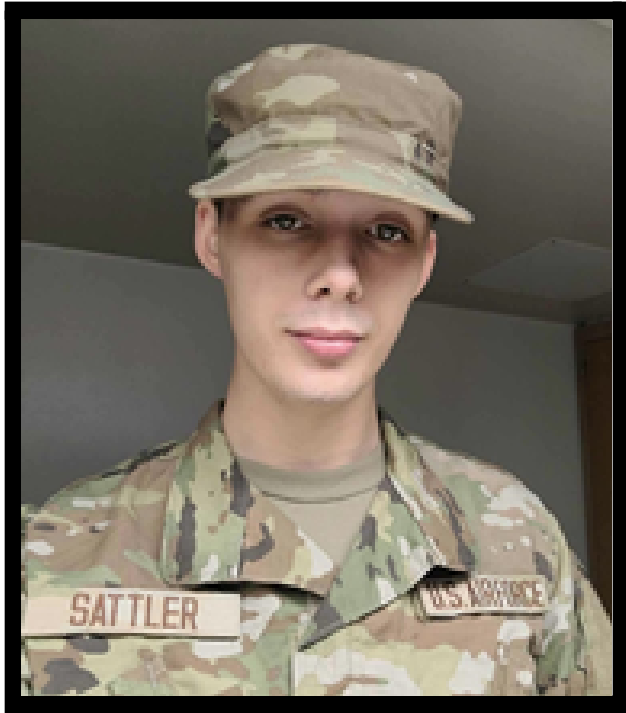
Matthew Sattler, a recent HiSet graduate of Brunswick Community College's GEAR program, worked as a technician at a Chevy dealership during the day while attending HSE classes at night. As a high school dropout, he had a good job at the Chevy dealership, but he dreamed of a career in the Air Force.

Today Matthew is protecting your freedom and mine. There is no better person for the job than one of our HSE graduates!

Upon completion of technical training in Mississippi, Matthew will be stationed at Lackland Air Force Base in San Antonio, Texas, where he will be working with radio frequency transmission systems. During Basic Training, Matthew learned how to stabilize and care for injured people until medical help arrives. He discovered that he has a natural aptitude for applying tourniquets, hemostatic dressings, and clearing airways through that training. Now, ultimately, Matthew hopes to eventually deploy with an emergency relief team to aid natural disasters.

Matthew is planning a twenty-year career in the Air Force. He credits the College & Career Readiness program at Brunswick Community College with preparing him for his military career. Matthew's humble attitude and work ethic are the perfect combination for securing America's future.

Related Best Practice – Gateway to Employment and Academic Readiness

Brunswick Community College has created an environment where students are able to receive instruction and support as they work to complete their adult high school diploma. Brunswick offers transitions programs and services using adult education career pathways and other student success services. Matthew was able, through the GEAR program, to improve his reading, communication, problem-solving and computation, writing, critical thinking, and job-readiness skills. Matthew and many students like him, can lay the foundation for further higher education opportunities, career training, and higher-income earnings. Because Brunswick helped Matthew identify goals, make plans, and determine a pathway to success, Matthew was able to parlay his work ethic into his future Air Force career.

If you have a student success story or an inspirational teacher story, please email Matthew Brown @ brownm@nccommunitycolleges.edu

Professional Development Update

The CCR Professional Development Unit is committed to offering PD based on the best practices derived from the most rigorous research. We want to ensure instructors, support staff, and administrators have access to high-quality professional development through several different modes. WIOA's 13 Considerations require Title II Providers to deliver instruction based on the best practices derived from the most rigorous research available and ensure that well-trained instructors provide all activities. Title II Providers must offer professional development based on best practices from thorough research to have well-trained instructors.

Post-Exit Indicators Training

We are pleased to announce that *Title II Performance and Accountability: Post-exit Primary Performance Indicators,* an on-demand eLearning professional development opportunity produced by Janice Heller at the **Center of Excellence for Adult Education Performance (CEAEP)** will be released on September 9, 2021. The training will be available to all Title II and College and Career Readiness providers.

The impact of the College and Career Readiness program extends well beyond the classroom. As students leave and continue their educational or employment journey, the skills they learned while in your program play a part in their success. Reporting student accomplishments while enrolled is done by measuring pre and post-test assessments, high school credits, graduates, and postsecondary enrollment. It is equally important to track students after exit to determine 1) the effectiveness of the service provided and 2) assist with measuring student success. Tracking post-exit measures as primary performance indicators is a requirement under the Title II Workforce Innovation and Opportunity Act. This training is for program coordinators, instructors and data administrators who need to know how post-exit indicators are reported and how student participation during enrollment affects these outcomes.

NC COMMUNITY COLLEGES | **COLLEGE & CAREER READINESS**

To receive a Certificate of Attendance Participants must:

- Complete the Zoom registration form correctly.
- Login to the webinar through Zoom.
- Attend the LIVE webinar.
- Attend at least 90% of the webinar.

Webinar Certificates

Certificate of Attendance

Presented to

Kamala Harris

Evidence-Based Reading: Comprehension
April 13, 2021
1.5 hrs

NC COLLEGE & CAREER READINESS

DANIEL LOGES,
DIRECTOR OF PROFESSIONAL DEVELOPMENT

Certificates will be awarded only for CCR produced webinars.
Dial-in participants will not receive a certificate.
Certificate will be sent within one week of the webinar.

Instructor Credentialing Scholarships

Research studies prove that the quality of instruction has the most significant impact on student performance. As a result, federal and state agencies and other national organizations require higher standards for instructors. Since 2012, the CCR Professional Development Team has offered a process and credentialing system to train instructors in evidence-based teaching methodologies. These include the learning philosophies and frameworks that are unique to adult education and literacy activities.

The credentialing courses and credentialing process funded through the NC Community College System are accessible to all full or part-time basic skills instructors or community-based volunteers. The CORE Credential, ASE Language Arts, and ASE Math courses are offered 100% online via the NCCC Virtual Learning Community.

The CORE, ASE Language Arts, and ASE Math courses are ten-week, online, asynchronous courses with scheduled assignments due every week. Beginning with the program year 2021-2022, all prospective students of these credentialing courses must complete an application for a scholarship to participate in the course.

Scholarship applicants must commit to spending approximately three hours per week completing the required assignments by the weekly due date. Applicants must also commit to completing the course by the course end date.

Once you have discussed your professional development goals with your program director, you may submit a scholarship application.

Below are the links to scholarship applications for the first three courses. Scholarship links for the spring 2022 courses will be open to receive applications six weeks prior to the start of each course.

2021 – 2022 Credentialing Course Schedule

CORE – September 13– November 19, 2021

ASE Language Arts – September 20– November 26, 2021

CORE – October 4 – December 10, 2021

CORE – February 7– April 15, 2022

ASE Math – February 7– April 15, 2022

Links to register for these courses are also available on the

CCR Professional Development Website.

For general questions about Professional Development for Title II Programs, contact Daniel Loges at logesd@nccommunitycolleges.edu

NC COMMUNITY COLLEGES | COLLEGE & CAREER READINESS

Credentials via LINCS

Adult Career Pathways (ACP)
Course 1: Building Strategic Partnerships: Engaging Employers!
Course 2: Building a Bridge to Adult Career Pathways
Course 3: Instructional Considerations for Adult Career Pathways

Teaching Adult English Learners (ELs) Principles and Practices
Unit 1: Understanding ELs
Unit 2: Addressing the Language Needs of Adult ELs
Unit 3: Effective Strategies for Teaching Adult ELs
Unit 4: Optimizing Learning for Adult ELs
Unit 5: Ongoing Professional Development

Where can we find these courses?
Courses will be published on the LINCS Learning Portal in early fall 2021.

How will we know when these courses are available?
Announcements will be made through the OCTAE's AEFLA website, the LINCS Community, and LINCS Twitter.

New Self-Paced Online Courses Coming to LINCS Early Fall 2021!

Assessment

Remote Testing Available

As COVID-19 restrictions fluctuate throughout the state, it is important to remember we have the option of conducting remote testing to meet assessment recommendations and requirements. Local programs may implement virtual test proctoring using the assessments approved in the NC Assessment Manual, in accordance with the test publisher's procedures for virtual testing.For a list of the most up-to-date virtual testing recommendations, visit any of the sites below.

TABE and TABE CLAS-E

CASAS

BEST Plus 2.0

If you have any questions regarding remote testing, please do not hesitate to contact Michael Tilley at tilleym@nccommunitycolleges.edu

For Community Colleges only:

VLC Professional Development Opportunities:

[Register](#) on the VLC for these September professional development webinars.

Date	Time	Title
9/7/21	10:00 AM	Getting Started with openNCCC: Introduction to OER
9/8/21	2:00 PM	Creating a Hyflex Class
9/9/21	10:00 AM	Getting Started with openNCCC: The Basics
9/13/21	2:00 PM	Creating Interactive Content for Online
9/14/21	10:00 AM	Getting Started with openNCCC: Integrating openNCCC into your LMS
9/15/21	2:00 PM	Creating Engaging Online Learning Activities
9/16/21	10:00 AM	Getting Started with openNCCC: The NC Brain
9/20/21	2:00 PM	Creating Live Demonstrations Using Your Smartphone
9/21/21	10:00 AM	Getting Started with openNCCC: The Basics
9/22/21	2:00 PM	Open Educational Resources and Where to Find Them
9/23/21	10:00 AM	Getting Started with openNCCC: Authoring in openNCCC
9/27/21	2:00 PM	Taking Your Video Lectures to the Next Level
9/28/21	10:00 AM	Getting Started with openNCCC: STAT!Ref Nursing and Allied Health Collections
9/29/21	2:00 PM	Creating Communities of Inquiry in the Online Classroom
9/30/21	10:00 AM	Getting Started with openNCCC: Integrating openNCCC into your LMS

Numbered Memo CC21-042 Summary

On Friday, August 27, 2021, Numbered Memo CC21-042 requesting public comment on Data Standards for course Section Location Types was released by Dr. Pamela Senegal, Chair, NCCCS Data Governance Committee. Please take a few minutes to review the numbered memo.

The last few pages of the numbered memo contains the standardized list of proposed Location Types assigned to each college. All NCCCS College & Career Readiness directors are encouraged to review the changes to Section Location Types proposed in the memo. Directors should pay special attention to the Location Types assigned to their specific college. If a director has any comments or concerns, please email the Data Governance Committee at DGC@nccommunitycolleges.edu no later than **5:00 pm on September 14, 2021.**

Summer Listening Tour

The community college system office is embarking upon several efforts to learn from those in the field. We want to hear from you and your partners in a Talent Response and Collaboration Listening Session. The full purpose is to hear from the folks on the ground 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 of collaboration, innovative or intra-organization efficient and effective workflows, Finish Line grant experiences, comprehensive local needs assessment experiences, Title II collaborative practices, and anything on the minds of your team members that can help the system office support your efforts. The workforce development board regions schedule the Listening Tour sessions. If a provider serves more than one WDB, that provider may pick which session to attend. We are also encouraging local teams to invite members from local industry (perhaps advisory board members) to participate. These listening sessions will continue through September. Please see the September session dates below:

September 2021

Monday	Tuesday	Wednesday	Thursday	Friday
13 10 am – 11:30 Triangle South Central Carolina, Sampson	**14** 1:30 - 3pm — Eastern Craven, Craven Literacy, Pamlico, Coastal, Lenoir, Wayne, Carteret	**15**	**16**	**17**
20 10 am - 11:30 - Mountain Area AB Tech, Blue Ridge, Literacy Together	**21** 1:30 - 3pm - Piedmont Triad Forsyth, Surry, Davidson-Davie, Rockingham, Piedmont, YMCA Literacy of NWNC	**22** 10 am - 11:30 - Rivers East Beaufort, Pitt, Martin	**23** 9:30 - 11am - Centralina South Piedmont, Rowan-Cabarrus, Stanly, Mitchell, Gaston	**24** 10 am - 11:30 - Capital Area Wake, Johnston, Triangle Literacy Council

ICAN is now REACH

REACH is a new initiative to support colleges in increasing credential completion for adults from communities of color in North Carolina. The System Office has received funding from the Lumina Foundation and the John M. Belk Endowment to join five other states (CA, CO, NY, TX, VA) in a national network focused on increasing credential attainment, especially short-term, high-value credentials, for Black/African-American, Hispanic/Latinx, and Native American adult learners. The project is called REACH (formerly known as ICAN) which is an acronym for Racial Equity for Adult Credentials in Higher Ed.

The Three Components of REACH:

- Applying an equity lens
- Building structured, sequenced credential pathways
- Bundling and sequencing the student support

Call for action

The REACH Committee is looking for twenty North Carolina community colleges to join the REACH network to access training and technical assistance, share strategies to reduce educational attainment gaps, improve outcomes for adult learners, and strengthen their talent pipelines. Some of the expectations for participating colleges are:

- Identify project lead and project team members
- Monthly calls (estimated 1 hour) with in-state network partners
- Two in-person meetings (if safe to do so). Anticipated Jan/Feb 2022 and March 2023
- Needs assessment to determine resources and technical assistance (October 2021)
- Meet with an Equity Coach to review data and discuss strategies for addressing educational attainment gaps (Fall 2021)
- Identify and map at least four credential pathways. Pathways should come from the following sectors (IT, Health Care, Manufacturing, BioPharma/Life Sciences, Transportation & Logistics, and Public Safety) and/or from your Emsi analysis (by January 2022). Pathways should be selected based on the existence of multiple short-term credentials within the pathway, regional workforce demand, and strong connections with employers.
- Outreach to communities of color (directly or via community-based organizations) for recruitment to the pathways and support/retention in the pathways.
- Send Success Coaches, Navigators or other student services staff to free training based on NC's successful First in the World grant (Winter/Spring 2022)
- Apply student success strategies designed to support adult learners of color (2022 and 2023)
- Report data on enrollment, persistence and completion disaggregated by race/ethnicity and age
- *For interested colleges – Participate in a community of practice focused on successful transitions for Adult Basic Skills students and English Language Learners into credential pathways. **Additional technical assistance and resources will be available for colleges in this community of practice.**

Please send a letter of interest (no more than 2 single spaced pages, 12 point font, 1 inch margins) signed by the President, Chief Academic Officer, CTE/Workforce Dean, Adult Basic Skills/Title II Director, and Chief Student Services Administrator that describes your interest in participating in the REACH network, your college's demographics and past enrollment/ persistence /completion trends for adult students of color, what your college has already been doing to address the needs of students of color, what you hope to gain through participation, and any areas where you are most interested in professional development/technical assistance.

Letters of interest (no more than 2 pgs.) are due to (cranep@nccommunitycolleges.edu) by September 17, 2021 at 5:00pm.

For more information please see REACH Invitation to Participate.

Basic Skills Plus - Numbered Memo CC21-041

On September 1, 2021 new guidance on Basic Skills Plus was released in Number Memo CC21-041. This memo provides guidance on changes in the Basic Skills Plus section of the *Tuition and Registration Fee Waiver Reference Guide* and the *Basic Skills Plus Policies and Procedures Implementation Guide.*

The North Carolina General Assembly enacted Basic Skills Plus (BSKP), a tuition waiver program in 2010 to support occupational skills training for participants concurrently enrolled in literacy courses and seeking a high school diploma or its recognized equivalent.

Basic Skills Plus serves Basic Skills students, who have achieved Adult Secondary level, Title ll National Reporting System levels, in either math or reading, and who are concurrently enrolled in courses providing employability skills, jobs specific, occupational, or technical skills.

Who is eligible?

Basic Skills participants who have pretested with an NRS approved assessment and score Adult Secondary Low.

(EFL 5) or Adult Secondary High (EFL 6) in either math or reading.

Concurrent Enrollment

Students must attend basic skills classes and eligible training classes concurrently at the same college during the same semester.

Eligible Training

Continuing Education Courses
identified as eligible for NC Title ll postsecondary transition.

Curriculum Courses
within an occupational or technical credential program of study for an approved curriculum certificate listed in the college's catalog.

Who is not eligible?

Basic Skills students who have already earned a high school diploma or its recognized equivalent and undocumented students.

Fees & Tuition

Continuing Education
Colleges may waive registration fees for up to 96 hours.
Curriculum Courses
Colleges may waive tuition for up to 12 credit hours.

Coding Basic Skills Plus

Please refer to the Tuition and Registration Fee Waiver Reference Guide and the Basic Skills Plus Setup Guides for CE and CU listed in the ServiceNow system.