**NORTH CAROLINA NARRATIVE REPORT 2013-2014**

STATE LEADERSHIP FUNDS

**State Leadership Advisory Board**

The State Leadership Advisory Board held its first meeting for 2013-2014 on October 2, 2013, in

Cary, North Carolina. Throughout the remainder of the year, the following meetings were held: November 21, 2013, in Smithfield; February 27-28, 2014 in Thomasville; and July 30, 2014 in Raleigh, North Carolina. The Board facilitates communication with the field, brings regional issues for discussion, and provides input concerning the allocation of state leadership funds.

**State Staff**

The North Carolina Basic Skills Program was reorganized in October 2010 and was renamed College and Career Readiness. The reorganization was evaluated in the fall of 2013 and changes were made to increase the efficiency of the unit.

College and Career Readiness is now divided into three teams: Administration (paid for out of 5% state administration allocation), Program Quality and Accountability (also paid for out of 5% state administration allocation), and Program Development and Instructional support (paid for out of state leadership funds). Two staff members have split funding. The Associate Vice President of College and Career Readiness is 75% federal and 25% state funded. The Coordinator of High School Equivalency Programs (GED/Adult High School) is 50% state funded and 50% federally funded. In addition, fifty percent of her responsibilities are with Program Quality and Accountability.

**Transition~~s~~**

* State Leadership Funding was used to support five colleges as they continued to implement Accelerating Opportunity Concepts and the Accelerating Transitions Symposium. This funding was provided July 1, 2013- December 31, 2013 for the following five colleges and the Symposium: College of The Albemarle, Caldwell Technical and Community College Institute, Davidson Community College Wake Technical Community College, and Wilkes Community College.
* State Conference: Accelerating Transitions Symposium held November 2013

**Attendance:** 250

**Number of colleges attending:** 49 for 85% participation.

Community Based Organizations also attended.

* Technical Assistance provided via webinars and updates on the Continuum of Transitions Elements (Getting Buy-In, Career Pathways, Braided Funding, Collaborative Instructional Design, Student Supports, Internal and External Partners, Student Recruitment and Retention).
* Seven new colleges approved for Basic Skills Plus: Alamance CC, Gaston College, South Piedmont CC, Piedmont CC, Forsyth Technical CC, Montgomery CC, and Rowan-Cabarrus CC.
* Coordinated Training and Getting Started Session for New Basic Skills Plus Colleges

May 2013 (Davidson County CC NC) and December 2014 (Forsyth Tech CC).

* Partnered with NCCCS Curriculum Development to implement Microsoft IT Academy in Basic Skills Colleges.
* Forty eight New Career Pathways approved by the State Board and implemented in existing Basic Skills Plus colleges.
* Designed and implemented Career Pathway Data Base.
* Designed and implemented Career Cluster/Career Pathway Database.
* English Literacy/Civics EL/C Program
* Presented at EL Civics Institute-Davidson CC

**Grants to Local Programs**

The System Office used state leadership funds plus local program funding for the following grants:

* A total of nineteen community based organizations received a total of $1,066,000 to provide adult education programs in their local communities.
* Distance education (Project IDEAL) grants totaled $74,353 and were awarded to three community colleges and one community-based organization to integrate new online options for student learning.
* Four community colleges received a total of $290,911 for “Pathways to Employment” grants which require them to link Basic Skills to occupational training paid for out of state Occupational Education funds and job exploration and enhancement.
* Three community colleges were funded to provide comprehensive family literacy programs at a total cost of $235,011. These programs use the four component model: adult education, early childhood education, parent training and component integration.
* Five community colleges and one community-based organization were granted a total of $307,605 to offer Contextualized Family Literacy programs which emphasize contextualized adult education.
* “Innovations in Transitions” projects were awarded to five community colleges and one community based organization. These projects explored and implemented new approaches to career pathways and transitions programming.
* A total of $41,960 in state leadership funds were used to fund the data management system, “Literacy Adult Community Education System” (LACES) for Community Based Organizations to remain in compliance with state and federal mandates for data collection.

**The College and Career Readiness Section of the North Carolina Community College**

**(NCCCS) System Office provided professional development opportunities in 2013-2014 to reach participants at a variety of levels.**

* **State Conference/Training Academy:**

The State conference/ Instructor Training Academy was held at the North Carolina State University’s McKimmon Center in Raleigh, North Carolina, July 31-August 2, with 605 people in attendance. A total of 23 CEU-bearing courses were offered in contextualized instruction, teaching online, evidence-based writing, evidence-based math, assessment to instruction, implementing program standards, and evidence-based reading instruction. Additional sessions were held on using data and managing programs. A variety of presenters were involved, including nationally-recognized subject area authorities as well as state and federal adult education staff development professionals. The cost for hosting, registration, and related conference services was $15, 000 paid through a contract with NCSU’s Office of Professional Development paid out of state leadership funds.

* **Instructor Certification**
* Training Academy: At the Instructor Training Academy, the professional development team introduced the new certification system in order to provide instructors with opportunities for continuous skill development and to respond to new NRS reporting requirements.

At the academy, a total of 695 course certificates were earned in the courses listed above.

Including those participants at the Training Academy, over 1,600 instructors enrolled in the certification program in its first year. Registration, record storage and transcript access to this credentialing system were provided by North Carolina State University through a contract for $63,000.

* The North Carolina Basic Skills Instructor Credentialing Project: A total of 30 instructors continued to work on their portfolios in order to earn credentials at four different levels which are included in the credentialing system.
* The credentialing system provides a variety of options for receiving certifications. Participants may earn a Core Certificate in the evidence-based strategies most closely tied to improved student performance. If they already have that level of expertise as evidenced by receipt of a Bachelor’s Degree in Adult Education, they may pursue a Specialty Certificate in several different areas: ESOL, Adult Secondary Education (general), Adult Secondary Math/Science, Adult Secondary Language Arts/Social Studies, and S.T.A.R. Instructors are also given credit for earning a Master’s Degree in Adult Education and/or completing coursework leading to specific types of instructional concentrations.
* **Content Standards:** Appalachian State University, our partner in the development of state level standards, provided training about how to use them in conjunction with Common Core and OVAE standards. The all day, CEU-granting “GPS for Success,” offered at multiple locations across the state, provided participants with a toolkit and instructional activities for teaching each standard. ASU also conducted orientations on how the Common Core standards relate to the 2014 GED test. The total for the ASU contract was $432,000.
* The ESOL certification process was rolled out using a hybrid model for earning certification. Each face-to-face course was paired with an on-line prerequisite provided through ELLU/LINCS. The cost for providing the ESOL courses was $133,000.
* **Other Training**
* **Technology Institutes:** Two one-week institutes were conducted in partnership with ASU to prepare participants to utilize various instructional technologies throughout all levels of their programs. Participants were able to earn graduate credit for their successful completion of the institute.
* Assessment to Instruction was provided as part of the CORE certificate in order to train instructors in best practices regarding lesson planning based on standardized assessment. The cost of these trainings was $24,000.
* Contextualized Instruction courses were provided as part of the CORE certificate through a contract with Motheread, Inc., a nationally-recognized literacy training organization. The cost for these trainings was $129,000.
* Integrating Career Awareness workshops were provided through a cadre of trainers as an extension of the training provided to colleges participating in the Accelerating Opportunity grant. These workshops were designed to help instructors integrate career exploration and soft skill development into ESL and ABE classrooms. The cost for these workshops was $24,000.
* Program Development**:** A system for responding to requests from the field about specific training implementation issues was put in place. All contract trainers and agencies provided services including technical assistance and on-site needs assessment and evaluation. These services were provided as part of training contracts at no additional charge.
* **Technology-based Professional Development**
* **Professional Development Online: The resources from** NC Online, the Basic Skills professional development website, were migrated to the re-designed Basic Skills pages of

the NCCCS website as part of a system-wide initiative. This change stream-lined access and enhanced efficiency. Users not only can locate instructional resources at the site,

they can also register online for all trainings offered. Additionally, an orientation course for new instructors as well as one for new directors was developed in cooperation with subject matter experts from the field and staff from the Virtual Learning Community.

* Distance learning was utilized to expand professional development outreach to local administrators and instructors through the use of webinars, posted power point presentations, and the Information Highway.

PERFORMANCE DATA ANALYSIS

Overall, the training provided was extremely effective according to participants’ evaluations. With the rating scale being 1 = Little to No Value and 6 = Excellent Value, the individual overall evaluations rated consistently above 5 with many being close to 6. The most common rating of all workshops, including the conference, for the year was 5.56.

* 91,061 students were served in Basic Skills in 2013-2014, a decrease of 18,912 students.
* 52,156 students were served in ABE, a decrease of 11,501 students.
* 14,880 students were served in ASE, a decrease of 5,105 students.
* 24,025 students were served in ESL, a decrease of 2,306 students.

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| **Core Indicators of Performance** |
| **Federal Core Indicators** | **Projected Outcome Measures (Targets)** | **2013-2014 Outcomes**  |
| **Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.** | **18%** of beginning literacy learners will acquire the level of basic skills needed to complete the EFL. | **18%** completed  |
| **34%** of beginning ABE learners will acquire the level of basic skills needed to complete the EFL. | **35%** completed  |
| **37%** of low intermediate ABE learners will acquire the level of basic skill needed to complete the EFL. | **36%** completed  |
| **36%** of high intermediate ABE learners will acquire the level of basic skills needed to complete the EFL. | **34%** completed  |
| **34%** of Low Adult Secondary learners will acquire) the level of basic skills needed to complete the EFL. | **28%** completed  |
| **38%** of ESL literacy learners will acquire the level of basic skills needed to complete the EFL. | **32%** completed  |
| **41%** of low beginning ESL learners will acquire the level of basic skills needed to complete the EFL. | **40%** completed  |
| **39%** of high beginning ESL learners will acquire the level of basic skills needed to complete the EFL. | **38%** completed  |
| **32%** of low intermediate ESL learners will acquire the level of basic skills needed to complete the EFL. | **31%** completed  |
| **29%** of high intermediate ESL learners will acquire the level of basic skills needed to complete the EFL. | **29%** completed  |
| **12%** of advanced ESL learners will acquire the level of basic skills needed to complete the EFL. | **14%** completed  |
| **Indicator #2:****Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.** | **---**% of adult learners who exit the program after either (1) obtaining a high school equivalency (HSE), or (2) have an HSE upon entry, or are enrolled in a transition program will transition into postsecondary education.  | **31%** Enrolled in postsecondary Ed |
| **---%** of unemployed adult learners enrolled, who are in the workforce, will obtain employment by the end of the first quarter after the program exit. | **35%** attained employment |
| **---%** of adult learners who either enter the program employed or successfully achieve employment after exit will be retained on the job or advance on the job 3 quarters after exit. | **58%**retained employment |
| **Indicator 3:**Receipt of a secondary school diploma or its recognized equivalent. | **---%** of adult learners who either take all components of their HSE test or are enrolled in adult high school programs with an entry level of ASE Low of High will earn a diploma or its equivalent. | **84%** earned a high school diploma or its equivalent |

In 2013-2014 North Carolina met 4 of the outcome measures for progressing students from one functioning level to the next in ABE Beginning Literacy, ABE Beginning Basic Education, ESL Intermediate High, and ESL Advanced. In four other areas the state fell short by only 1% from meeting the targets.

Throughout the 2013-2014 program year, a major emphasis was placed on the importance of post-testing and program outcomes. Towards the end of the program year analysis and adjustments to the state assessment policy were made to help local program’s test in a more consistent manner with manufacturer guidelines. Primarily due to the training and revelations about the importance of post-testing, we experienced an 8.1% increase in the post-testing rate from 2012-2013 which undoubtedly drove the increases across the board in EFL progression rates. The ASE Low progression rate remains low and that is a point of emphasis moving forward, but we are pleased at the improvement this year. There is optimism that the changes made midway through the 2013-2014 program year will have even greater impact in 2014-2015.

**Transitions Data (mid-year)**

46 colleges reporting

Basic Skills Plus Enrollments as of 12/31/2013: **301**

Basic Skills Plus Credentials Awarded: **93**

Number of Students Who Moved One Level in Basic Skills: **150**

**Local Program Monitoring**

System Office College and Career Readiness staff conducted on-site monitoring visits at twelve community colleges and four community based organization during the 2013-2014 program year in order to evaluate effective program and classroom practices. The visits covered two days for colleges and 1 day for community based organizations in order to provide opportunity to visit morning, afternoon, and night classes where applicable.

INTEGRATION WITH OTHER PROGRAMS

* ***The Department of Public Instruction is working with our Adult High School department to develop a statewide*** “Affiliation of Agreement” for the colleges to be able to provide the Adult High School Diploma program. Currently, each college must develop its own affiliation agreement with their local public schools.
* ***The North Carolina Department of Public Instruction***staff and Basic Skills staff worked very closely during the program year on selecting and monitoring Even Start Family Literacy sites, providing training, and sponsoring a joint conference.
* ***Appalachian State University*** provided instructor training throughout the state.
* ***The North Carolina Department of Correction***has an interagency team with community college personnel. The Associate Vice President of Basic Skills serves on this team.
* ***The North Carolina Literacy Association (NCLA****)* works with the Basic Skills Department to award federal funds to community-based organizations (CBO). A total of $1,074,751 in allocations were awarded to 23 programs. The North Carolina Literacy Association also partnered with North Carolina Community College System in the annual statewide Basic Skills and Family literacy conference.

**Collaboration With One-Stop System**

## **Local Collaboration**

* The Basic Skills program in North Carolina is an integral part of local One Stop and JobLink Career Centers. Local Basic Skills staff work with other collaborating agencies to provide needed services consistent with the provisions of the Adult Education and Family Literacy Act. Basic Skills is typically represented on the local Workforce Development Boards either by the President of the local community college or a representative of the college.
* JobLink Career Centers are located on fifteen community college campuses in North Carolina.
* Basic Skills programs offer many services for the local One-Stop Centers which include, but are not limited to: providing information; helping with making resumes, putting in job orders, teaching mini job club classes; attending job fairs and rapid responses at plant closings; Basic Skills staff serving as JobLink staff several days per week; providing pre-employment initiative workshops; training JobLink staff in how to administer CASAS Appraisal and Official GED practice tests; conducting placement testing; offering on-site service visits for the purpose of assisting youth who do not have a high school diploma; coordinating case management; providing counseling; making presentations; offering orientation & study skills programs; and teaching on-site classes.

#### State Collaboration with One-Stop System

 In North Carolina, the Governor’s Commission on Workforce Development is the State Workforce Investment Board. The president of the North Carolina Community College System represents adult education on the Commission.

ENGLISH LITERACY/ CIVICS

North Carolina was awarded a total of $1,094,020 to conduct English Literacy/Civics Education activities. Thirty-three projects were funded and served over 6,000 students in the classroom and online. The Adult ESOL Specialty Certificate was developed which included the teacher education online program, LINCS’s English Language Learner University (ELL-U). Two state-wide EL Civics Institutes were held with demonstration projects that effectively utilize technology in the classroom and that implement career awareness and career pathway activities.

* **Alamance Community College** implemented the*Integrating Career Awareness* curriculum and served 260 students. Twenty-five students completed career inventories to determine career areas of aptitude and interest.
* **Blue Ridge Literacy Council’s** *Fast Track to Citizenship* served twenty-nine intermediate/ advanced level students and nineteen obtained citizenship. *BluePrint for Citizenship* for beginning/intermediate students served thirteen students and four obtained citizenship. An EL/Civics Committee, *Civics for All*, developed “*Community Resource Guide for Students*” for distribution to over 53 ESL students.
* **Brunswick Community College’s** developed a partnership with Feller Power Cords. This partnership provides citizenship classes, employability skill classes, and ESL/EL Civics training.
* **Burke County Literacy Council’s** *Project Citizenship* served 13 students and *Project EL Civics* served 16 students. Five students obtained citizenship.
* **Caldwell Community College and Technical Institute**’s ESL to ABE/GED Transition Class used iPads for career exploration and for writing resumes. The project served 168 students. One student obtained citizenship under the grant’s U.S. Citizenship Preparation course.
* **Cape Fear Literacy Council** served 113 students in the *EL Civics Paths to Career Readiness* *and Citizenship*. Students participated in classes for word processing, math, and citizenship. Three students obtained their citizenship.
* **Catawba Valley Community College’s** *Project SUCCESS*(Students Using Citizenship Constructively to Empower Self and Society) developed EL Civics courses that included Computer Literacy for the Workplace, Fire Disaster Preparedness, and Breast Cancer Awareness. The project served over 60 students. Eighteen completed the *Career Transitions* course and 61 completed the *ESL Transitions* course.
* **Central Carolina Community College** developed twenty lessons for the ESL Computer Literacy curriculum. The contextualized lessons include writing a resume, understanding work rules and procedures, workplace norms, and timesheets.
* **Central Piedmont Community College** developed ESL Content Standards and aligned them with the CCR Standards for Adult Education. Digital Literacy Standards were also created. The project served a total of 617 students.
* **Coastal Carolina Community College** assisted students with mockcitizenship interviews and developed flash cards with the INS questions.
* **Craven Literacy Council** created the *Learning for Life/EL Civics* citizenship project and twenty-one students obtained their citizenship. The project served 38 students.
* **Davidson County Community College** served atotal of 40 students with the *Orientation to Career Pathways* project. Students attended class visits in cosmetology, pharmacy technology, health information technology, early childhood education, and more.
* **Durham Technical Community College** created a comprehensive Blackboard site, EL Civics CHAT (Community, History, and Technology) for the project to deliver civics-related content and served 195 students. Fifteen lesson modules have been created.
* **Gaston Literacy Council, Inc.** served 48 students in the citizenship classes and two obtained citizenship. Twenty-six SMART lessons have been developed and KeyTrain classes have been created.
* **Literacy Council of Buncombe County** served sixteen students in the EL/Civics classes and eighteen in the citizenship class. Nine students obtained their citizenship.
* **Literacy Council of Union County** offered workshops on resume writing, conducting a job search, and learning mini-technology. *Civics Track* was developed for online resources for students and tutors. The Literacy Council set up an “in-house student resource area.”
* **Literacy Council of Wake County** served 123 students with civics education instruction, including health, financial, and workplace literacy.
* **Mayland Community College** developed the Mayland Community Resource Project via *Webquest*. Students learned internet search skills that helped them find information for the County, Legal, and Medical sections of the Resource book.
* **McDowell Community College** developed thirty-two lessons for the *English Through Citizenship* course which included civics, American history, rights and responsibilities of citizenship, and employment in McDowell County.
* **Mitchell Community College** prepared students for naturalization testing via the websites and materials from USCIS, EL/Civics Online, and more. The students strengthen their computer skills via WORKFORCE. 138 students were served.
* **MOTHEREAD** served 142 ESOL students in the EL Civicsclasses on U.S. history and civics education. The project is in partnership with WTCC’s Apex United Methodist Church and United Methodist Church. Thirty work-based modules were completed and available for download. Contact Motheread, Inc. at [www.motheread.org](http://www.motheread.org)
* **Orange County Literacy Council** continued todevelop *Citizen Partners Curriculum Guide* [www.orangeliteracy.org/tutor/resources](http://www.orangeliteracy.org/tutor/resources) which is tied to CASAS Competencies and CASAS Content Standards. Two ‘how to’ videos were piloted and placed on YouTube Channel on ‘using the community health center’ and more.
* **Pitt Community College** produced five instructional videos: Highway Patrol, Career Readiness Certificate, Recreation and Parks, Dental Clinic, and Recycling. Five civics video interviews are available at <http://goo.gl/cGUvlr>. The project served 64 students.
* **Reading Connections** served 411 students with EL Civics instruction. They developed audio tracks for the community knowledge assessment <https://soundcloud.com/readingconnections>
* **Rockingham County Literacy Project/Rockingham Community College** developed the *Self-Assessment of Civics Understanding* assessment to measures gains in the civics education and citizenship instructional classes. The project served 49 students.
* **South Piedmont** served 38 students the Academic ESOL/ABE project that used the Integrating Career Awareness curriculum. Students implemented their technology skills by developing their own Wiki page.
* **Southwestern Community College’s** citizenship program served 108 students and nine students obtained citizenship. The pathway to employment course, *Computer Skills for the ESL Student*, served 59 students and 36 received their certificate of completion.
* **Tri-Counties Community College** developed lessons on citizenship preparation and that incorporated various technologies.
* **Wake Technical Community College** demonstrated continued success with sixteen interactive EL/Civics blogs which served over 3,000 students. The blogs provide information on community events, free websites for English practice, and more. To view the websites, go to <http://elcivics.waketech.edu> and at <http://eslblogs.waketech.edu> for the redesigned blog.
* **Western Piedmont Community College** served 65 EL Civics students. One student obtained citizenship, two achieved Customer Service certification, and two achieved CRC Certificate. Two EL Civics websites were created: <http://wpccesl.weebly.com> and Collaborize Classroom, at <http://wpcceslcivics.collaborizeclassroom.com>.
* **Wilkes Community College’s** project, Civics Computes, offered continued instruction with the series of 20 lessons on computer skills tasks. Students exhibited proficiency in skills related to NC Technology/Computer Literacy Content Standards.  *Understanding the U. S.* can still be downloaded at NCLOR ([http://explorethelor.org](https://by2prd0410.outlook.com/owa/redir.aspx?C=Oqxge1PhB0-dzcLkXz21boLKgbNCsM8IBdPK6jVxHU_kDCNmpCvd2Sjs10735w7-JaJGFDHeQt4.&URL=http%3a%2f%2fexplorethelor.org)).
* **Wilson Community College** served twenty-six students and developed four key pathways for ELLs: obtaining citizenship, achieving a high school equivalency diploma, transitioning to post-secondary education, and enrolling in career occupational counseling.

Adult Secondary Education (ASE) is a program of instruction (9.0 grade level and above or the equivalent) designed to prepare adults for further education or transition toward skill obtainment and employment. Adult Secondary Education includes the Adult High School (AHS) Diploma program and the High School Equivalency (HSE) Diploma program.

SECONDARY SCHOOL CREDENTIALS & EQUIVALENCIES

* **Adult High School -** North Carolina’s Adult High School (AHS) Diploma program is an Adult Secondary Education program offered cooperatively with local public school systems to help adults earn an Adult High School diploma. Adult High School diplomas are issued in joint by the local public school and the local community college. Signers on the AHS diploma are the president of the community college, the chairperson of the college’s Board of Trustees, the superintendent of the public school system, and the chairperson of the public school system’s Board of Education.
* **Required Credits** Minimum number of credits required for graduation is set by the North Carolina Department of Public Instruction in cooperation with the local school system and the local community college.
* **Agreement of Affiliation** Colleges and local public school systems sign an “Agreement of Affiliation” which articulate the terms and conditions of each individual Adult High School Diploma program offered across the state.
* **High School Equivalency -** North Carolina’s high school equivalency program offers preparation courses which provide instruction to assist learners in preparing to successfully pass a designated high school equivalency test. A high school equivalency diploma is issued from the North Carolina State Board of Community Colleges. Through December 31, 2014, North Carolina will use the General Education Development (GED) Test® to measure high school equivalency. North Carolina released a Request for Proposal (RFP) in August 2014, to determine if additional high school equivalency tests will be used after December 31, 2014.

ADULT EDUCATION STANDARDS

North Carolina has been developing content standards for the last six years in a process that has included input from instructors and administrators across the state. The development process has been funded by a grant to the Appalachian Basic Skills Professional Development Project which has provided the leadership and project coordination. The project began in 2007 with statewide implementation in 2011. Teams of adult educators developed, field-tested, and revised standards in each of the content areas from 2007-2009. In 2010, teaching activities to correspond to each benchmark were developed. The same year, trainers were brought on board to provide face-to-face workshops. In 2011, statewide implementation began. Instructor training was provided through the CEU-bearing course "GPS for Success- Applying the Content Standards." In 2013, the standards were revised and given a new name "North Carolina Adult Education Standards." They were aligned with the NC Common Core and Essential Standards and the college and Career Readiness Standards for Adult Education released by OCTAE.