North Carolina

2018 – 2019 Narrative Report

NC College and Career Readiness set goals to improve student progress. This resulted in NC exceeding its performance measures. A few highlights of NC accomplishments for the year. We piloted a new concept in providing technical assistance and professional development for performance improvement. We selected a local provider to create NC Center for Excellence for Adult Education Performance. The local provider, whose performance management is exemplary, and has the "on the ground" experience and understanding of day-to-day challenges, has created a hub for disseminating best practices, and providing targeted and relevant assistance to providers on managing performance for results. NC completed the LINCS State Leadership Self-Assessment and used the Asset Map to identify priorities. We improved our communication to providers and other stake holders by implementing a monthly e-letter and webinars. We expanded our professional development to include guidance

on academic and career advising.

1. State Leadership Activities (section 223)

Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:
Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).

The State Director is a member of the WIOA Steering Committee. Title ll contributed to the development of the strategic 5-year plan for the NC State Workforce Commission. This board oversees WIOA state plan implementation.

Establishment or operation of a high-quality professional development programs as described in section 223(1)(b).
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Professional Development (PD) System for North Carolina

In 2012, the North Carolina Program and Professional Development Team established a 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. Research studies prove that the quality of instruction has the greatest impact on student performance.   The credentialing process is maintained by our contract with Appalachian State University. Courses are reviewed by NC PD staff annually to assess quality and to ensure there is a enough blend of theory to application. This year the main activities for this system included the following:

    a. The hybrid model of delivery was implemented offering the Core, ASE Language

Arts, and ASE Mathematic credential courses. Instructors enrolled in these courses met face-to-face for six hours on the first day of the course. Then received 30 hours of online instruction. Followed by a final face-to-face six hour to showcase their final assignment.

b. A final round of face-to-face course offerings for the ASE Science/Math Specialty, ASE Language Arts/Social Studies Specialty, Core, ASE Language Arts, and ASE Mathematics was provided to accommodate those instructors that had one or two courses left to complete their certification.

c. Implementation of the Fast Track ESOL online credentialing courses from a combined face-to-face model plus online component to solely the online option. The goal of this transformation from face-to-face model to strictly online option was to improve access and to reduce travel costs.

d. Implementation of the STAR Hybrid model to instructors across the state.

e. Hired two ESOL consultants to provide face-to-face instruction for the ESOL specialty for those instructors who needed one or two courses to complete their credential.

Below are the credentials awarded by NC and the number of credentials earned during the 2018-2019 program year:

NC Credentials	Credentials Awarded
CORE: Hybrid/Online (10-week course)	149
Adult Secondary Education: LA and Math	80
ESOL Specialty plus Fast Track Online	102
STAR/Reading (6 days course)	30
TOTAL	361

In addition to the credentials supported and awarded through the NC PD System. State leadership has provided many trainings and PD opportunities that were provided via webinar, Moodle, and face-to-face. A summary of those PD activities is provided below:

- Community College/Community Based Organization site visits & presentations as needed or requested to ensure continual program improvement.
- Performance Partnership Summit PD Kickoff in July 2019. Presentations were selected by the planning committee from a combination of community colleges and community-based organizations. Topics included information on data analysis, Occupation READY, transitioning the millennial and Gen-Z HSE student.
- Performance Partnerships Summit presented on RISE.
- Performance Partnerships Summit presented on IELCE.
- Provided three regional trainings on data and performance.

North Carolina
2018 – 2019 Narrative Report

- Bi-monthly webinars were provided- topics included financial monitoring, new LEIS form, NRS measures, Time and Effort process, and compliance.
- Monthly email-blasts on CCR announcements across program areas, updates, and sharing of pertinent CCR information.

- WIOA Title II Providers Welcome at Davidson Community College.
- Dr. Trudie Hughes worked with CCR staff and PD Advisory Board to complete the PD Self-Assessment from LINCS and compiled results into one document.
- Dr. Hughes worked with facilitator Amy Trawick to prepare documents, data, agenda for two-day retreat on Asset Map.
- PD Advisory Board retreat to develop asset map for PD Plan. Amy Trawick from World Ed facilitated the process.
- Dr. Hughes combined the four goals and action items from the Asset Map into one document and identified targeted dates for completion of the action steps within the PD Plan.
- Andy Nash from LINCS facilitated the Teacher Induction Program. Lead instructors and mentors from seven community colleges participated in the training.
- Literacy Education Information System training on colleague open forms and changes of data system.
- Webinars on RISE program in CCR.
- Face-to-face training on RISE with curriculum division.
- Monthly webinars on IELCE. • Two-day training on IELCE curriculum development.

Provision of technical assistance to funded eligible providers as described in section 223(1)(c).

The State Office now uses a single point of contact to system to provide technical assistance to funded programs. We identified six staff to serve as Grant Representatives to work with a specific number of providers. Primary responsibilities for Reps are provided below:

- CCR first point of contact, form a professional relationship
- Conduct risk assessment to all providers
- Conduct desktop monitoring throughout the year
- Assist, review, and provide feedback for Corrective Action plans
- Attend regional meetings and facilitate trainings as needed
- Additional programmatic needs as requested or identified by the state or provider
- Review all program aspects to determine if technical assistance is needed
- Conduct on-site monitoring
- Track budget expenditures monthly
- Revise Time & Effort reporting monthly
- Serve as a content specialist in an assigned area(s); distance learning, IELCE, Basic Skills Plus, Assessment, Corrections, and Advisement

Using the strength afforded by having a team dedicated to technical assistance, a significant amount of direction, clarification, and guidance could be provided during the

program year. The provision of this technical assistance was tracked by grant representatives. Not including face-to-face meetings or visits with providers, a total of 2,721 technical assistance emails or other written guidance documents were furnished to individual providers. These communications can be grouped into the following categories: compliance, assessment, program specific concerns, budget, distance learning, and monitoring. They are listed in descending order in terms of number of fulfilled requests. In addition, five face-to-face technical assistance visits were conducted with large providers whose performance was less than 85% of the state's MSG target. Written reports were developed following these visits with observations and suggested actions outlined. These providers were contacted during the remainder of the year to answer questions as needed.

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).
Subrecipient Monitoring
During-the-Award Monitoring

The CCR team of grant representatives conducts annual reviews of Title II Adult Education and Family Literacy Act (AEFLA) of subrecipients receiving funds under the grant program. Each provider is monitored continuously as referenced above. In addition, under the direction of Ms. Nancye Gaj, Title II AEFLA Assistant State Director, Dr. Cassandra Atkinson, Adult Education Coordinator; Ms. Arbony Cooper-Gibbs, Adult Education Coordinator; Ms. Diane Steinbeiser, Adult Education Coordinator; and Mr. Dan Loges, Adult Education Coordinator, conducted the onsite monitoring visits and desk reviews.

Onsite Monitoring Visits

For the 2018-2019 program year, nine onsite visits were conducted by either Mr. Dan Loges, Ms. Diane Steinbeiser, or Ms. Arbony Cooper-Gibbs. Prior to the onsite monitoring visits, all programs that were to be monitored engaged in a one-hour webinar. For reliability and consistency, a Title II program monitoring checklist is prepared annually and furnished ahead of the visit to the providers selected. The checklist is used as a tool to ensure that all steps are completed throughout the monitoring process. A standardized monitoring template is utilized to conduct the onsite review activity. The process, as required by the Title II Adult Education and Family Literacy Act, consists of monitoring:
1. Required activities of the Title II AEFLA program;
2. The local plan as it aligns to the plan of the local WBD;
3. Budgeting and staffing; and
4. Adjusted levels of performance for the core indicators.

Desk Reviews
During the 2018-2019 program year, six desk reviews were conducted. The providers that engaged in desktop monitoring were selected based on their exceeding the state's Measurable Skills Gain (MSG) target of 39%. Each of these providers had an MSG of

51% or higher. The desktop review was conducted via the Learning Management System (LMS) Moodle. Providers were required to upload and submit required documentation via the Moodle LMS. A desk review of these documents was conducted by Dr. Cassandra Atkinson with the program director and other invited staff. A template was used to guide the discussions and allow providers to identify the strategies which they determined had contributed positively to their performance.

Onsite Visits and Desk Reviews

Upon completion of onsite visits and desk reviews, grant representatives prepared a summary report which reflected the results of each review. Prior to sending the written report to programs, each summary report was submitted to Ms. Nancye Gaj for review and approval. If a Corrective Action Plan was necessary, it was indicated in the summary report and a timeline provided for completion. Grant representatives monitor the progress of each program's Corrective Action Plan (CAP) throughout the year. A shared list of programs that were to complete a CAP is maintained, to include the name of the provider, and the completion date of the review. Grant representatives communicate frequently with providers to ensure that any findings during the monitoring process were addressed and resolved in a timely manner. To comply with the requirements of CAPs, providers must submit documented strategies regarding how they plan to correct the documented errors found during the onsite visit or desktop review. After a CAP request is issued to programs, the provider has thirty (30) business days from the receipt of the letter to respond and make any corrections. After the monitoring process is completed, all written reports and other monitoring documentation are maintained on a shared drive for at least five years.

As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2)

The System Office, CCR unit used funds to carry out permissible state leadership activities to support statewide initiatives that promote the purpose of this title and include: A. In partnership with partnership with NC Community College System Office, we identify a framework for aligning community college entrance standards to NC College and Career Ready Standards with our Career READY project. B. We established links with community colleges to implement advising systems that support transition from adult education to post-secondary. C. Implemented a support system to ensure programs met performance levels.

The Advising Project

The Advising Project, funded in partnership with Perkins, is a leadership activity that funded a total of twenty community college staff to attend the NACADA conference. NACADA is a prominent national academic advising association that represents all 50 states with over 10,000 members. Participants of this project attended the conference and, in the spring of 2019, developed an advising plan to support adult education student's retention and progress and shared these advising practices in a state conference.

Career READY

This project is part of a long-term plan to develop a partnership with community colleges to prepare adult education students for transition to post-secondary directly into gateway math and English courses. This transition project, Career READY, supports the development and piloting of a math and English career contextualized online curriculum aligned to NC Adult Education Content Standards. The overreaching goal is to provide and document a student's academic readiness to enroll in NC community colleges without taking the NC community college placement test. Additionally, this project includes the development and implementation of distance education including professional development to support the use of instructional technology. The term "READY" is an acronym that stands for **R**efreshing, **E**nhancing, **A**ccelerating and **D**eveloping **Y**our Skills. Adult learners enrolled in the Career READY program will complete 10 online modules that focus on academic skills needed and required to transition into post-secondary education, specifically math and English gateway courses. A lead provider has managed the curriculum development and alignment to NC Community College developmental math and English courses, to NC Content Standards, and contextualized to high demand industries and to the NC Community College placement test. To date 16 providers participated in curriculum development and piloting the online course. In summary, this project, support both improving distance learning and supporting transition to post-secondary.

Basic Skills Plus (BSKP)

This is a tuition waive program for adult education students who are co-enrolled in occupational courses and adult education courses and working toward completion of a Adult High School diploma or High School Equivalency. Basic Skills Plus programs align to the concept of Integrated Education and Training.

Basic Skills Plus was legislatively mandated by the NC General Assembly in 2010 to provide integrated instruction and training, student support and workforce preparation are provided to Basic Skills students through career pathways. The career pathways are planned by the local colleges in partnership with their curriculum, continuing education, student services and workforce development programs. The career pathways must align with jobs that are in demand in the college's service area and workforce development region. A searchable database of the career pathways developed by CCR staff is used to manage the pathways in an online Registry. Currently, there are 72 career pathways in the Registry; an increase in the number of career pathways of 76.6% from 2017 to 2018; 191 students were served by Basic Skills Plus programs in 2018-19, a 15.8 %increase from 2017 to 2018. Forty-four students (9 with a High School Diploma and 35 with a High School Equivalency Diploma) graduated in 2018-19.
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Employability Skills Alignment Project (ESAP)

The Employability Skills Alignment Project is a cross-functional collaborative initiative among the curriculum, continuing education, college and career readiness, and career

and technical education sections of the NC Community College System. This initiative supports the Title II goals of providing workforce preparation and soft skills training for adult education students. Instruction, training, and practice content are organized for delivery in eight online employability Essentials modules and eight online Essential Plus modules through the Virtual Learning Community (VLC). Each module has an assessment that provides instructors and students feedback on the mastery of the employability skills competencies in each module. Upon completion of the eight modules, students earn a certificate at either the Essential or Plus level.

The modules are: **Critical and Analytical Thinking; Problem Solving and Decision Making; Cultural Sensitivity; Interpersonal Skills; Communication; Reliability and Dependability; Team Work; Time and Resource Management.**

Outcomes for 2018-19: 455 students have registered to take the Essentials module courses in the VLC. A total of 199 badges have been issued.

Credit for Prior Learning (CPL)

Credit for Prior Learning is a cross-functional initiative among curriculum, continuing education, college and career readiness, career and technical education sections of the sections of the NC Community College System to create state police that assesses and awards credit for prior learning. The Policy is being reviewed by each college and State Board Code is being written by the System Office Team. The policy will be sent to the State Board in 2020 for adoption.

Background: College level or academic credit is awarded for college-level learning. CPL encompasses knowledge, skills, and competencies that students have obtained as a result of their prior learning experiences. For the NC Policy, prior learning may be assessed through a variety of assessments: Challenge Examinations, Continuing Education to Curriculum Credit, Industry-recognized Certifications to Curriculum Credit, Military Educational and Training Credit, High School to Community College Articulation Agreement, Portfolio of Life and Work Experiences, Standardized Exams, Cambridge International, and Transfer Course Credit from U.S. Educational Institutions.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

ABE/ASE

Our aggregate Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels overall exceeded the 39% target for the 2018-19 reporting year with a performance of 44% and 47% respectively. All of our levels except for ABE Level 1 exceeded their targets. ABE Level 1 fell approximately 6% short of the targeted goal.

ABE Levels 2, 4, 5 and 6 had the highest performance exceeding the target levels. All of our ABE and ASE Levels showed significant performance improvement over the 2017-2018 reporting year with an overall increase of 11%.

The majority of MSGs were achieved by pre and posttests followed by high school equivalency and post-secondary enrollment.

ESL
Our aggregate English as a Second Language (ESL) levels exceeded our 39% target for the 2018-19 reporting year with a performance of 44%. Our most significant shortfalls occurred at ESL Level 2 Language 6. Our ESL levels 1,2,3,4,and 5 exceeded the target. All ESL levels showed significant improvement over the prior program year with an overall increase of 14%.

The vast majority of the MSGs were from pre/post-testing EFL gains followed by enrollment into post-secondary education after exit.

Combined Program Performance
Factoring in periods of participation (PoP) for the 2018-19 reporting year, our overall MSGs were 44% which was a significant improvement over the prior program year's 39.89% performance and exceeded our target of 39%. Our participant population for ABE/ASE was approximately 67% and ESL accounted for 33% of our participants. The number of participants in all ABE/ASE levels decreased from the prior program year. All of our ESL levels had fewer participants than the prior program year.

During the 2018-2019 program year, we worked with IT to customize and enhance our student information system database. Part of this programming included the creation of additional tools and reports to aid providers in pro-actively monitoring their data and performance. We worked in conjunction with IT, and Research and Performance Management (RPM) to provide feedback, trainings and webinars throughout the year with a focus on data quality and performance improvement. We worked in conjunction with RPM in the creation of developing the Performance Dashboards, which allows providers to pull data to create specific reports for programs to analyze to help identify potential problems and or to resolve problems.

During the 2018-2019 program year, we changed our state's peer performance model for our community colleges to closely align with our federal goals with an emphasis on student outcomes.

3. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

NC Works Commission does not have unique representation by Title ll on the state board. In requesting that Title ll be represented, NC Department of Commerce, the manager of the NC Workforce Board indicated that per their legal counsel, NC is not required to have unique representation of Title ll. We will continue to request a Title ll seat on the Board.

Title ll did not delegate its one-stop requirement responsibilities to local providers. Local MOU's were sent to the Title ll office for signature.

Integration with One-stop partners
Title II works with the NC Council of Workforce Development Board Directors to promote better integration of services. Training to Title ll programs and local boards on ways to collaborate on providing career services. Our main activity has been on educating local boards on their responsibility to coordinate career services for Title ll participants. In the MOU, the services provided to Title ll lists the following: job placement, career counseling, workforce preparation activities. It is unclear how these services are provided. For program year 2018-2019, the State Director has is negotiating with the 23 Boards to detail in the MOU how services and access for Title ll are delivered.

A big accomplishment was creating an infrastructure cost allocation formula that reflected proportionate cost to benefits received. The infrastructure costs for local one-stops were negotiated by representatives of the one-stop system and NC Community College System Office and Title II State Director.

4. Integrated English Literacy/Civics Education

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program: Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

North Carolina was awarded a total of $1,235,580 to operate the Integrated English Literacy and Civics Education (IEL/CE) Federal grant. For the 2018-2019 program year, North Carolina held an open competition to allocate funds for the IEL/CE Federal award. As a part of the open competition process, eligible providers were required to

submit an application that addressed the IEL/CE grant requirements. All applicants were required to demonstrate past effectiveness, complete a four-question narrative, provide a sample instructional schedule, and submit a detailed planning budget that included specified IEL/CE activities. A total of 10 programs were approved by the North Carolina State Board of Community Colleges on July 20, 2018.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;

To meet the requirements of the IEL/CE Federal award, North Carolina developed a comprehensive curriculum development project aimed at combining English Language Services, Civics Education and Integrated Education and Training (IET) activities. The curriculum development project focused on aligning English Language Learner (ELL) academic and language services content with in-demand careers. All funded providers were offered the option to participate in the Curriculum Improvement Project (CIP). The CIP was entitled Occupation READY; the term READY is an acronym that stands for Refreshing, Enhancing, Accelerating, and Developing Your skills. The Occupation READY project focused on developing flexible courses to help students complete both the academic and occupational skills training requirements. Simultaneously, students enrolled in the IEL/CE program would improve skills such as time-management, digital citizenship and workplace readiness.

The purpose of the Occupation READY project was to provide support for ELLs enrolled in North Carolina's IEL/CE programs. The Occupation READY initiative was a curriculum development project designed to focus on accelerating students' learning by preparing them with the occupational skills training and English language proficiency competencies required to earn industry recognized credentials. The Occupation READY model required concurrent enrollment in occupational training,

workforce preparation activities, civics education, and English language learning activities. As a requirement of the Occupation READY project, all curriculum developed for the project focused on a single learning objective. Furthermore, the curriculum developed for the project included scope and sequence for all academic and occupational content. Providers were required to develop curriculum that was customized for each occupation that was identified in their service areas as a "high-demand industry." Occupation READY project participants were required to establish a curriculum development team that consisted of the following roles: an occupation training expert, trained English Language Learning instructor, and program level administrators.

Occupation READY project participants were required to offer a career focused recruitment model. Providers were expected to develop and offer IETs that would help adult learners earn family sustaining wages. The initial phase of the project converged on the analysis and creation of regionally in-demand IETs. Providers were tasked with analyzing workforce related trends and demands in their regional areas. After providers determined their regional workforce related needs, providers were required to develop curriculum that directly aligned to their region's most in-demand IETs. Some of the IET models that providers focused on included: Industrial Sewing, Personal Healthcare Assistant, Cosmetology, Furniture Manufacturing, Heating, Ventilation, and Air Conditioning (HVAC).

The Occupation READY project provided IEL/CE funded grantees an opportunity to clearly examine the quality of instruction facilitated by instructors. The project gave grantees an opportunity to correct the complex the model of co-teaching academic courses and occupational skills training courses. The project offered providers an opportunity to review co-teaching models and analyze knowledge gaps. Thus, this led to an opportunity to offer intentional professional development opportunities for instructors that facilitated courses supported by the IEL/CE program. The professional development sessions around the IEL/CE model helped co-instructors glean knowledge about each other's content areas and instructional methods. By offering the professional development opportunities to a diverse set of instructors, this activity created lesson planning efficiency, mutual respect, and student learning. Many of the providers worked in conjunction with their Continuing Education counterparts to create meaningful curriculum that could be transferrable to credit bearing courses. Also, Occupation READY participants indicated that the project offered an opportunity to foster collaboration and develop innovative policies that delivered incentives for administrators to eliminate competition and encourage cooperation.

Upon conclusion of the Occupation READY project, providers were required to demonstrate that they had developed high quality curriculum that aligned to the North Carolina Adult Education Standards. Additionally, providers were required to demonstrate their ability to link wrap-around services such as childcare, transportation, and food security to instructional and occupational practices. Providers were required to take a case management approach when working with adult learners enrolled in the

IEL/CE program. Occupation READY project participants needed to shift the program model from only teaching academic courses to providing holistic services for adult learners that included student support services. As students co-enrolled in various occupational training programs, support services were provided to help students complete the programs. Funded providers worked with various internal and external partners to provide holistic support services. Furthermore, several programs expanded the number of course offerings and hours to accommodate the needs of the adult learners participating in the IEL/CE program. To increase enrollment and expand opportunities, in conjunction with Title I partners, programs offered flexible schedules for IET programs. By offering the flexible course schedules, this allowed students to participate in IET programs and achieve a healthy life balance.

To increase the use of IETs models for ELLs in North Carolina, project participants were required to submit a completed curriculum model. The curriculum model included lesson plans, scope and sequence information, and assessment information. All curriculum models created by Occupation READY project participants will be disseminated via the Moodle Learning Management System platform.

There were some challenges while implementing the Occupation READY project. Based upon conversations with IEL/CE providers, initially providers were reluctant to reach out to their occupational training provider counterparts because of silos that have been created. During the initial phases of the project, providers thought that it may be difficult to create and sustain meaningful partnerships with some of their program counterparts. Also, there was a lack of curriculum models available for regionally in-demand occupations. Therefore, many of the project participants had to start from scratch and build each layer of their curriculum model.

Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals;

During the planning phases of the Occupation READY project, providers were responsible for reaching out to local employers. During the planning phases of the Occupation READY project, providers were required to complete an analysis about workforce related needs and trends. Based upon qualitative analysis, all Occupation READY participants developed a mutually beneficial referral relationship with at least one employer in their regional area.

IEL/CE funded providers worked tirelessly to create experiential learning opportunities for the adult learners enrolled the program. Some of the experiential learning happened inside the classroom, while other providers leveraged the funding by providing outside learning opportunities for adult learners. Many providers worked with employers to develop job shadowing opportunities, field trips, guest speaker activities, and on-site employer interactions for program participants. Providers created curriculum models while simultaneously facilitating the content during the development

phases. One important aspect of the curriculum development hinged upon placement in unsubsidized employment. Providers worked with local employers to develop a pipeline for unsubsidized employment placement. Based upon observation of submitted materials, providers drafted agreements with employers that included language that would help IEL/CE participants be immediately placed in unsubsidized employment opportunities.

As a requirement of the Occupation READY project, many providers completed follow-up analysis on student job placement opportunities. To ensure that students were receiving the maximum amount of opportunities for job placement, providers designated members of their staff to work with adult learners as they started employment search process. Additionally, the providers created mutually beneficial employer placement pipelines for students in high-demand careers such as HVAC, Furniture Manufacturing, and Industrial Sewing. Many of the providers facilitated IEL/CE classes at target employer locations to ensure that the academic schedules aligned with program participant work schedules.

According to many program directors, IEL/CE instructional staff took the initiative to learn the actual trade at many employer locations, so that the potential program graduates would be better prepared for vacant positions. Instructors worked with employers to gather information about specific vocabulary, physical requirements, and workplace culture. By understanding the requirements and demands of specific careers, this led to enhancing the overall quality of the curriculum. Based upon conversations with the providers, employers were more eager to hire IEL/CE program graduates, because both the academic and occupational skills training information presented was authentic.

Based upon the data the for the 2018-2019 program year, students enrolled in an IEL/CE program tended to progress toward earning a Measurable Skills Gain. During the program year, providers worked diligently to ensure that their data was accurate and reflected the work of the adult learners. Furthermore, providers devoted a substantial amount of time to analyzing the data entered into the both Colleague and LACES database. Providers have implemented various systems to ensure that students enrolled in the IELCE program receive the proper assessment, which in turn assists the program staff with helping adult learners find career pathways and employment.

Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

During the 2018-2019 program year, funded IEL/CE providers continued to work cooperatively with their Local Workforce Development Boards (LWDB). Based upon documentation submitted, many of the providers have an active role on their LWDB. Providers have indicated that they serve on the LWDB, as well as other sub-

committees created by the LWDB. Providers continued to use the Memorandum of Understanding (MOU) to guide their interactions with the LWDB. The information derived from the MOU helped providers determined the types of training that could be offered through their LWDB.

To increase the employment and job placement prospects for IEL/CE program participants, program directors have created partnerships with various internal and external agencies at the NC Works Centers. Program directors and staff have worked hard to develop a mutually beneficial referral partnership that often results in employment attainment.

Also, to increase the number of adult learners enrolled in the IEL/CE program, providers work closely with their local NC Works partners to recruit potential students for the program. The NC Works Centers serve as an apparatus to offer flexible schedules and alternative class settings. Many providers indicated that classes are offered at the local NC Works Centers on various days and times. The network created by the LWDB allowed Title II grantees, specifically IEL/CE program directors an opportunity to liaise with Title I core partners. Based upon documentation submitted by program directors, the LWDB generated inter-agency collaboration, which in-turn had a positive impact on IEL/CE program participants. By attending meetings and serving on the board, IEL/CE program directors were able to glean and share information with agencies such as the Department of Social Services (DSS), Vocational Rehabilitation (VR), local transportation agencies, and Housing and Urban Development (HUD). The LWDB helped bring all partners together to disseminate information that was beneficial for IEL/CE participants.

A challenge indicated by several providers was the lack of career pathways that aligned to student interest. The Occupation READY project offered providers an opportunity to have in-depth conversations with their LWDB about increasing the number of available career pathways. The Occupation READY project provided program directors an opportunity to share with fellow LWDB members quantitative data about career pathway trends and interest in their regional areas.

To provide comprehensive oversight of the IELCE program, providers were required to submit a completed curriculum guide and model. The curriculum model focused on the important tenets of the program to include recruitment strategies, curriculum design, support services, implementation of IET programming, occupational training, and partnership development. During the program year, providers engaged in monthly informational webinars, the webinars offered an opportunity for providers to share experiences and provide updates about their specific curriculum model. Additionally, each funded provider attended a two-day state training. During the state training, IEL/CE providers were required to provide updates and information regarding current curriculum, activities, and other information as it relates to the program. The two-day

state training provided an opportunity for programs to disseminate best practices, work with their local IEL/CE teams to strengthen program and discuss overall challenges. All providers received structured technical assistance and on-site visits during the

program year. The technical assistance focused of quality of instruction, curriculum design, data quality, development and implementation of IET.

5. NC Adult Content Standards

*If **your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.***

NC has not adopted new K-12 standards under Title I. The North Carolina Adult Education Content Standards (NCAECS) were reviewed and aligned to the College and Career Readiness Standards in 2014. NC provides training on aligning instruction to NC Adult Education Content Standards through the Core Credential Course. A curriculum alignment project, Career READY, focused on aligning community college gateway math and English content to NC Content Standards. In our monitoring visits we review lesson plans for NC Content Standards alignment.

Optional: Describe implementation efforts, challenges, and any lessons learned.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The North Carolina Community College System (NCCCS) convened an Advisory council inclusive of both community college and community-based literacy providers, NCCCS finance, NCCCS research and performance management division to develop a funding formula to allocate 225 funds.

In NC recidivism is only calculated by the Commission and for only the fiscal year that allows for the utilization of the Commission's established fixed lookback period of two years. FY 2015 (July 1, 2014 – June 30, 2015), which was reported in April 2018. The recidivism rate was 52%. It is important to note that by statute, recidivism is only calculated every other year, and that rates are presently only calculated for adult offenders released in odd fiscal years."
 The next report will be released in April 2020 for the FY 2017 (July 1, 2016-June 30, 2017).