

Basic Skills Policy & Procedures Manual For Community Colleges



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MISSION OF BASIC SKILLS

The mission of the Basic Skills program is to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary school education. The North Carolina Community College System provides educational opportunities for adults to improve their reading, writing, mathematics, and communication skills through five major program components.

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ADULT BASIC EDUCATION (ABE)

Adult Basic Education

Adult Basic Education (ABE) is a program of instruction designed for adults who need to improve their reading, writing, speaking, problem solving, or computation skills to function more effectively in society, on a job, or in the family. ABE students function below a high school level. The four levels of ABE are as follows:

- Beginning Literacy ABE
- Beginning Basic Education
- Low Intermediate ABE
- High Intermediate ABE

Adult Basic Education Curriculum

There is no set ABE curriculum. Colleges may choose curricula that best fit the needs of their students. **Appalachian State University through its Adult Basic Skills Professional Development Project has distributed to all colleges manuals and video-tapes which outline appropriate teaching techniques for ABE students. Also, Adult Literacy Media Alliance (ALMA) video-tapes which have been distributed to all community colleges are excellent for ABE students.** (Note: Caldwell Community College and Technical Institute developed excellent reading and math curricula, *Project Independence*, for intermediate ABE students. All college programs were given copies of the curricula.)

Adult Basic Education Evidenced-Based Reading Instruction

The Office of Vocational and Adult Education (OVAE) in the U.S. Department of Education launched a national training initiative called Student Achievement in Reading (STAR). STAR is not a reading curriculum. STAR is built upon evidence-based reading instructional strategies that help adult education instructors and administrators improve reading outcomes among intermediate-level learners - those learners who read at the fourth to ninth grade levels. Regional STAR training will be available soon. To learn more, see www.startoolkit.org.

Assessment of Adult Basic Education Students

All Adult Basic Education students should be pre-tested with a standardized assessment (WorkKeys – High Intermediate ABE only, CASAS, TABE) upon entering the program and placed into one of the four ABE levels based on the lowest assessment score.

ADULT HIGH SCHOOL DIPLOMA PROGRAM

Adult High School

Adult High School (AHS) is a program of instruction offered cooperatively with local public school systems to help adults earn an Adult High School Diploma.

Adult High School Diploma

Adult High School diplomas must be issued in conjunction with a local public school. Community colleges do not have the statutory authority to issue high school diplomas. Four signatures should be on the diploma: the president of the 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.

Agreement of Affiliation

To offer an Adult High School Diploma program, colleges must sign an "Agreement of Affiliation" with their local public schools for students who are 16 and 17 years old. (23.NCAD 2E.0101(2)(d)(iii) and CC-97-222) An "Agreement of Affiliation" is also needed for adults 18 years old and older for the public schools to issue diplomas. Community colleges do not have the statutory authority to issue their own adult high school diplomas. Blank copies of the "Agreement of Affiliation" may be obtained from the System Office. Once an agreement is signed by both community college and local school officials, a copy must be sent to the NCCCS AHS/GED Office.

Books for Adult High School and GED

Colleges may suggest that Adult High School or GED students purchase textbooks, but should make available free access to books in classrooms. Programs do not have to provide free of charge books for students to write in, only to read. It is highly recommended that all books used in both programs are made available in a laboratory or library setting for students to use outside of class.

Movement from Low Adult Secondary to High Adult Secondary

All Adult High School students should be pre-tested with a standardized assessment (CASAS, TABE, WorkKeys) upon entering the program and placed into adult basic education, low adult secondary, or high adult secondary based on the lowest assessment score. Students who score below 9.0 or its equivalent must be placed in the appropriate ABE level until a post-test score shows movement into adult secondary.

Movement from low adult secondary to high adult secondary may be determined by two methods for the Adult High School Diploma program: (1) post-test scores or (2) completion of 50% of the requirements for the Adult High School program. (For example, a college that requires students to complete 20 **credits** may move students from adult secondary low to adult secondary high upon the completion of 10 units.) Students who score 10.9 or below (or the equivalent) and have completed 50% or more of the requirements for the Adult High School program should be placed in adult secondary low until successful completion of at least one Adult High School credit. (CC01-005)

Tuition for Adult High School Diploma Courses

All Basic Skills programs are free of charge; therefore, colleges may not require students to pay tuition for other college programs and transfer credits into the Adult High School Diploma program.

Credits Required for Program

Programs may choose to set a different number of **credits** required for minors than they do for other adults. The minimum number of **credits** for all students is 20, but programs may work with local public schools and decide to require **credits** above the 20 minimum and up to the number of units required by the local educational agency. (CC-97-222)

Work Experience for Adult High School

The purpose of the AHS intern student work practicum is to promote workforce development by giving academic credit for work competencies mastered by a student who is pursuing a high school education through the AHS diploma program. The concept of the AHS intern student work practicum is for a student to practice workforce development basic skills learned in the classroom by applying these skills at the workplace. The practicum is an extension of the classroom to the workplace where the student practices those types of attributes, represented as work competencies, deemed to be essential by employers for a productive workforce. The supervising employer and the student's instructor certify the accomplishment of each work competency and give credit only when the work is performed, at least, at a minimal standard for the work. The work experience shall not exceed 160 hours per student as cited under **Title 23NCAC2D.0324 (e)**. For FTE reporting purposes, a college may not report more hours per student than the number of hours specified in the instructor's contract. If multiple instructors are used for supervision of the AHS work experience component, the total hours paid to all instructors for the work experience may be totaled and equal up to 80 hours or 160 hours, depending upon the number of work experience **credits** for which the student is registered. One instructor should be designated as the lead instructor for the work experience component with the contract listing the other instructor contract numbers.

The work experience component for each 80 hours of work experience for one unit of elective credit should be completed within the semester or no longer than a twenty-one week period. The instructor, at a minimum, must monitor the work site at least once during the 80 hours of work experience. (CCS99-027)

AMERICANS WITH DISABILITIES ACT (ADA)

ADA Legislation

The Americans with Disabilities Act was enacted to make all aspects of American society more accessible to people with disabilities, whether physical or psychological.

Funding for ADA Students

The ADA is an unfunded mandate – programs must provide funding for ADA needs, but they do not receive any funding for that purpose. Some colleges have established a separate fund for ADA, but others take the funding from each program as needed. Check with your local college ADA administrator.

GED Testing Accommodations

GED Testing Service provides accommodations for students with documented disabilities. See [GED Testing Service Policy and Procedures Manual 2008, Section 8](#), for information regarding test accommodations.

The following are disabilities which have accommodations addressed in the GED Examiners' 2005 Manual:

- Learning and Other Cognitive Disabilities
 - Dyslexia
 - Dysgraphia
 - Dyscalculia
- Attention-Deficit/Hyperactivity Disorder
 - AD/HD
- Emotional/Mental Health
- Physical/Chronic Health Disability

Serving ADA Students

One of the most important areas of ADA is physical access. Programs must provide physical access to and within the building where students come for services. Also, under the ADA Act, all programs are required to provide "reasonable accommodations" to students with disabilities. Those disabilities include both physical disabilities and learning disabilities. Check with your local college ADA administrator to determine "reasonable accommodations." Colleges are not required to use IDEA standards (Individuals with Disabilities Education Act) for individuals with disabilities because that is the law that governs K-12 education.

ASSESSMENT FOR BASIC SKILLS

Assessment Procedures

Due to Title II (Adult Education and Family Literacy Act) of the Workforce Investment Act, all students entering Basic Skills classes must be assessed by a standardized test. Local Basic Skills/literacy providers are required to assess students using standardized pre-post assessments included in the National Reporting System (NRS) to place students in federal educational functioning levels (EFL's) and report gain measures for the National Reporting System (NRS). Allowable tests include the following: Comprehensive Adult Student Assessment System (CASAS), Test of Adult Basic Education (TABE), TABE Comprehensive Language Assessment System-English (CLAS-E), Basic English Skills Tests BEST Literacy, BEST Plus Oral Interview, and WorkKeys. In addition, local programs are encouraged to use a variety of informal assessments to assist instructors/tutors in selecting appropriate teaching methods and materials.

All students in programs funded by the North Carolina Community College System must be tested twice annually with an approved Basic Skills standardized assessment. The only exception to students being tested twice annually is when students enter a program or takes a post-test during the last 90 days of a program year. In that case, that assessment may count as a pre-test for the following program year. The basic rule is that students should be tested at least twice per year. Students must be post-tested according to directions for each standardized test.

Although overall test results should be shared with students, no students should be given the correct answers to the test questions that they missed. Instructors should not discuss specific questions from standardized tests with students.

Lowest Score Determines Placement

Students should be placed into adult education levels based on their lowest test score. If a student takes both TABE math and reading tests, scoring 8.9 on math and 10.0 on reading, that student should be placed in ABE Intermediate High. If a student takes both the reading and math tests, but only wants to work on one area such as math, then only that test should be entered into the system.

Pre/Post-Testing

The North Carolina Community College System encourages local Basic Skills/literacy programs to select the test series that they use based on a learner's goals and the instructional focus of the program. Pre-tests should be administered prior to placement or within the first twelve hours of enrollment.

Post-testing must occur after the number of instructional hours recommended by the test manufacturer. If students are post-tested with less than the number of recommended hours, then the reason(s) for post-testing must be documented. Exceptions to post-testing with less than the number of recommended hours should be limited and rare. (Students may not be post-tested with less than the minimum number of hours for each assessment: 40 for CASAS; 30 for TABE – students must also be at the ASE Low or ASE high level in addition to having the

minimum amount of hours AND have an outcome measure goal of attaining a GED, enter post-secondary education or training, enter employment, or retain employment, and 60 for BEST Literacy and Best Plus.) Prior to testing students with instructional hours less than recommended by the test manufacturer, the assessor must file a written request and get approval from the local director. Documentation must be kept on file and can be monitored when the state makes an onsite review.

North Carolina requires local programs to post-test a minimum of 65% of its students served for twelve hours or more annually.

Pre-Testing for “Stop-Outs”

If a student has “stopped-out” of the program for more than 90 days, then the program must give a new pre-test prior to or within two weeks of re-admittance to the program. This is a requirement of the federal government.

Quality Control Procedures

Testing data should be entered into LEIS on an on-going basis. Data should be entered no less than **monthly**.

Quality control must be maintained for assessment procedures. Local program directors/coordinators may use the following assessment checklist to ensure correct assessment procedures have been followed.

Standardized Assessment Checklist	
Assessment Standards for Test Administrators	yes/no
1. The test administrator has been trained in giving the assessment(s) by a state certified trainer or local facilitator .	
2. The test administrator has read the test manual(s).	
3. The test administrator follows all directions in giving the assessment(s), including strict adherence to time limits, etc.	
4. The testing facility is quiet, has adequate lighting, and adequate space for test-takers.	
5. The tests are accurately scored and raw scores are converted to scale scores.	
6. Tests results are kept confidential.	
7. Test results are shared with test takers and appropriate instructors in a timely manner.	
8. Test answers are not shared with test takers, but the type of questions missed may help test takers to understand what they need to learn.	
9. Tests results are available for instructors and program staff.	
10. Test results are reported in LEIS in a timely manner on a monthly basis .	

(North Carolina Assessment Policies for Basic Skills)

Standardized Assessments for Basic Skills

All Basic Skills students should be pre- and post-tested with a standardized Basic Skills assessment. The following assessments are the only ones approved for North Carolina Basic Skills programs:

TEST	ABE	Compensatory Education	ESL	GED/Adult High School
CASAS	√	√	√	√
TABE, 9 & 10	√			√
*WorkKeys	√ High Intermediate ABE only			√
BEST Literacy/BEST Plus			√	
TABE CLAS-E			√	

(For Compensatory Education, see CC01-035; for English as a Second Language, see CC-99-174 and CC06-265)

*Students may not be charged a WorkKeys assessment fee.

Training for Administering Assessments

Training is essential for a quality assessment system. All staff who either administer or score any standardized assessment used to measure educational gain must be trained before administering the tests by a certified state/national trainer or local facilitator. In addition, all staff including instructors involved in gathering, analyzing, compiling, and reporting data for the National Reporting System must be trained. Each local program must have a designated test coordinator/trainer for every standardized test that they use.

A list of all staff trained on any assessment used must be forwarded to the Basic Skills Training Specialist of the NCCCS Office including name of individual trained, date of training, name of person conducting training, and name of assessment(s) within 30 days of the training. The Training Specialist will keep an updated record of all individuals trained on approved assessments in North Carolina. Once initial training is complete, staff should attend refresher sessions every two years by a certified state/national trainer or local facilitator.

Use of Alternate Test Forms

Directions for all standardized tests require that test forms be alternated. Example: Give TABE 9 as a pre-test and TABE 10 as a post-test. The next test in the sequence would be TABE 9, followed by TABE 10.

Use of Informal Assessments

The North Carolina Community College System Office encourages local Basic Skills/literacy programs to use a variety of informal assessments to assist instructors/tutors in designing appropriate educational programs for adults. The use of instructor/tutor-made tests, unit tests, portfolios, applied performance assessments, and learner observations are encouraged to design and monitor learning opportunities. However, informal assessments may not be used to determine federal educational functioning levels.

ASSESSMENT HOURS FOR BASIC SKILLS

Reporting GED Assessment Hours

The hours a student takes to complete the General Educational Development (GED) exam are reportable for budget/FTE. GED testing hours may only be counted for budget FTE if students are enrolled in the semester during which the assessment occurred. (CC95-185)

Students Assessed Who Do Not Receive Instruction

If a student is given an assessment and receives no Basic Skills **classroom or online instructional hours** (i.e., instruction in reading, writing, mathematics, or communication skills), **then** the student assessment hours may not be reported for budget FTE. (CC-95-185)

Students Assessed Who Receive Instruction

Any Basic Skills student's initial assessment, testing and retesting hours may be counted only when the student receives Basic Skills instruction (instruction in reading, writing, mathematics, or communication skills) in addition to the initial placement assessment. In this situation, both the assessment hours and the instructional hours may be reported for budget FTE. This applies for all Basic Skills classes. These students must be registered for the appropriate Basic Skills class. (CC-95-185)

AUDITING

Audit Services Purpose

Program Audit Services' purpose is to ensure accountability and credibility of the North Carolina Community College System in a consultative and proactive manner. This is accomplished through reviewing college practices and implementation of appropriate portions of G.S.115-D, 23 NCAC, State Board of Community College policies and guidelines, and System Office numbered memoranda. Program Audit Services' role supports the programmatic decisions made by each program area of the System Office.

Course Content Auditing

When auditors conduct a class visit and observe Basic Skills instructional content and materials, they are looking for connections between course content and the purposes of Basic Skills which are as follows: to provide instruction in reading, writing, mathematics, and communication skills; to provide instruction leading towards the obtainment of a GED or Adult High School diploma; and to provide instruction consistent with the Compensatory Education Course of Study. If students are taking a field trip or watching a movie or doing any other activity that is not obviously in line with the purposes of Basic Skills, auditors may question the activity. Program staff must be able to relate all activities to the purposes of Basic Skills.

Documentation Required for Auditing

Auditors may ask for a variety of data while conducting program audits.

Class folders documenting contact hours must include:

- Instructor contract(s) (It should be noted on the contract if the instructor is full-time.)
- Registration information – student signature required
- Attendance sheet with daily attendance (first date must match registration and class roster date)
- Class Rosters – student signature required
- Attendance records (Documentation of attendance sheet Ex. sign-in sheets)

The auditor will identify and request three basic skills class folders, one from each term of the audit year. These class folders must include the following information for each student reported for that class:

- Assessment information – LEIS Testing and Progress sheet with placement information completed
- LEIS Outcomes Form
- Supporting documentation of goal completion may include:
 - Low Adult Secondary Education Placement Level can move to High Adult Secondary Education Placement Level after completion of half the credits required for graduation
 - GED Score Report or GED transcript
 - AHS Transcript

Colleges that have Adult High School programs will be asked to provide a current Adult High School Agreement of Affiliation, and a copy of one student's diploma to verify appropriate signatures. (College president, college Chairperson of Board of Trustees, Superintendent of Public School, School Board Chairperson)

Auditors may ask colleges to produce other items during an audit session. Items may include, but are not limited to, registration information, student maintenance forms, documentation of registration by semester (class roster/receipt forms), assessment information, student contact information, student goals, sign in/out forms, etc.

- Note: Class folders should not include student work unless the work is used to document goals. These folders include information detailing documentation of student goals only. Each class should have one class folder; not a folder for each student. Programs are encouraged to have separate portfolios for each student including student work, but test scores, goals, etc. should be in a separate class folder.

Information Concerning Auditing

In order to contact your assigned auditor or to review questions asked of the auditors, refer to www.nccommunitycolleges.edu and click on "search," then enter Audit Services. You will find contact information as well as detailed information needed for an audit. In addition, you will find "frequently asked questions" of the auditors.

AWARDS

Angela Moore Trogdon Awards

Three awards are given at the annual Basic Skills and Even Start Family Literacy Conference. The awards are for "Student of the Year," "Instructor/Tutor of the Year," and "Staff of the Year." The awards include a trophy or plaque and cash bonus/prize and are given in honor of Angela Moore Trogdon, who served as Basic Skills/HRD Director at Randolph Community College, then Guilford Technical Community College. Angela lost her fight with breast cancer in November 1999.

Student of the Year

The student of the year will be invited to speak at the annual conference.

Instructor/Tutor of the Year

The winner for this category will be invited to speak at the annual conference.

Staff of the Year

The winner for this category will be invited to speak at the annual conference.

BASIC SKILLS FUNDING

Availability of Funds

The availability of funds for Basic Skills will be announced through a variety of methods to assure ample opportunity for eligible providers to apply. Notice will be given directly to local community colleges and other identified eligible providers by memorandum from the community college System Office. The System Office will make every effort to seek out a wide range of eligible providers and will invite any eligible providers to request applications. Notice of availability of applications will be provided through various state and private organizations across the state (e.g., North Carolina Literacy Association). Announcements will also be made to the general public on the North Carolina Community College WWW site at <http://www.nccommunitycolleges.edu>.

Basic Skills Funding Formula

Basic Skills funding is awarded based on the following formula:

- Base allocation -- \$20,000
- 25 cents per target population 16 to 54 years of age with less than a high school education based on the census.
- An amount per FTE (changes annually). FTE is based on the average of the last three years or the latest year, whichever is greater.
- \$50 per General Educational Development (GED) **diplomas** awarded.
- \$150 per Adult High School diploma awarded.
- \$10,000 per percent in excess of the statewide level of effort of the eligible population to be served.

Cost-Sharing of Classes

All student contact hours generated by the college for a given class shall be counted for budget FTE purposes provided 100 percent of the instructional cost hours delivered are paid from college funds; however, a company or entity may reimburse the college for a given class up to fifty percent of the instructional cost, and the student contact hours generated in the class may be reported for budget FTE. If the college is reimbursed for more than 50 percent of the instructional cost for a given class, student contact hours reported for the class shall be prorated in the same proportion as the college funding. (23 NCAC 2D.0326 (a))

Funding for Basic Skills

The state of North Carolina receives funding from the United States Department of Education annually. The amount is based upon the number of high school dropouts in the state and is currently around **sixteen** million dollars. This funding provides additional dollars for community college Basic Skills programs, direct and equitable access to funds for community-based organizations, state level Basic Skills staff funding (5% of the total allocation), and state leadership funding (12.5% of the total allocation). Federal funding from state leadership provides training opportunities, including the Appalachian State University Adult Basic Skills Project; the North Carolina Community College Literacy Resource Center; special projects; evaluation studies; technology enhancements; and other state-wide initiatives.

The state of North Carolina provides funding for all community college Basic Skills programs. The funding is distributed to local colleges based on a funding formula that includes a base

amount to each program plus an additional amount for exceeding target population and for the number of GED and Adult High School diplomas awarded. Budgets are distributed to local programs annually after the North Carolina General Assembly ends its session. Local college Finance Departments receive the college's full budget after final approval from the General Assembly. Programs not receiving budget information are encouraged to check with the Chief Financial Officer at their local college.

Limits on Use of Basic Skills Funds

Basic Skills funds may be used to fund anything that deals with direct instruction including, but not limited to, salaries for program coordinators, instructors, assessment/retention specialists, Basic Skills counselors; printed materials for classroom use; computer software related to Basic Skills; training expenses including fees and travel reimbursement for presenters, travel expenses and pay for attending training for instructional staff (including coordinators, instructors, assessment/retention specialist, counselors whose salaries are paid for out of Basic Skills funds); transportation for students; and child care and expenses for Early Childhood components of comprehensive family literacy programs **only if no other funding can be located**. The expenditures for child care and expenses for Early Childhood components of comprehensive family literacy programs must be pre-approved by the Associate Vice President of Basic Skills at the System Office.

Up to but not to exceed 5 percent of the Basic Skills block grant may be used to procure instructional technology including computers, instructional software and software licenses, scanners for testing and classroom projection equipment, for student use in the college's literacy lab. No other equipment or capital items can be purchased with Basic Skills funds. (Session Law 2007-2008 House Bill 2436, Section 8.13, Use of Basic Skills Funds)

Basic Skills funding may not be used for the following:

- Administrative salaries, including directors and clerical assistants
- Equipment (Exception: A special provision by the North Carolina General Assembly allows local colleges to use up to 5% of the Basic Skills budget to purchase computers.)
- Food
- Flowers, gifts
- Trophies, awards

Basic Skills federal funds may not be used to purchase any promotional items such as pencils, luggage tags, hats, etc. However, Basic Skills state funds may be used if the items are "program-specific." For example, you could use Basic Skills state funds to purchase a pencil that has your college's name and logo on it as long as it also has "Basic Skills." Please check with your local Finance personnel for appropriate budget codes.

Process for Obtaining Funds/Application Evaluation

Applications will be reviewed by state staff to determine the eligibility of the proposed provider and the completeness of the applications. Applications will be evaluated based on the criteria detailed in Section 6.5 of the North Carolina Basic Skills State Plan. The Associate Vice President of Basic Skills will invite representatives to help **state** staff in the determination of funding for **applicants**. **Applicants** selected for funding will be submitted to the State Board of Community Colleges for final approval.

All applications received by the North Carolina Community College System will be reviewed by state staff to determine eligibility of providers and completeness of applications. Teams of readers will evaluate applications using criteria outlined in the Workforce Investment Act with points for each criterion as appears below.

According to the Workforce Investment Act, the following are eligible providers for subgrants of federal adult education funds: a local educational agency; a community-based organization of demonstrated effectiveness; a volunteer literacy organization of demonstrated effectiveness; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not mentioned but has the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries, or authorities described above.

Criteria for Evaluating Program Plans and Applications		
	Total # of Points	# of Points Scored
I. Needs of the population to be served by this program	20	
A. Population to be served	10	
B. Needs in service area for each population served	5	
C. Steps to ensure equitable access and participation	5	
II. Past Effectiveness/Future Effectiveness	90	
A. All students have measurable goals.	5	
B. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.	8	
C. The program is committed to serving individuals who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.	10	
D. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.	5	
E. The program uses instructional practices that research has proven to be effective in teaching adults.	5	
F. The program uses educational activities that are built on a strong foundation of research and effective educational practice.	5	
G. Programs use computers and other advances in technology, as appropriate.	7	
H. The program gives students the opportunity to learn in "real life" contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.	10	
I. The program is staffed by well-trained instructors, and administrators, and has access to services of counselors.	5	
J. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-Stop centers, job training programs, and social service agencies.	10	

K. The program offers or provides access to flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs to attend and complete programs.	5	
L. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.	5	
M. The community has a demonstrated need for additional English as a Second Language (ESL) programs.	10	
III. Program Information		
		35
A. Number of students served	10	
B. Retention rate	5	
C. Assessment System	5	
D. Effectiveness in meeting core indicators (5 points each)	15	
1. Demonstrated improvements in literacy skills		
2. Post-secondary education, employment		
3. Receipt of secondary school diploma		
IV. Estimated Future Program Information		
		20
A. Changes to be implemented	10	
B. Number of students to be served	10	
V. Evidence of Collaboration		
		10
A. Joint planning meeting and activities	5	
B. Collaborative efforts with organizations	5	
VI. Budget and Cost Effectiveness		
		15
Total		190
Points:		

The highest scoring applications will be recommended for funding. All acceptable applications will be recommended to receive funding on a competitive basis subject to the availability of funds.

Special Project Funding

Special project funds for Basic Skills sometimes have more leeway for funding than regular program funding, especially in the area of equipment. Check with special project guidelines to determine allowable expenses. Equipment for special projects will be approved only if the equipment is necessary to complete the project’s goals and objectives and specified in the grant application.

Special Project Transfers of Funds

Funding for special project grants is carefully scrutinized by teams of grant readers from the field who are convened to determine which programs will be funded and for which amounts.

Although budget transfers cannot always be avoided, special projects should keep such transfers to a minimum.

- Before your program may receive reimbursements for the grant, you must submit to the System Office Finance Department a budget approval form (NCCCS 2-34).
- The System Office Finance Department requests that programs do not submit handwritten budget forms. All programs must use the NCCCS forms that include an excel template for better quality management.
- After the initial budget is approved, funding may be transferred from any line item into instructional salaries without prior approval from Basic Skills System Office staff.
- Any other budget transfers over \$100 must be pre-approved in writing (email) by the state Basic Skills staff member who oversees the project before submitting the request for budget adjustment (NCCCS 2-36).
- Programs must ensure that there is no negative balance on a line item because the NCCCS Finance Department will not reimburse programs for expenditures in line items which have a negative balance.
- All budget revisions are due to our System Office Finance Department by the end of May and all reimbursements are usually due in early June.
- Administrative costs are limited to 5% of your overall budget. Items for administrative costs include administrative salaries, advertising, postage, printing, etc.
- Basic Skills federal funds may not be used for student stipends or to purchase food, flowers, gifts, trophies, awards, or any promotional item such as pencils, luggage tags, hats, etc.

Budget transfer requests without prior justification approvals will be denied until written justification is received.

Training Allocation - Federal

Basic Skills funding is awarded based on the following formula:

- Base allocation -- \$20,000
- 25 cents per target population 16 to 54 years of age with less than a high school education based on the census.
- An amount per FTE (changes annually). FTE is based on the average of the last three years or the latest year, whichever is greater.
- \$50 per General Educational Development (GED) **diplomas** awarded.
- \$150 per Adult High School diploma awarded.
- \$10,000 per percent in excess of the statewide level of effort of the eligible population to be served.

Each community college's local budget includes a supplemental federal allotment. Of that federal allotment, 10% is set aside for instructor training, an amount which is reflected in the last column on the Basic Skills budget (entitled "Instructor Training). Federal legislation for Basic Skills requires local programs to be staffed by "well-trained instructors, administrators, and counselors;" therefore, it is important for every program to send Basic Skills personnel to statewide conferences and training sessions to meet this requirement.

BASIC SKILLS STATE LEADERSHIP ADVISORY BOARD

History and Purpose of Board

The Associate Vice President of Basic Skills established a Basic Skills State Leadership Advisory Board in 1996. The Advisory Board makes recommendations to state staff for spending state leadership funding. The establishment of the Board has given regional representatives the opportunity to learn more about the overall statewide program as well as how it relates to other state agencies and programs. The Board focuses on state leadership activities such as providing technical assistance and training to local Basic Skills directors and staff, local program evaluation, and local awareness of national and state trends and programs.

Meetings

Four meetings of the Basic Skills State Leadership Advisory Board are held annually. The first meeting of the year is held in August or September and is a two-day retreat. Other meetings are one-day in length. Additional meetings are held as needed. Local program staff are encouraged to submit items for discussion to their Board representatives.

Selection of Board Members

The Basic Skills State Leadership Advisory Board consists of fifteen members. Board members are selected by Basic Skills directors in each of the five Basic Skills regions. Each of the five Basic Skills regions selects two members plus one alternate to serve on the Advisory Board prior to July of each year. It is recommended that the chairperson of each region be one of the representatives, but that is left up to the discretion of each region. Four at-large members will include two continuing education deans, a community college president, and a representative appointed by the Executive Committee. One at-large member will be the current Basic Skills representative for the North Carolina Community College Adult Education Association (NCCCAEA). Basic Skills System Office staff serve as non-voting members on Basic Skills State Leadership Advisory Board. (*Basic Skills State Leadership Advisory Board By-Laws*)

BASIC SKILLS STATE STAFF

Staff Organization

The Basic Skills section at the North Carolina Community College System Office includes the following: the Associate Vice President of Basic Skills and a clerical assistant; the North Carolina Community College Literacy Resource Center which has a **Director** and a clerical assistant; the GED **and** Adult High School Diploma office which includes a **Director** of GED **and** AHS and two GED **and** AHS technicians; a **Director** of ABE and ESL; a **Director** of Compensatory Education and Special Populations; a Training Office which includes a Training Specialist, a media specialist, and a training clerical assistant; and a Basic Skills Business and Technology Applications Analyst. Names and telephone numbers of Basic Skills state staff are listed on the System Office web site under Basic Skills.

Staff Responsibilities

Associate Vice President of Academic and Student Services

- Administer the federal Adult Education and Family Literacy Act (Workforce Investment Act, Title II).
- Develop, administer, and interpret standards, policies, rules and regulations for Basic Skills/literacy programs (such as policies affecting the following: National Reporting System, "Drivers License/Dropout Prevention" law, and "Lose Control; Lose Your License" law, "**North Carolina Assessment Manual,**" and "**North Carolina Distance Learning Manual.**")
- Disseminate information to colleges regarding standards, policies, rules and regulations.
- **Oversee budgets and assist with program implementation of volunteer / community-based organizations.**
- Make recommendations for program budgets and oversee expenditures.
- Provide direction, management and supervision to Basic Skills and North Carolina Community College Literacy Resource Center program staff functions, organize staff responsibilities, and prioritize workloads.
- Prepare five-year State Plan for Basic Skills and submit it to the U.S. Department of Education.
- Represent North Carolina's Basic Skills/literacy programs at national meetings and conferences such as the State Directors Conference and the National Adult Education Professional Development Consortium.
- Brief the General Assembly, State Board of Community Colleges, and other entities as requested on Basic Skills/literacy programs.

Social Research Assistant

- **Run, manage, and send to colleges the following Business Objects reports: LitTables for annual state reporting, LitMonitor for semester reporting, and NRSTables for annual federal reporting.**
- **Load semester Literacy data in March (Summer semester) and December (Summer and Fall Semesters), Load annual data in July and October into the data warehouse**

- Run Business Objects error reports and send to college personnel via Business Objects for their review and to make corrections. Give information on how to correct errors when needed.
- Check for LEIS files submitted from the colleges and confirm in ProComm to update web pages.
- Work closely with Community Based Organizations to assist and ensure correct data reporting in LACES.
- Analyze LACES data and create reports based on data reported.
- Create, design, and maintain comprehensive Basic Skills web pages and prepare information to be included on the pages; extensive use of computer software.
- Primarily responsible for researching, collecting, processing, and editing various publications as well as assuming the initiative to solicit contributions from the field
- Seek out and participates in national, regional and local projects that improve collaboration among community college basic skills programs and volunteer / community based literacy organizations; assist AVP of Basic Skills with projects that involve outreach to Basic Skills/literacy programs statewide; assist in the project management and development of current and new initiatives of Basic Skills activities.
- Provide expertise and implementation of information technology applications to assist Basic Skills staff.

Director of Program Monitoring

- Develop five-year monitoring plans for all Basic Skills/literacy programs in community colleges and community based organizations funded by Adult Education and Family Literacy Act (AEFLA).
- Provide leadership in interpreting state and federal rules and regulations for program monitoring.
- Establish schedule to monitor 20% on programs on-site annually.
- Work with Basic Skills staff to update monitoring forms and processes.
- Send monitoring information to all programs in the fall and individual letters to programs being monitored.
- Oversee monitoring visits in conjunction with other Basic Skills staff.
- Write final monitoring report with input from other Basic Skills staff.
- Send post-monitoring letter and report to local programs.
- Monitor local corrective action plans to determine when actions are being completed.
- Send letter to local programs when all items on corrective action plans have been completed.
- Develop desk monitoring tool in conjunction with Basic Skills staff.
- Design and develop local report cards to go to all programs annually.

Director of Adult Basic Education and English as a Second Language

- Assist in the development of policies, guidelines, and procedures for Adult Basic Education, English as a Second Language, family literacy, **English Literacy/Civics Education**, and **Project IDEAL**.
- Assist in the interpretation of standards, policies, rules and regulations affecting Adult Basic Education, English as a Second Language, family literacy, **English Literacy/Civics Education**, and **Project IDEAL**.
- Provide professional development training opportunities for adult basic education, ESL, and distance education instructors.

- Generate Requests for Proposals for special funding as well as review and analyze applications for special funding.
- Coordinate and monitor new program initiatives.
- Assist in coordinating the Adult Basic Skills Professional Development Project at Appalachian State University.
- Coordinate family literacy programs.

Director of Adult High School/GED Programs

- Coordinate the administration of the GED and AHS programs for the Community College System for compliance with policies and procedures of the Community College System, GED Testing Service and other applicable laws, policies and procedures.
- As the State Administrator, coordinate GED Test Administration at all GED Testing Centers in North Carolina.
- Coordinate scoring services for GED English Tests, GED Spanish and French Tests, ESL Test, and scoring services for the North Carolina Competency Tests.
- Provide training for Competency Test Coordinators
- Supervise two support staff to process GED applications, requests for GED transcripts, transfer GED scores between colleges, maintain permanent GED records, and award and mail GED diplomas.
- Provide training for GED staff and certify newly appointed GED chief examiners.
- Monitor the security and integrity of the GED Testing and NC Competency Testing programs.
- Make annual GED reports for GED Testing Service.
- Develop policies, standards, procedures, and guidelines for the GED and AHS programs.
- Provide GED and AHS special reports to colleges.
- Monitor GED and AHS programs for quality and compliance to state and federal policies.
- Coordinate data collection for Basic Skills/literacy program with the Literacy Education Information System (LEIS) and the College Information System (CIS) for AHS and GED programs.

Director of Compensatory Education and Special Populations

- Coordinate the statewide Compensatory Education program.
- Plan, develop and coordinate the annual Compensatory Education Coordinators Conference and regional training for Compensatory Education instructors in conjunction with the Basic Skills Training Specialist.
- Advise all levels of administration in the System Office and community colleges on matters relating to Compensatory Education and other special populations.
- Coordinate activities for special populations such as the homeless, Workfirst clients, learning disabled individuals, and institutionalized adults.
- Oversee budgets and assist with program implementation of volunteer / community-based organizations.
- Coordinate approval process for Basic Skills Captive Co-opted programs.
- In the absence of the Associate Vice President, supervise Basic Skills staff, sign off on all documents, and attend meetings and other duties as assigned by the Associate Vice President.

- Assist and advise the Associate Vice President in addressing programmatic and staff issues, implementing the Basic Skills State Plan and Program Plan and Application Process, and allotting funds for state leadership.
- Update the Basic Skills staff manual.
- Oversee budgets and assist with program implementation of volunteer/community-based organizations.

Director, North Carolina Community College Literacy Resource Center

- Direct and implement the activities of the NCCC Literacy Resource Center (LRC).
- Promote distance education initiatives, identify resources, and network with agency and organization providers.
- Maintain and encourage use of the NCCC Literacy Resource Center's Internet site including NC-Online, virtual Library Resources.
- Provide resources and showcase Basic Skills program excellence.
- Respond to requests for literacy information from Basic Skills/literacy providers.
- Network and promote linkages between North Carolina community college Basic Skills programs and volunteer/community based literacy organizations.
- Encourage opportunities for North Carolina community college Basic Skills programs and volunteer/community based literacy organizations to participate in national initiatives.
- Serve as liaison between National Institute for Literacy and NC Basic Skills/literacy organizations.
- Represent North Carolina in state and national forums.
- Prepare and disseminate information on literacy issues to North Carolina Basic Skills/literacy programs and organizations.

Training Specialist for Basic Skills

- Provide needs-based in-service training at state, regional, and local levels.
- Plan, develop, and coordinate the annual Basic Skills New Directors Orientation and the Basic Skills Directors Institute.
- Provide direction, management and supervision to Basic Skills Training department including prioritizing workloads and organizing staff responsibilities.
- Monitor and evaluate the process of statewide credentialing and training documentation.
- Provide technical assistance to colleges and community-based organizations on planning, designing, and creating staff development curriculum materials.
- Monitor and evaluate the process of training development and delivery and the effectiveness of specific training programs.
- Coordinate the CASAS Trainers' program.
- Coordinate the Adult Basic Skills Professional Development Project at Appalachian State University.
- Coordinate the annual Basic Skills/Family Literacy Conference.

Basic Skills Training Technician

- Assist in maintaining the content of the Basic Skills Training section of the NCCCS web site.
- Work in partnership with the Basic Skills Training Specialist and staff in preparing for and conducting staff development projects in technology use (software reviews,

demonstrations, workshops) that involve outreach to basic skills/literacy programs statewide. Investigate current local program technology capabilities and set realistic technology goals.

- Cooperate with Basic Skills staff to prepare materials for staff development.
- **Develop and maintain on-line registration, evaluation and professional development tools (archived webcasts, handouts, manuals, etc.)**
- Assist in the coordination of the drivers license laws by providing technical assistance, conducting training for the SADLS system, assisting local programs in using the SADLS system, and being a liaison to DPI and the Division of Motor Vehicles in working with the laws.

Basic Skills Applications Analyst Programmer

- Responsible for LEIS data in the data warehouse and other applications as assigned.
- Manage the LACES project.
- Respond to colleges, NCCCS Office and other requests for assistance, data, workshops, and staff development.
- Foster interdepartmental communication and collaboration with Student Records team to ensure accurate and timely reporting.
- Prepare annual federal data report.
- Act as a data liaison for the United States Department of Education.
- Analyze user problems to determine if it is procedural, hardware, system software, or IIPS and Colleague software related and communicate the solution to the user.
- Provide on-site support to the colleges/community-based organizations when a problem cannot be solved via phone.

*All State **Level Professional Staff:***

- Provide technical assistance to Basic Skills/literacy programs.
- Provide technical assistance to volunteer/community-based organizations (including program management, assessment, data management, tutor training).
- Monitor and evaluate Basic Skills/literacy programs.
- Represent the North Carolina Community College System Office and Basic Skills/literacy programs on boards, committees, task forces, and conferences.
- Collaborate with Training Specialist in developing and delivering professional development opportunities to Basic Skills/literacy personnel.
- Design and conduct projects to develop local program capacity, (technology applications, distance education).
- Maintain a public presence for Basic Skills/literacy programs in North Carolina and nationally.
- Represent Basic Skills/literacy in conference presentations, meetings, workshops, etc.

CAPTIVE CO-OPTED PROGRAMS

Captive Co-opted Programs Definition

Captive co-opted programs are programs taught in the following locations: prisons, jails, day reporting programs, community rehabilitation facilities (formerly called sheltered workshops), nursing homes, etc. Captive co-opted programs are those programs where students are "captive" audiences and cannot attend other programs.

Captive co-opted groups are as follows:

- Inmates in a correction facility
 - Department of Correction facility
 - Private facility
 - Federal facility
 - Local jail/Detention Centers
- Clients of mental retardation programs – such as ADAP (Adult Developmental Activities Program or Mental Retardation Centers)
- Clients of domiciliary care facilities
- Clients of substance abuse rehabilitation centers
- Clients of community rehabilitation facilities
- Clients of nursing facilities
- In-patients of psychiatric hospitals

(23 NCAC 02E .0403(a))

Compensatory Education classes held at ADAP's and community rehabilitation facilities are considered captive co-opted settings and require State Board approval; however, Compensatory Education classes held on college campuses including off-campus sites (such as churches, community centers, and public schools, etc.) are not considered immured and do not require approval.

Effective April 1, 2003, an amendment to 23 NCAC 02E.0403 deleted the requirement to obtain approval for courses at military bases except in brigades. This means that military groups are no longer considered captive (except brigades).

Prior Approval for Captive Co-opted Programs

Starting July 1, 2003, the State Board of Community Colleges requires prior approval for teaching all Basic Skills classes taught in a captive co-opted setting. Special approval forms are available from the System Office. (NCAC 2E.0403, CC02-232 and CC02-243) The captive co-opted form for State Board approval must be submitted to the Vice President of Academic and Student Services by the third day of the month prior to the month it is presented to the State Board of Community Colleges.

COMPENSATORY EDUCATION PROGRAM (CED)

Compensatory Education

Compensatory Education (CED) is a program to compensate adults with intellectual disabilities who have not had an education or who have received an inadequate one. The program requires specialized diagnosis and consists of specially designed curriculum. Compensatory Education, a program designed for adults with intellectual disabilities or traumatic brain injury, serves approximately 6,000 students annually. There must be appropriate documentation providing evidence of formal diagnosis of the intellectual disability. This condition must be determined and certified by a qualified professional, such as a physician, psychiatrist, psychologist, etc.

The program goals of the Compensatory Education program are to help these individuals acquire the basic skills and abilities needed to (1) become more independent and self directed and (2) meet and manage community, social, work, and personal adult responsibilities. Classes are normally held at one or more of the following sites: community college campuses, adult day vocational programs or community rehabilitation facilities (formerly called sheltered workshops), and community-based facilities. Each college receives a special allocation from the state to hire a Compensatory Education Coordinator to oversee the program. Other funding for the program comes from state and federal Basic Skills funds.

The number of hours Compensatory Education classes meet is a local decision. The physical appearance of these classes should be age-appropriate.

Compensatory Education Advisory Council - Local

Every college should have its own Compensatory Education Advisory Council which is separate from the Basic Skills Advisory Board. The Compensatory Education Advisory Council should be made up of representatives of from disability-related agencies. The local Compensatory Education Advisory Council should meet at least twice per year.

Compensatory Education Advisory Council - State

The State Compensatory Education Advisory Board is made up of representatives from disability-related agencies, students with disabilities, community college representatives and interested citizens (at large citizens). The North Carolina Community College System president appoints members to this council. The Compensatory Education Program Advisory Council meets **at least twice** a year.

Compensatory Education Captive Co-opted Approval

Compensatory Education classes that are in captive co-opted settings require prior approval from the State Board of Community Colleges. The following Compensatory Education classes require prior approval: Compensatory Education classes offered **in** Mental Retardation Centers in North Carolina, Compensatory Education classes offered at ADAP sites, and Compensatory Education classes offered at any Community Rehabilitation Facility (formerly called sheltered workshop).

Compensatory Education Community Classroom Approach

The community classroom approach incorporates a laboratory component with instruction. For example, if the Compensatory Education class in "Community Living" is studying how to utilize local transportation, one of the students and the instructor may go to the local transit office and purchase a bus pass. The instructor and student may ride the bus to several points in the city for further experience, all of which supplements classroom instruction and serves to facilitate application and transfer of skills. The laboratory approach should be applied for those students who have completed at least one quarter of CED instruction.

In applying the above example, the college reports actual student/instructor contact hours. The college may report up to 10 laboratory hours per week per enrolled CED student for the laboratory sessions. It should also be noted that the laboratory sessions are practical applications of basic skills concepts comprising the CED Program of Study. The laboratory sessions are not occupational practicums nor on-the-job coaching.

Compensatory Education Program of Study

The Compensatory Education Program of Study should be used as a guide for instruction in all Compensatory Education classes. Only those activities which can be incorporated into the subject areas in the course of study may be included in classes funded by community colleges. Community college funds should not be used to provide supervision of meal periods, nor should community college funds be used to fund classes which consist primarily of exercise or recreational activities. However, it would not be inappropriate for an instructor to discuss the value of and demonstrate exercises or discuss the value and types of recreational activities.

Compensatory Education Program Eligibility

Individuals with intellectual disabilities, aged 17 and older, who (a) have been diagnosed as having an intellectual disability; or (b) are pronounced as functioning on a level equivalent of intellectual disability resulting from head injury or brain damage.

Compensatory Education Program Funding

Compensatory Education is funded through Basic Skills FTE funding.

ICF-MR

According to an agreement with the Division of Medical Assistance regarding Compensatory Education instruction, local colleges must find out if ICF-MR students have in their **active treatment plan** Compensatory Education. If the approved active treatment program includes Compensatory Education and the facility receives compensation from the Division of Medical Assistance for these services, the facility is responsible for identifying the students for the college and paying the community college for these instructional services at a **mutually agreed upon rate**.

The community college can draw down FTE's if the facility paid for the instruction when the college and the facility mutually agree upon the rate. **In negotiating the rate, the college must take into consideration how FTE's are generated through the Basic Skills program consistent with 23NCAC 2D.0326(a) (Administrative Code). This means that in the "mutually agreed rate" the community college**

must pay at least 50% of the instructional cost and the facility pays the balance; however 100% of the instructional costs must be run through the college books. (CC-93-149.)

Proof of Eligibility

There must be appropriate documentation providing evidence of formal diagnosis of the intellectual disability condition. This condition must be determined and certified by a qualified professional, such as a physician, psychiatrist, psychologist, etc. While certification does not have to be filed at the community college, the college must have a record of where the documentation is filed and ascertain that it is available for verification purposes. Similarly, there must be appropriate documentation certifying the functioning level of individuals with brain damage/head injury.

Sign-in Sheets for Compensatory Education Students

Having Compensatory Education students sign class rosters may be very time-consuming. An acceptable practice would be to have the students' names written on a sign-in sheet, and the students would just initial their names when they come into or leave a classroom. It is never acceptable for instructors to sign for Compensatory Education students when they enter/leave classes.

CONTACT HOUR REPORTING

Breaks

"Breaks of 10 minutes could be utilized each hour or during the period of instruction, but could not be accumulated. For example, a class scheduled from 6:00 p.m. until 9:00 p.m. could not "save" breaks to the end of the period, adjourn one-half hour early, and report three hours per student in attendance." (CC-93-259 and CC02-128) The intent of this section is to emphasize that breaks cannot be accumulated and class adjourn early. Breaks also should not be accumulated and class start time moved to a later time, but it is allowable to accumulate breaks and take them during the middle of a class. The following guidelines should help clarify the issue:

- Breaks cannot be accumulated to adjourn a class early.
- Breaks can be saved and taken in the middle of class (for any reason – lunch, dinner, etc.) if it is in the best interest of the students.
- Breaks cannot exceed the allowable 10 minutes per hour of scheduled instruction.
- Students may leave 10 minutes early if the break for the last hour of class has not been taken, however, the instructor is expected to stay until the scheduled ending time of the class. (CC02-128)

Cancellation of Basic Skills Classes

Canceling of Basic Skills classes should be done at the discretion of the local Basic Skills administration. There are no guidelines for the cancellation of classes at the state level; however, it is a good idea to put a sign on the classroom door and let the Basic Skills Director/Coordinator know because state Basic Skills staff or auditors could show up to monitor the class.

Contact Hour Reporting for Basic Skills Classes

Students in all Basic Skills classes will be reported by the number of hours of actual attendance (contact hour reporting). "Each class hour of instruction shall be scheduled for 60 minutes. The college shall provide for a minimum of 50 minutes of instruction for each scheduled 60-minute hour. A student must attend a minimum of 50 minutes of a scheduled 60 minutes of instruction in order to be counted in attendance for one hour. Student time in class other than whole hours may be rounded to the nearest one-fourth (1/4) hour. For example, if a student attended the 6:00 – 9:00 p.m. class from 6:00 to 7:40 p.m. the student could be reported for one hour and 45 minutes of attendance (rounding to the nearest one-fourth of an hour). If the same student attended from 6:00 to 7:35 p.m., the student would be reported for one and one-half hours of instruction." (CC-93-259 and CC02-128)

Non-Regularly Scheduled Classes

All non-regularly scheduled literacy classes will have student hours calculated, reported, and documented consistent with NCAC 2D.0324(b). (CC-89-2)

CORRECTIONS EDUCATION

Corrections Education

The North Carolina Community College System is the primary provider of educational services to adult inmates housed in the North Carolina Department of Correction correctional facilities. This includes providing Basic Skills programs.

Basic Skills programs are designed to meet the varied competency levels of adults. The specific programs offered are Adult Basic Education (ABE), General Educational Development (GED), Compensatory Education (CED) and English as a Second Language (ESL). Programs offered are based upon the needs of the inmate population at each of the prison units. Identified needs may range from learning how to read to obtaining a high school credential. **English as a Second Language (ESL) is only offered in a limited number of prisons. To offer ESL classes in a prison, the college has to get special permission from the Department of Correction.**

The Department of Correction does not allow Adult High School classes to be offered in prison due to the transiency of inmates.

The North Carolina Community College System has been providing educational services to inmates for many years. Several legislative mandates since 1987 have expanded community college programs in correctional institutions in cooperation with the North Carolina Department of Correction.

In 1992 a Cooperative Agreement between the Community College System and the Department of Correction was adopted by the State Board of Community Colleges, providing an educational service plan for inmates. This agreement covers Basic Skills programs which are offered by the local community colleges at correctional facilities across the state. In this agreement criteria for Basic Skills programs were established as follows:

- Each program offering must have a variety of instructional materials which are appropriate for adults.
- The program design must accommodate varied learning styles.
- The program will make available appropriate educational equipment.
- The program must use pre-assessment and performance methods/techniques designed to assist and encourage the student's progress.
- The program must maintain appropriate records on each inmate. The files must contain appropriate individual data, testing data and educational counseling information.

- Facilities must be adequate and appropriate to house the intended program and accomplish the stated goals and course objectives.
- The design and use of facilities should enhance the opportunities of learners and instructional staff to communicate effectively.
- Adequate supplies and materials must be available for student use in accomplishing stated course objectives.
- Faculty for each course must meet the qualifications of the Southern Association of Colleges and Schools.
- Responsibility for the administration of programs offered in the correctional setting must be clearly defined by the college and a contact person must be designated for the prison.
- Plans should be established to evaluate programs in a systematic manner.

In 1993 the North Carolina Legislature directed the State Board of Community Colleges to develop a plan for the delivery of appropriate education in the state's correctional facilities. In 1994, A Plan for Appropriate Community College Education in North Carolina's Correctional Facilities was adopted by the State Board of Community Colleges. The plan addressed the specific legislative concerns of high inmate-mobility and low student-completion rates. The plan was a matrix classification system designed based on an inmates length of stay for the type of program that the inmate would be provided. A report that updated this plan was presented to and approved by the State Board of Community Colleges in September 1998. However, the Basic Skills Programs were and continue to be an open-entry and open-exit approach, regardless of the length of inmate's length of stay to accommodate inmates. All new programs offered at correctional facilities must be approved by the State Board of Community Colleges. G.S.115D-5(c1)

DEVELOPMENTAL STUDIES STUDENTS

Referral to Basic Skills

Most high school graduates who enter a community college intending to pursue a curriculum degree, diploma or certificate should be enrolled in curriculum courses or prerequisite developmental courses. Occasionally, there will be high school graduates whose scores on the placement test are extremely low in one or more areas. Curriculum counselors/ developmental education personnel should then administer a second test to these students, using an instrument that reports scores by grade level or has an equivalency scale score. (Basic skills personnel can provide guidance in choosing an appropriate test for this purpose.) Only those students whose scores indicate a level below 9th grade (or its equivalent scale score) may be referred to Basic Skills.

Enrollment in Basic Skills and Developmental/curriculum courses at the same time is appropriate in a very limited number of cases. Students enrolled in Basic Skills reading/language courses should not be enrolled in any developmental/curriculum courses. However, students whose reading and language skills are consistent with developmental/curriculum courses may be simultaneously enrolled in Basic Skills math and developmental/curriculum courses that have no math content. (These are only recommendations intended to ensure student success.)

High school graduates who are not enrolled in curriculum programs may enroll in Basic Skills courses. High school graduates functioning below 9th grade level (or its equivalent scale score) on a standardized assessment may be enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), or Compensatory Education (CED). High school graduates who are functioning on 9th – 12.9 grade level (or the equivalent scale scores) may enroll in Basic Skills as HSG (high school graduate). **Since high school graduates functioning on high school level are not the main target audience for Basic Skills, enrolling them should be on a very limited basis.** This category was developed to serve adults, especially in workplace classes, who wanted to improve a specific skill, but did not plan to enter a curriculum program. Students who are functioning above the high school level need to look for other options for remediation.

All students entering Basic Skills classes must be assessed by a standardized test. Students can no longer “self-refer” into the program. Curriculum counselors/ developmental education personnel must administer a test which reports scores by grade level or has an equivalency chart. (CC00-227)

Teaching Basic Skills and Developmental Courses Simultaneously

Offering Basic Skills and Developmental Studies in the same location, but prorating instructors’ salaries and differentiating the classes (registration, attendance, rosters, etc.) is consistent educationally and fiscally with State Board policy.

DISCIPLINE OF STUDENTS

Laws Concerning Student Discipline

G.S. 14-269.2 makes it unlawful for any person including students to possess or carry or to cause any person to carry or encourage or aid a minor less than 18 to carry:

- (1) any firearm on education property or to a curricular or extracurricular activity sponsored by the college;
- (2) any bombs, grenades, mines, fireworks or powerful explosives on educational property, or to a curricular or extracurricular activity of the college;
- (3) to possess or carry, to cause, encourage or aid a minor to possess or carry a BB gun, stun gun, air rifle, air pistol, bowie knife, dirk-dagger, slingshot, lead cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, fireworks, or any other sharp-pointed or edge instrument except instructional supplies, unaltered nail files and clips and tools used for preparation of food, instruction, and maintenance.

Exceptions are:

- (1) weapons used solely for educational or school sanctioned ceremonial purposes, or use in a school approved program conducted under the supervision of an adult approved by the college;
- (2) weapons used by emergency services personnel and private police employed by the college while on duty.

G.S. 14-288.4 makes it unlawful to participate in disorderly conduct in campus buildings and facilities including the surrounding ground and premises.

Examples of disorderly conduct include:

- (1) fighting or other violent conduct;
- (2) making or using utterances, gestures, displays, or abusive language intended and likely to provoke violent retaliation;
- (3) taking over buildings; and
- (4) refusing to vacate a building or facility when asked by someone in authority to do so.

Regulation of Student Discipline

The State Board of Community Colleges does not exercise any authority over student discipline; therefore, regulation of student discipline is a local decision. However, minors should be subject to the same disciplinary policies and procedures as adult students.

DISTANCE EDUCATION

Application for Distance Education Classes

All programs offering distance education classes should follow guidelines for counting distance education hours as described in the *Basic Skills Distance Learning Policy Manual*. Programs that are using distance education materials not described in the manual must submit an application form to the System Office Associate Vice president for Basic Skills. An application form is located on the NCCCS web site, under the Basic Skills section.

Computer-Assisted Instruction

Pilot projects were conducted using computer-assisted instruction for employees who used a computer lab when the instructor was not present. Since nontraditional instruction is allowable under 23 NCAC 2D.0324, colleges may offer nontraditional instruction. The colleges in the pilot reported the hours students and instructors worked directly together as well as the hours students worked on the computer without the instructor being **physically present**. The hours the students worked through individualized instructional materials on the computer were logged by the computer records, and the instructional time as well as the educational **assignments/tasks** the student **produced** were reviewed daily by the instructor. The following are guidelines to be followed for student contact hour reporting purposes through computer-assisted instruction:

- “Retain applicable student registration records;
- Maintain an official count of actual student attendance hours;
- Keep on file a student portfolio which documents student work and instructor/student interaction;
- Materials generated through computer assisted instruction must be reviewed by the instructor of record in a timely manner.” (CC-97-301)

Handbooks for Distance Education

Two handbooks are available for distance education. Both may be located on the community college system web site at www.nccommunitycolleges.edu/Basic_Skills. The handbooks are: ***A Handbook for Distance Education***, Project IDEAL, University of Michigan and *Basic Skills Distance Learning Policy Manual*, NCCCS.

Orientation and Testing

To get Basic Skills FTE credit for distance education courses, including GED in the Newspaper, **students must come for a face-to-face orientation and must be pre- and post-tested. (FTE for distance education may be counted if students aren't post-tested, but programs need to try to post-test all students.)**

DRIVERS LICENSE LAWS

Drivers License Law #1: Drivers License / Dropout Prevention Law

The "Drivers License/Dropout Prevention" law of 1998 requires that all 16 and 17-year old students who drop out of public schools, even though they subsequently enroll in a community college Basic Skills program, must lose their drivers license or permit until one of the following conditions are met: completion of GED or Adult High School diploma or attending a Basic Skills class (not HRD, Continuing Education, or curriculum class) for six months for sixty hours per month and making progress (progress based on individual program - check web site for details). Students who lose their license under this law may apply for a hardship to the local community colleges, but it is extremely rare that hardships are granted (and only under extenuating circumstances which are documented in writing). (See "Drivers License/Dropout Prevention Guidelines" on the community college system web site: www.nccommunitycolleges.edu/Basic_Skills.)

Drivers License Law #2: Lose Control; Lose Your License Law

The "Lose Control; Lose Your License" law of 2000 denies or takes away permits or licenses for minors if they are suspended or expelled for three or more days due to one of the following offenses: possession of drugs or weapons on a school campus or at a school-related activity or assault on school personnel. Students who lose licenses or permits under this law must lose their license for an entire year. This means that if a minor is 17 ½ and loses his/her license/permit under this law, he/she cannot get the license back until age 18 ½. If a student who has lost his/her license/permit due to a drug offense enters a drug rehabilitation program approved by the local community college, the community college may decide to restore driving privileges after a six-month period. (See "Lose Control; Lose Your License Guidelines" on the community college system web site: www.nccommunitycolleges.edu/Basic_Skills.)

Drivers' License Laws and Dropouts

When minors drop out of public schools, public schools should "decertify" them which means they will lose their drivers' permit/license. If they are making progress, they will not lose their drivers' permit/license. If the public school does not decertify a student, the community college should not decertify the student until he/she is not attending classes and/or making progress in the community college program. All students who drop out of public schools are counted as "dropouts." They are no longer considered to be "transfers" when they enter our programs.

Drivers' License Eligibility Certificates

When students who lost their license/permit due to dropping out of school complete the GED or Adult High School diploma or have attended a Basic Skills class for six months for sixty hours per month and are making progress, local programs need to issue the students a Drivers Eligibility Certificate (DEC). (If students lose their license/permit due to "Lose Control; Lose Your License Law," they are not eligible for a DEC upon completion of the GED or Adult High School diploma or after attending a class for six months, sixty hours per month, and making progress. Those students cannot get their license/permit back for an entire year unless their decertification was due to a drug offense and they complete a drug rehabilitation course. Students who complete the

drug rehabilitation course may be allowed to get their license/permit back within six months.) The DEC will allow students to get into the DMV system where they left off – with a permit, a license, or an application for a permit. **Do not tell students that when they get a DEC, they will get their “license.”** That may not be true because they may only be eligible for a permit. Also, they must meet DMV’s requirements for getting a license/permit (such as taking Drivers’ Education). Once a student turns 18, this “Drivers License/Dropout Prevention law” no longer applies, even if the student has not earned a high school diploma or its equivalent. Since a suspension based on the “Lose Control; Lose Your License” may extend past age 18, **make certain that the student has not had driving privileges suspended due to the “Lose Control; Lose Your License” law before issuing a DEC.** Most DMV offices require a Drivers Eligibility Certificate (DEC), not a GED or Adult High School diploma, in order for students to get their license/permit.

Emancipated Minors

Emancipated minors are not exempt from the driver’s license laws; however, they may sign their own Drivers Eligibility Certificate. Attach a copy of the document which shows the minor is emancipated (marriage certificate or court order). Also, refer to the following section for information regarding emancipation.

Issuing Certificates to Minors Not Enrolled in Basic Skills

Community college staff may only issue drivers’ eligibility certificates to students who are enrolled in Basic Skills programs – they may not issue these certificates for students enrolled in curriculum programs or any Continuing Education programs except for Basic Skills.

If someone under the age of 18 does not have a high school diploma from a regionally accredited high school, he/she must enroll in a North Carolina public, private, approved home school or community college (Basic Skills program leading toward a GED or Adult High School diploma) and demonstrate adequate academic progress toward obtaining a high school diploma or its equivalent. If a student has passed the necessary placement tests at a community college and enrolled in a curriculum program, he/she can get a driving eligibility certificate by enrolling in a North Carolina public, private, approved home school or community college (Basic Skills program leading toward a GED or Adult High School diploma) and demonstrate adequate academic progress toward obtaining a high school diploma or its equivalent.

Notifying Minors Regarding Law

It is extremely important to give all minor students information regarding this law upon entry into the program. It is also important that students receive prior notification before being decertified. (CC99-039)

SADLS System

All information regarding both driver’s license laws must be entered into the SADLS system. Each college should have one person who can enter this system. Access to this system may be obtained by contacting the North Carolina Community College System Office.

EMANCIPATED MINORS

Definition

An emancipated minor is a person below 18 years of age who has married or has a court order stating that the person is emancipated.

Drivers License Laws and Emancipated Minors

Emancipated minors are not exempt from the driver's license laws; however, they may sign their own Driver's Eligibility Certificate. Attach a copy of the document which shows the minor is emancipated (marriage certificate or court order) with the DEC.

Proof of Emancipation

Programs must have proof of emancipation before granting minors the status of emancipation. No agency or individual may grant a transfer in the "judicial decree of emancipation;" therefore, each agency must see proof of emancipation in the form of a court order or marriage license. (2C.0301 (a) and (c))

ENGLISH AS A SECOND LANGUAGE (ESL) / ENGLISH LITERACY

English as a Second Language

English as a Second Language (ESL) is a program of instruction designed to help adults who are limited English proficient achieve some level of competence in speaking, reading, listening, and writing the English language. The Workforce Investment Act of 1998 also refers to English as a Second Language programs as English Literacy programs. The following are the six levels of English as a Second Language/English Literacy:

- Beginning ESL Literacy
- Low Beginning ESL
- High Beginning ESL
- Low Intermediate ESL
- High Intermediate ESL
- Advanced ESL

English as a Second Language Assessment

All English as a Second Language students should be pre-tested with one of the standardized assessments, CASAS, **TABE CLAS-E**, and/or BEST **Literacy** and BEST-Plus, upon entering the program and placed into one of the six levels based on the lowest assessment score.

English as a Second Language Curriculum

There is no set English as a Second Language curriculum, but *Crossroads Café and On Common Ground* are two video series that have been given to each community college for ESL classes.

English Literacy/Civics Education Grants

The United States Department of Education gives states additional allotments for English Literacy/Civics Education grants. Local programs are encouraged to apply for these grants.

Project IDEAL (Improving Distance Education for Adult Learners)

This project is a consortium of programs within states working together to develop effective distance education for adult learners. North Carolina programs use DVDs and online programs in both hybrid and online to facilitate distance learners. ESL students in North Carolina use *Crossroads Cafe* and the video wrap-around. The program counts the hours for each student based on the completion of orientation and the unit tests.

Teaching in Spanish

A major purpose of the Basic Skills program is to help students learn the English language; therefore, a class that helps Hispanics who are illiterate in their own language learn Spanish first is not allowable through Basic Skills.

ENROLLMENT INFORMATION (GENERAL)

Admission Requirements for Legal Aliens & Former Residents of Other States

Legal aliens who (1) are less than 18 years old, (2) have neither completed high school or its equivalent nor attended elementary or secondary school in North Carolina, (3) do not have a parent or legal guardian in this state, and (4) who have not been emancipated pursuant to the law of this state **do not** have to have prior approval of the local educational agency or parent or legal guardian as a precondition for admission to Basic Skills.

Former residents of other states who (1) are less than 18 years old, (2) have neither completed high school or its equivalent nor attended elementary or secondary school in North Carolina, (3) do not have a parent or legal guardian in this state, and (4) who have not been emancipated pursuant to the law of this state **must** obtain releases from the local educational agency prior to admission. (CC-88-287) Copy the original release to send to another college when transferring a student.

Basic Skills Classes Lasting Longer than 17 Weeks

Since no registration fees are collected for Basic Skills classes (ABE, GED, AHS, ESL and CED), Basic Skills classes may be reported for more than 17 weeks, but only one class registration would be necessary. (Letter from Barry Russell to presidents on August 27, 1997)

Dual/Concurrent Enrollment

Section 23 NCAC 2C.0305 provides for dual/concurrent enrollment of high school students that are 16 years old or older in appropriate college courses. (CC-93-457) Basic Skills courses are not appropriate courses for dual/concurrent enrollment and, therefore, high school students should not be enrolled in such courses under the dual/concurrent enrollment policy.

Enrollment Based on Lowest Test Score

If a student takes more than one standardized test for Basic Skills, he/she should be placed based on the lowest test score. For example if a student scores 10.5 on a TABE reading test, but 7.5 on math, the student should be placed in High Intermediate ABE.

Enrollment of High School Graduates

Students who have a high school diploma, GED, or Adult High School diploma may enroll in Adult Basic Education classes if they score below 9.0 (or its equivalent) on a standardized test, even if they are enrolled in curriculum programs and require Developmental Studies courses.

Students with high school diplomas or their equivalent enrolled in curriculum programs, especially if they are required to take Developmental Studies, who score 9.0 or higher on a standardized test or up to 235 on CASAS, should be admitted to Basic Skills on an extremely limited basis. These students should be served in Developmental Studies courses. Enrollment of non-curriculum students with high school diplomas or their equivalent who score 9.0 or above on a standardized test score or 225 to 245 on CASAS

is permissible in adult secondary classes, but should be on a very limited basis. (CC-90-338 & CC-98-052, and CC00-227) **It is not acceptable and will be considered to be an audit exception to have the majority (over 50%) of students in an adult secondary class with high school diplomas.**

Enrollment Requirements

The Adult Education and Family Literacy Act of the Workforce Investment Act of 1998 defines the services and target population for Basic Skills/literacy programs as "*services or instruction below the postsecondary level for individuals*

- (A) *who have attained 16 years of age;*
- (B) *who are not enrolled or required to be enrolled in secondary school under State law; and*
- (C) *who –*
 - (i) *lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;*
 - (ii) *do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or*
 - (iii) *are unable to speak, read, or write the English language."*

Programs should not refuse to serve students who are in the target population unless the program has an "ability to benefit" policy which has been approved by the college president and Board of Trustees. An "ability to benefit" policy could deny access to potential students who cannot learn to improve their Basic Skills. Programs are asked to try to get social security numbers from students, but cannot deny services if the students do not give the program their social security numbers.

Huskins

High school students may apply for and receive permission to enroll in some community college courses under the Huskins bill. Basic Skills courses are not acceptable for the Huskins bill. Basic Skills programs may not serve currently enrolled high school students in its programs.

Multi-Entry/Multi-Exit Classes in Prisons

No community college shall operate a multi-entry/multi-exit class or program in a prison facility, except for a literacy class or program. (G.S.115D-5 and CC95-201)

Students From Other States

Students who move to North Carolina from other states do not have to wait for six months before enrolling in the Basic Skills program.

FAMILY LITERACY

Comprehensive Family Literacy

Comprehensive family literacy programs are programs that include the following components: adult education instruction, early childhood instruction, parent and child interaction time, and parenting.

Comprehensive Family Literacy Grants

Programs that offer comprehensive family literacy programs may apply for additional funding on a competitive basis. To be eligible to receive funding for family literacy, a local program must complete the family literacy section of the Basic Skills Program Plan and Application. The criteria for evaluating applications is listed below:

Criteria for Evaluating Comprehensive Family Program Plans and Applications		
	Total # of Points	# of Points Scored
I. Needs of the population to be served by this program	20	
A. Population to be served	10	
B. Needs in service area for each population served	5	
C. Steps to ensure equitable access and participation	5	
II. Past Effectiveness in Family Literacy	100	
A. The program offers adult education instruction which is of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family.	10	
B. Interactive literacy activities between parents and children are offered.	20	
C. Training is provided for parents regarding how to be the primary teacher of their children and full partners in the education of their children.	25	
D. Programs offer parent literacy training those leads to economic self-sufficiency.	25	
E. An age-appropriate education is available to prepare children for success in school and life experiences.	20	
III. Past Effectiveness/Future Effectiveness	90	
A. All students have measurable goals.	5	
B. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.	8	
C. The program is committed to serving individuals who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.	10	
D. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.	5	
E. The program uses instructional practices that research has	5	

proven to be effective in teaching adults.		
F. The program uses educational activities that are built on a strong foundation of research and effective educational practice.	5	
G. Programs use computers and other advances in technology, as appropriate.	7	
H. The program gives students the opportunity to learn in "real life" contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.	10	
I. The program is staffed by well-trained instructors, and administrators, and has access to services of counselors.	5	
J. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-Stop centers, job training programs, and social service agencies.	10	
K. The program offers or provides access to flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs to attend and complete programs.	5	
L. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.	5	
M. The community has a demonstrated need for additional English as a Second Language (ESL) programs.	10	
IV. Program Effectiveness	10	
A. Number of students served	10	
V. Proposed Comprehensive Family Literacy Program	20	
A. Description of program	10	
B. Number of students to be served	10	
VI. Future effectiveness in meeting core indicators	15	
A. Demonstrated improvements in literacy skills	5	
B. Post-secondary education, employment	5	
C. Receipt of secondary school diploma	5	
VII. Budget and Cost Effectiveness	15	
Total	270	
Points:		

To be recommended for family literacy funding, applications must describe a comprehensive family literacy program by offering all of the four components and must be one of the top scorers. All acceptable applications will be recommended to receive funding on a competitive basis subject to the availability of funds. Representatives from

local programs will review applications and determine which programs will be funded and the amount of funds which will be awarded per program.

Cooperative Agreement for Family Literacy

Community colleges and local public schools may want to enter into a cooperative agreement to provide family literacy in their community. A sample of a cooperative agreement for family literacy is available on the System Office Basic Skills web site.

FTE for Family Literacy Components

There are four identifiable components of family literacy programs. These are early childhood education, adult education, parent education, and parent and child together/interaction time (PACT or PACI). Three of these components: adult education, parent education, and PACT/PACI time are for the purpose of enhancing the basic skills of the parents. Since these components are an integral part of the family literacy program, it is allowable to count the hours that the parents spend in these components for FTE purposes for the Basic Skills programs if the adult educator participates in the components. (CC-93-116) Also, if the time spent during a home visit is documented to be linked to the above components and the adult education instructor is present and participating, that time may also be counted for FTE purposes for the Basic Skills programs.

Madison Heights/Lifelines

Madison Heights/Lifelines is a video/workbook series designed for family literacy programs.

MOTHEREAD

MOTHEREAD is a private, non-profit organization which helps parents learn to read by reading books to their children. This unique program offers training through the System Office to family literacy programs throughout the state.

North Carolina Center for Family Literacy

The National Center for Family Literacy has a branch in North Carolina – the North Carolina Center for Family Literacy.

Participation in NCCCS Funded Comprehensive Family Literacy Programs

If an adult is eligible for activities under the Adult Education and Family Literacy Act and is a parent or caregiver for a child or children living in the household, then that adult and child or children may participate in a North Carolina Community College comprehensive family literacy program. Such participation is conditional upon the following: participation of the adult would enhance the learning of both the adult and child and the adult must participate in adult education, Parent and Child Together Time, parenting, and home visits.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA and Basic Skills

The Family Educational Rights and Privacy Act (FERPA) protects the rights of students and grants students the rights of access to their student records when they turn 18 or begin attending an institution of higher learning. Students who attend Basic Skills are attending institutions of higher learning even though they are not enrolled in higher learning programs; therefore, Basic Skills students are protected by FERPA.

Guidelines for following FERPA Regulations

The following are guidelines for FERPA regulations:

- A student's right to educational records does not mean that parents have no rights to those records. If a parent claims a student as a dependent for tax purposes, then the program may share student records with the parent. (Programs have the right to ask parents to show a copy of their tax returns.)
- It is recommended that, if possible, programs still get the written consent of students before sharing information. Programs could have students sign a written release or bring their parents with them to a conference.
- Programs may obtain a blanket written authorization from a student which allows the program to disclose records/information to the parents. It is a good idea to have a statement saying students have to notify the college in writing if they decide to withdraw the authorization. (CC04-073)

FTE'S (FULL TIME EQUIVALENT STUDENTS) FOR BASIC SKILLS

Contact Hour Reporting

Basic Skills local programs receive most of their funding based on the number of FTE's generated. Basic Skills FTE's are generated by reporting student contact hours. See NCAC2D.0324(b)(3), (4), and (5).

FTE for Family Literacy Components

There are four identifiable components of family literacy programs. These are early childhood education, adult education, parent education, and parent and child together/interaction time (PACT or PACI). Three of these components: adult education, parent education, and PACT/PACI time are for the purpose of enhancing the basic skills of the parents. Since these components are an integral part of the family literacy program, it is allowable to count the hours that the parents spend in these components for FTE purposes for the Basic Skills programs if the adult educator participates in the components. (CC-93-116) Also, if the time spent during a home visit is documented to be linked to the above components and the adult education instructor is present and participating, that time may also be counted for FTE purposes for the Basic Skills programs.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

General Educational Development (GED)

General Educational Development (GED) is a program of instruction designed to prepare adult students to take the GED tests that lead to a high school diploma equivalency.

GED Accommodations for Adults with Disabilities

"In an effort to make GED Tests accessible to all applicants, accommodations are made for candidates who have diagnosed physical, mental, sensory, or **cognitive disabilities** and **who** can provide appropriate documentation from a qualified professional of their impairment and its effect on their ability to take the GED Tests under standard conditions." (GED Testing Service Policy and Procedures Manual 2008, 8.1, p.71)

GED Administration Policies

Local programs **should** test all students/potential students with a standardized test such as TABE, CASAS, and WorkKeys. If students score at the Low or High Adult Secondary levels, students **should** then be given the Official GED Practice tests prior to taking the GED. Colleges may administer the GED tests to a student without that student taking a standardized test or the practice tests; however, such a policy is not recommended except in a few cases because most people cannot pass the GED tests without some preparation. If students who are not at the adult secondary level take the GED tests and pass the tests, they cannot be placed at the adult secondary level without taking a standardized test (TABE, CASAS, or WorkKeys) and scoring within the adult secondary level.

GED Classes in Spanish

A major purpose of the Basic Skills program is to help students learn the English language; therefore, teaching GED classes in Spanish is not allowable for Basic Skills FTE. Students who are studying for the GED in Spanish who do not have English literacy skills must be taught those skills while studying for the GED in Spanish. (CC01-229). **For example, a student may enroll/be placed in the appropriate ESL class for language support services while studying for the GED.**

GED - Combining Scores

GED Testing Service allows states to combine GED test scores from the Spanish and English GED tests; however, states have to have a consistent policy throughout the state - combining scores cannot be a local decision. (Most states do not allow the scores to be combined.) The Basic Skills State Leadership Advisory Board decided that North Carolina would **not combine** GED test scores from the Spanish and English versions. (CC04-237)

GED Eligibility Limitations

Residence Limitation – "Jurisdictions shall administer the GED Tests to any qualified adult in accordance with jurisdictional rules, regulations, and/or code." (GED Testing Service Policy and Procedures Manual 2008, Section 4.1, D, p.34)

Educational Limitation – “Only persons who do not hold a standard high school diploma are eligible to take the GED Tests.” (GED Testing Service Policy and Procedures Manual 2008, Section 4.1, B, p.34)

Enrollment Limitation – “Individuals shall be at least 16 years of age and not currently enrolled in an accredited high school, including those accredited by regional accrediting bodies and also those approved by the jurisdiction’s department or ministry of education.” (GED Testing Service Policy and Procedures Manual 2008, Section 4.1, A, p.34)

Age Limitation – “Under no circumstances may the GED Tests be administered to persons less than 16 years of age.” (GED Testing Service Policy and Procedures Manual 2008, Section 4.1, C, p.34)

Test of English as a Second Language

The GED Testing Service recommends that any candidate who takes the Spanish or French version of the GED tests consider taking the ESL Test in order to demonstrate a reasonable fluency in English. The sixth GED test will show English proficiency and the examinee will receive a transcript with an ESL test score. If the individual elects to take the English as a Second Language Test (the sixth GED test) and passes, the transcript will read: The examinee passed the English Proficiency test. (CC05-186)

GED Guidelines for Test Administration

Students who score at the Low Adult Secondary Education or High placement levels on all components of the placement test should be allowed to be administered the Official GED Practice Tests.

Students who score at the Low or High Adult Secondary Education placement level on some, but not all components of the placement test, should be allowed to be administered the GED practice tests in the areas related to that component. For example, if a student scores at the Low or High Adult Secondary placement level on the reading component, he/she should be allowed to be administered the Science, Social Studies, and Language Arts Reading components of the Official GED Practice tests. Upon successful completion of the practice tests, students should be allowed to take the GED Tests. Instruction related to the areas of deficiency is recommended for students whose placement test scores indicate areas needing improvement. Students who do not achieve satisfactory scores on the practice tests should be referred back to Basic Skills classes to work on the areas needing improvement.

Students who score below the Low or High Adult Secondary Education placement level on all components of the placement test should be referred to Adult Basic Education (ABE) classes. After instruction, students should be post-tested to determine when they have advanced to the Low or High Adult Secondary Education placement level. After reaching the Low Adult Secondary Education placement, students should be allowed to be administered the GED Practice Tests. Students who do not achieve satisfactory scores on the practice tests should be referred back to classes. Students should not be required to attend a set number of instructional hours of GED instruction. Instead, students should be diagnosed and instruction prescribed according to their individual needs. (CC03-030)

GED Passing Score

To receive a GED diploma in North Carolina, students must score a minimum of 410 on each of the five tests and a total score of 2250.

GED Proof of Identification

It is imperative that all GED examinees follow GED Testing Service's policy for verification of identity and eligibility. Chief GED Examiners and Alternate Examiners are responsible for verifying that each GED candidate tested is eligible to take the GED Tests to insure the security of the GED Testing Program in North Carolina. Students will need the following to be eligible to test:

Valid driver's Licenses, valid passports, military ID's or other forms of government issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification, unless there is any reason to question their authenticity. Outdated identification or identification suspected of being forged shall not be accepted. Identification suspected of being forged will be reported to the authorities. Current identification provided by a postsecondary educational institution is also acceptable, provided it contains the candidate's name, address, date of birth, signature, and photograph. (GED Testing Service Policy and Procedures Manual 2008, 4.2, p.35)

Post a sign at the examination area as to what identification documents will be required before the tests can be given. (Although social security numbers are not required to take the GED tests, it is recommended that local programs collect social security or tax ID numbers when possible for data matching purposes.)

GED Re-testing Policy

"In order to achieve a passing score, GED candidates shall be permitted to re-test on the entire battery or on certain test(s) in the battery in accordance with the following:

- A) Candidates may not test more than three times on any individual test in a contract year (January 1 to December 31).
- B) Candidates shall not be administered a repeat from of the Tests whenever possible.

Under certain circumstance, GED candidates who have earned passing scores on the GED Tests and who have earned their jurisdiction's high school equivalency credential may re-test. Individuals that have earned their jurisdiction's high school equivalency credential but who need to earn higher GED test scores to meet an admission requirement for postsecondary education or training, to meet employment requirements, or to enlist in the armed forces are eligible to retake the GED Tests. Similarly, GED graduates who have earned a credential based on passing the French- or Spanish-language edition of the Tests and need to pass the English-language edition to qualify for postsecondary education or training, employment, or enlistment into the armed forces are also eligible to retake the GED Tests. For either re-testing exception described previously, satisfactory documentation must be provided to the GED Examiner prior to re-testing.

GED Chief Examiners and GED Examiners have a responsibility to advise all GED candidates on all issues related to re-testing. (GED Testing Service Policy and Procedures Manual 2008, 4.5, p.36-37)

GED Test Administration Funding

It is not admissible for state or local programs to use federal adult education funds for the administration of the state's GED testing program. GED examiner positions and operating costs must be paid from the state portion of the Basic Skills allotment. (CC05-168)

Taking the GED in One Language

The GED cannot be taken in two languages. If an examinee starts taking the GED tests in Spanish, he/she must finish all five of the tests in Spanish. The transcript will print: Test Version: Spanish. (CC05-186)

Test Security (Additional Measures)

Refer to the [GED Testing Service Policy and Procedures Manual 2008](#), published by the GED Testing Service, Section 9 for loss or compromise of restricted testing materials, 9.1 for definition of test compromise, and 9.3 for procedures for investigating test loss or compromise.

The following is a checklist for the GED Chief Examiner or GED Examiner regarding loss or compromise of secure GED testing materials:

- Immediately stop all GED testing at your Official GED Testing Center.
- Report the lost or stolen test to the municipal or county police.
- Immediately report the loss or compromise to the Testing Center's Chief Administrative Officer, the GED Administrator, and the GED Testing Service, and the official GED testing center's official scoring site.
- GED Test results or score reports from all GED candidate(s) at any testing session in which a test loss or compromise occurred cannot be released until the cause and extent of the loss can be determined and permission to release the scores has been issued by the GED Administrator.
- Form L-24 should be completed by the examiner in charge of testing when the compromised occurred and submitted to the GED Administrator and GED Testing Service within two business days.
- The GED Chief Examiner or GED Examiner must begin an investigation immediately into the location of any missing material, the reason for the loss, and the extent of the loss.
- Notify other Official GED Testing Centers within the region, as directed by the GED Administrator, to discontinue use of the compromised forms until further notice.
- The official GED testing center at which the loss occurred may be required to assume the costs of restocking the neighboring testing centers with replacement testing materials at full leasing costs. This rule applies even if the radius of the affected area extends into another jurisdiction.

- Return the remaining stock of compromised testing materials to the GED Testing Service in Washington, D.C. **after the investigation determines that a form of the GED Tests may have been compromised.**
- **The GED Administrator or an official representative must visit the official GED testing center where the test compromise occurred and must consult with the GED Chief Examiner or a designated representative to review procedures. The results of the visit must be included in the final report.**
- Submit a written report, based on your investigation, to the Chief Administrative Officer, the GED Administrator, and the GED Testing Service within seven business days.
- Receive notification that the GED Administrator has recommended in writing to the GED Testing Service that your Official GED Testing Center be permitted to resume testing.

(GED Testing Service Policy and Procedures Manual 2008, 9.3, p.82-84)

Section 9.4 in the GED Testing Service Policy and Procedures Manual states that "any loss or compromise may result in (1) the permanent closure of an official GED testing center, (2) GEDTS refusal to permit the current GED Chief Examiner, GED Examiner, or other testing center staff member future access to the GED Tests, and/or (3) the imposition of various costs on the applicable jurisdiction to compensate for the harm caused by the security breach." (GED Testing Service Policy and Procedures Manual 2008, 9.4, p.84)

GED Examiners will require student examinees to be seated before test booklets are assigned for testing. No student examinee is to leave until the GED Examiner goes to the student examinee to have the student turn in the test booklet. The student examinee must not leave the testing room until the GED Examiner gives the student examinee permission to leave the testing room. Any time tests are taken from the secure **double lock or fireproof filing cabinet or safe to a testing room or site, the tests are to be locked and stored in a secure location. The secure location is to be always under the complete control and always within direct view of the examiner.** Only the exact number of GED Test booklets or batteries plus one and the exact number of essay topic cards plus one that are needed for that testing session should be transported to the testing room or site. Those tests that are not used for testing are to be kept in the **secure location.** Only the examiners are allowed to have access to the **secure location.**

Examiners are **"to ensure that no materials have been misplaced, a complete inventory of all secure testing materials must be conducted: before leaving the official GED testing center; upon arrival at the addendum site; immediately before and after administering the tests; and upon returning to the official site." (GED Testing Service Policy and Procedures Manual 2008, 2.8, p.21)**

GED Examiners will require students taking the GED Tests to sit facing the Examiner with sufficient spacing between students such as a seat between students.

GED Examiners will require students taking the GED Tests to bring a picture ID to the testing room. No electronic devices will be allowed (i.e., cell phones, pagers, etc.).

GROUPWISE LISTS FOR BASIC SKILLS

Email Correspondence to Colleges

The System Office Basic Skills Department no longer maintains its private GroupWise list of Basic Skills directors. All correspondence to Basic Skills Directors is sent by using the System's GroupWise "CC Basic Skills Directors" list. There are two Basic Skills lists in GroupWise – the first is labeled "Basic Skills." If you send something to that list, it will go to all Basic Skills staff at the System Office in Raleigh. The second list is "CC Basic Skills Directors." If you send something to that list, it will go to all community college Basic Skills directors whose System Administrators have added their names to the list.

Maintenance of List

The "CC Basic Skills Directors" list is maintained at each local community college. Only local community college System Administrators may add or delete names from that list.

INSTRUCTORS/PART-TIME STAFF

Payment for Attending Conferences/Meetings/Field Trips

Although colleges *should* pay instructors and other part-time staff for their time while attending conferences or meetings and going on field trips, including travel time, whether or not colleges pay part-time staff for these activities is a local decision. Colleges may not earn FTE for driving time to or from conferences, meetings, field trips, etc.

Payment for Non-Teaching Hours

Basic Skills instructors may be paid for non-teaching duties such as attending weekly meetings. Basic Skills instructors may be paid for non-teaching duties related to their classes if those duties and designated times for performing them are identified in their contracts. The duties listed should be specific, such as meeting with employers or curriculum development, not preparation time; however it is important to remember that programs do not earn budget FTE for these non-instructional hours and, if used extensively, could negatively affect future budgets. (CC-96-210)

Proration of Salaries

Basic Skills directors who substitute-teach must prorate their salaries for the hours taught from the Basic Skills budget so the hours will be counted toward budget FTE.

Qualifications for Instructors

"Colleges shall employ faculty members so as to meet Southern Association of Colleges and Schools' criteria." (23 NCAC 02C.0202(1) SACS states that all instructors employed by an institution must be "competent." Check with your local SACS liaison to determine what your college requires.

LITERACY EDUCATION INFORMATION SYSTEM (LEIS)

LEIS Forms

All programs are required by the United States Department of Education to use the System Office's standardized LEIS forms. No changes may be made to these documents except for the last page which is a reference sheet. These sheets may be printed on colored paper.

LEIS System

All local programs will submit data annually through an electronic information management system. Community colleges presently submit their data through an in-house system, the Literacy Education Information Management System (LEIS). This system or its equivalent will be used to collect accurate data from community colleges.

Movement from One Level of Basic Skills to the Next in LEIS

All Basic Skills students should be pre-tested with a standardized assessment upon entering the program and placed into the appropriate Basic Skills level based on the **lowest** assessment score. **Students who score below 9.0 or its equivalent must be placed in the appropriate ABE level until a post-test score shows movement into adult secondary.**

MINORS

Adult High School Units

Adult High School students who are minors must complete the number of units agreed upon by the college and the local public school; therefore, the number of units required of them may be different from students who are 18 and older. Colleges are not required to follow the same structure when teaching different sections of the same courses. Classes may be structured differently as long as the content is covered.

Classes for minors

Minors cannot be required to attend classes set up only for them. However, a college may locate classes wherever the college deems appropriate, as long as minors are not restricted to any particular location.

Drivers' License Laws and Dropouts

When minors drop out of public schools, public schools should "decertify" them which means they will lose their drivers' permit/license. All students who drop out of public schools are counted as "dropouts."

Enrollment of Minors

It is optional for community colleges to provide educational services to minors under Rule 23 NCAC 2C.0305 (dual enrollment, cooperative programs or enrichment courses during the summer term).

Although the State Board of Community Colleges has not specifically addressed this issue by rule, once a person is beyond the compulsory age limit of the public school (16) and has dropped out of school, it becomes difficult to defend community colleges not serving this person if services are requested since G.S. 115D-1 says community colleges are for persons beyond the compulsory age limit of the public schools who have also left school. Therefore, community colleges should serve minors, aged 16 and 17, who have dropped out of school.

Guidelines for Minors

Colleges should require minors to meet the same conduct standards as the adult students. Colleges shall not adopt different disciplinary procedures or grievance procedures for minor students.

Some colleges have delegated to individual instructors the authority to set attendance policies, including timeliness policies for students in their class. This practice may allow individual instructors to address problems that occur in their classes. Any policies adopted must be general and apply to all students in the class. Minors should be subject to the same disciplinary policies and procedures as adult students.

Release Documents for Minors

It is necessary to obtain release documents from local public schools before enrolling minors unless they have been out of school for six months. Release documents are not needed for 18 year-olds. The NCAC 2C.0301 Admissions to Colleges states ". . . each

institution shall maintain an open door admission policy to all applicants who are high school graduates or who are at least 18 years of age." The provisions set forth in NCAC 2C.0305 (b) must be followed when serving 16-17 year old students.

Serving Minors in Division of Youth/DOC Facilities

Minors below 16 may be served in community colleges if they are in programs operated by the Office of Juvenile Justice, but not if they are in programs operated by the Department of Correction; however, federal Basic Skills funding **may not** be used to serve any minor below 16. (CC-98-161) (NCAC 2C.0305)

Serving Minors in English as a Second Language Programs

Colleges may serve persons who are 16 and 17 years old who have dropped out of school in ESL classes. Current policy does not allow Basic Skills programs to serve English as a Second Language students who are not high school dropouts.

Testing of Minors for GED

A minor 16 or 17 years of age may be admitted to testing without a notarized petition from the parent/legal guardian and without an official withdrawal notice from a school who meets one of the following conditions:

- A person incarcerated in a correctional institution, correctional youth center, committed to a training school for adjudicated youth, or similar institution.
- A patient or resident of a North Carolina state-operated hospital or alcoholic rehabilitation center.
- A person enrolled in a program of instruction required by a state agency, the Job Corps or other such agency, or a registered apprenticeship training program.
- A member of the United States Armed Forces.

NATIONAL AGENCIES

Center for Adult English Language Acquisition (CAELA)

In October 2004, the Office of Vocational and Adult Education in the U. S. Department of Education funded the Center for Adult English Language Acquisition (CAELA) to assist states with emerging populations who are learning English as a second language. The Center staff works with state representatives so that they will have the capacity to promote the English language learning and academic achievement of adults learning English.

Along with helping states, CAELA was created to: develop a repository of resources available through the CAELA web site; produce materials that utilize the research and make applications to practice easier; develop a toolkit of training materials; provide technical assistance to adult ESL instructors, programs, and states.

CAELA replaced the National Center for ESL Literacy Education (NCLE) which served as a central resource for information, research, technical assistance, and publications for the adult ESL profession. It was established by Congress in 1988 (Adult Education Act, P.L. 100-297, Sec. 372) and housed at the Center for Applied Linguistics (CAL), a non-profit organization located in Washington, DC. Visit www.cal.org/caela.

Commission on Adult Basic Education (COABE)

The Commission on Adult Basic Education, COABE, was one of three commissions under the Association for Adult and Continuing Education (AAACE). As of 1999, COABE became a fully independent adult basic education organization, focusing on practitioner-oriented issues. COABE hosts an annual national conference for practitioners. COABE's web address is www.coabe.org.

Literacy Information and Communication System (LINCS)

LINCS is a cooperative electronic network of the National LINCS team at the National Institute for Literacy, four regional LINCS partners, representative organizations from the states and territories, and several major national organizations. The LINCS Network provides a single focal point for adult literacy resources, knowledge, and expertise from across the nation and the world. The coordinated efforts of the LINCS partners have made LINCS a nationally recognized one-stop site for literacy information and communication among literacy professionals. Connect to the LINCS network through the community college web site, under Basic Skills and Literacy Resource Center. LINCS' web address is www.nifl.gov/lincs.

National Adult Educational Professional Development Consortium (NAEPDC)

NAEPDC was incorporated in 1990 to fulfill a desire of state adult education staff to enhance their professional development. Organized by state directors of adult education, NAEPDC has four main purposes: To coordinate, develop, and conduct programs of professional development for state adult education staffs; to serve as a catalyst for public policy review and development related to adult education; to disseminate information on the field of adult education; and to maintain a visible presence for the

state adult education program in our nation's capitol. NAEPDC's web address: www.naepdc.org.

National Adult Literacy and Learning Disabilities Center (NALLD)

Funded by the National Institute for Literacy, NALLD provides information on learning disabilities in adults and on the relationship between learning disabilities and low-level literacy skills. The Center maintains a National Information Exchange Network, which includes a moderated listserv, a toll-free telephone number, and a database and library of resources on learning disabilities. Center products and publications include topical newsletters and fact sheets as well as a national resource guide and individual state resource sheets. The web address is www.novel.nifl.gov.

National Adult Literacy Database, Inc. (NALD)

The National Adult Literacy Database Inc. (NALD) is a federally incorporated, non-profit service organization which fills the crucial need for a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada. It also links with other services and databases in North America and overseas.

NALD gathers, sorts, stores and makes available information on literacy programming, resources, services, contacts, events, awards, funding sources, and, most importantly, resources that can be used in the learning situation. NALD also provides an analysis of the literacy information, e.g. demographics, impact of programming, etc.

NALD provides adult literacy information to practitioners, teachers, volunteers, program administrators, policy setters and learners across the country through its toll-free "800" number, on the Internet through its web address: <http://www.nald.ca>.

National Center on Adult Literacy (NCAL)

The National Center on Adult Literacy (NCAL) was established in 1990 with a major grant from the U.S. Department of Education. The Center is currently supported by federal, state, and local agencies as well as by private foundations and corporations. NCAL is part of the University of Pennsylvania Graduate School of Education, which is registered as a not-for-profit organization (501-C3) in the State of Pennsylvania. NCAL's mission incorporates three primary goals: (1) to improve understanding of youth and adult learning, (2) to foster innovation and increase effectiveness in youth and adult basic education and literacy work, and (3) to expand access to information and build capacity for literacy and basic skills service provision. Web address: www.literacy.org

National Center for Education Statistics (NCES)

The National Center for Education Statistics (NCES) is with the Institute of Educational Science at the United States Department of Education. It is the primary federal agency for collecting and analyzing data that are related to education in the United States and other nations. Web address: www.nces.ed.gov.

National Center for Family Literacy (NCFL)

The National Center for Family Literacy (NCFL), a nonprofit educational organization headquartered in Louisville, Kentucky, was founded in 1989 with a grant from the William R. Kenan, Jr. Charitable Trust. NCFL is recognized internationally as the leader in the field of family literacy, an innovative approach to meeting the educational needs of both children and their parents. By providing training for educators, researching effective practices, and raising public awareness, NCFL works to expand the learning opportunities for all families nationwide. Web address: www.familit.org.

National Center for the Study of Adult Learning and Literacy (NCSALL)

The National Center for the Study of Adult Learning and Literacy (NCSALL) both informs and learns from practice. Its rigorous, high quality research increases knowledge and gives those teaching, managing, and setting policy in adult literacy education a sound basis for making decisions. NCSALL is also a leader in designing innovative professional development programs and in building support for research use. NCSALL's work focuses on four purposes:

- Increasing knowledge through research examining critical issues that affect program success and adult learning.
- Improving practice through such efforts as ESOL and ABE/GED labsites and the Practitioner Dissemination and Research Network.
- Providing leadership by bringing a research perspective to improving policy and practice, through such means as the Connecting Practice, Policy, and Research initiative, the National Adult Literacy Summit, scholarships, and participation in professional meetings and national advisory panels.
 - Sharing expertise through informative publications, videos, and face-to-face communications.

Web address: www.ncsall.net.

National Clearinghouse for ESL Literacy Education (NCLE)

The National Center for ESL Literacy Education (NCLE), works to provide services for programs focusing on the language and literacy education of adults and out-of-school youth learning English. NCLE provides information on adult ESL literacy education to teachers and tutors, program directors, researchers, and policymakers interested in the education of refugees, immigrants, and other U.S. residents whose native language is other than English. This population includes adults who are low-literate and low-skilled, as well as those who are more educated but need to improve their English language skills.

NCLE was established by Congress in 1988 (Adult Education Act, P.L. 100-297, Sec. 372) and is housed at the Center for Applied Linguistics (CAL), a non-profit organization located in Washington, DC. NCLE's activities were originally funded under the English Literacy Grants, but the current funding comes from the U.S. Department of Education--through the Office of Vocational and Adult Education (OVAE).

NCLE provides a variety of services to staff working in the field of adult ESL literacy education: information and referrals on individual questions regarding adult ESL literacy education; teacher training workshops and other professional development presentations; information and training on the Basic English Skills Test (BEST);

development of instructional materials for adult ESL populations; facilitation of curriculum development for programs; program evaluations. Web address: www.cal.org/ncl.

National Coalition for Literacy (NCL)

The mission of the National Coalition for Literacy (NCL) is to advance adult education, family literacy, and English language acquisition in the U.S. by increasing public awareness for the need to increase funding and programs; promoting effective public policy; and serving as an authoritative resource for the field on national adult education issues.

In 1981, 11 national organizations concerned about the low level of adult functional literacy founded the National Coalition for Literacy. The purpose of the all volunteer organization was to increase public awareness of the problem, answer questions and make referrals by establishing a toll free telephone number, and raise funds to support these and related efforts. With its original public awareness objectives accomplished, NCL tripled its membership and grew in scope. The National Coalition for Literacy's Charter was to serve as the umbrella organization for the advancement of literacy in the United States. Since November 2002, the National Coalition for Literacy has made some very significant changes. Its website is www.national-coalition-literacy.org.

National Commission on Adult Literacy

The National Commission on Adult Literacy was formed in June 2006 and spent the next two years examining adult education and literacy services in America. This independent panel of labor and business leaders, government officials, and educators, including experts from the adult literacy arena, was selected for its depth and range of experience and its willingness to look beyond current vested interests to 21st Century needs. The group determined early on that it wanted to provide a candid appraisal and bold new recommendations for the future, with emphasis on essential workforce skills. The Commission's final report, *Reach Higher, America: Overcoming Crisis in the U.S. Workforce* was released at The U.S. Capitol in Washington, D.C. on June 26th. Its website is www.nationalcommissiononadulthoodliteracy.org.

National Institute for Literacy (NIFL)

The National Institute for Literacy (NIFL) is a federal organization that shares information about literacy and supports the development of high-quality literacy services so all Americans can develop essential basic skills. It was created as a part of the 1991 Literacy Act by a bipartisan congressional coalition to be the hub of national literacy efforts.

NIFL established the Literacy Information and Communication System (LINCS) and supports the National Adult Literacy and Learning Disabilities Center (NALLD). "Equipped for the Future" is a project started by NIFL. NIFL's publications can be attained by ordering online or calling Ed Pubs toll-free at (877) 433-7827.

NIFL also has a nationwide database of local programs entitled *America's Literacy Directory*. This directory and other information regarding NIFL may be found on NIFL's web site at www.nifl.gov.

Proliteracy America

ProLiteracy America, the largest adult literacy organization in the United States, was established on October 1, 2002, with the merger of Laubach Literacy and Literacy Volunteers of America, Inc. ProLiteracy America's 1,200 affiliates are represented in all 50 states and the District of Columbia. Visit the web site at www.proliteracy.org.

Proliteracy Worldwide

ProLiteracy Worldwide is represented in 45 developing countries as well as in the U.S. and serves more than 350,000 adult new learners around the world each year. It is the parent company of Proliteracy America. Its purpose is to sponsor educational programs and services to empower adults and their families by assisting them to acquire the literacy practices and skills they need to function more effectively in their daily lives and participate in the transformation of their societies. Its publishing division, New Readers Press, produces and distributes approximately 500 titles of adult educational books and materials to literacy organizations, schools, libraries, and other institutions nationwide. New Readers Press also publishes *News for You*, a weekly newspaper for adult new readers, which is read by 90,000 adult learners. Its web site is also www.proliteracy.org.

United States Department of Education, Office of Adult and Vocational Education (OVAE)

The Office of Adult and Vocational Education, United States Department of Education, provides funding for Basic Skills/literacy programs by granting all states and some US territories federal funding. North Carolina receives approximately 14 million per year for its adult education programs. Visit the OVAE web site at www.ed.gov/OVAE.

NATIONAL REPORTING SYSTEM (NRS)

Assessment of Students

The NRS requires assessment of all students in the program (except pre-designated “work-based project learners”) on intake to determine their educational functioning level. (See section on “Assessment of Basic Skills.”) Students are placed into one of the following programs based on their lowest standardized assessment score:

TEST	ABE	Compensatory Education	ESL	GED/Adult High School
CASAS	√	√	√	√
TABE	√			√
Workkeys	√ High Intermediate ABE only			√
BEST Literacy/BEST Plus			√	
TABE CLAS-E			√	

After the appropriate number of hours of instruction (according to test manufacturers for each test), students are post-tested with the same standardized instrument used for the pre-test (**but an alternate form**) to determine whether the students have progressed one or more levels or are progressing at the same level.

Core NRS Measures

Three types of core measures are required:

- 1) **Outcome measures** which include educational gain, entered employment, retained employment, receipt of Adult High School diploma or GED, and placement in postsecondary education or training;
- 2) **Descriptive measures**, including student demographics, reasons for attending and student status;
- 3) **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA have been set for the core outcomes for each state and incentive grants are awarded based on these standards.

The following chart shows the required NRS measures and definitions.

NRS Core Measures and Definitions		
Topic	❖ Core Outcome Measures	❖ Categories or Definitions
Educational	❖ Educational Gains	❖ Educational functioning levels in

Gains		reading, writing, speaking and listening and functional areas.
Follow-up Measures	<ul style="list-style-type: none"> ❖ Entered Employment ❖ Retained Employment ❖ Receipt of secondary school diploma or GED ❖ Placement in postsecondary education or training 	<ul style="list-style-type: none"> ❖ Learners who obtain a job by the end of the first quarter after exit quarter ❖ Learners who remain employed in the third quarter after program exit ❖ Learners who obtain a GED, secondary school diploma or recognized equivalent ❖ Learners enrolling in a postsecondary educational or occupational skills program building on prior services or training received
NRS Core Descriptive and Participation Measures		
Demographics	<ul style="list-style-type: none"> ❖ Ethnicity ❖ Gender ❖ Age 	<ul style="list-style-type: none"> ❖ American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic) ❖ Male, female ❖ Date of birth
Status and Goals	<ul style="list-style-type: none"> ❖ Labor force status ❖ Public assistance status ❖ Rural residency ❖ Disability status ❖ Learner main and secondary reasons or goals for attending 	<ul style="list-style-type: none"> ❖ Employed, not employed, not in labor force ❖ Receiving or not receiving assistance ❖ Rural, not rural ❖ Disabled, not disabled ❖ Obtain a job, retain current job, improve current job, earn a secondary school diploma or GED, enter post-secondary education or training, improve basic literacy skills, improve English language skills, citizenship, work-based project learner goal, other personal goal

Student Participation	<ul style="list-style-type: none"> ❖ Contact hours ❖ Program enrollment type 	<ul style="list-style-type: none"> ❖ Number of hours of instructional activity ❖ ABE, ESL, ASE, family literacy, workplace programs, homeless program, correctional facilities, community corrections programs, other institutional program
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Core NRS Secondary Measures

NRS secondary measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important. States are not required to report on these measures to the United States Department of Education.

The following chart shows the secondary NRS measures and definitions:

NRS Core Measures and Definitions		
Topic	Core Outcome Measures	Categories or Definitions
Employment	<ul style="list-style-type: none"> ❖ Reduction in receipt of public assistance 	<ul style="list-style-type: none"> ❖ Students whose TANF or equivalent public assistance grant is reduced or eliminated due to employment
Work-based Project Learner Achievement	<ul style="list-style-type: none"> ❖ Met work-based project learner goal 	<ul style="list-style-type: none"> ❖ Achieved skills for work-based project learner activity (activity of at least 12 hours and no more than 30 hours of instruction to teach specific workplace skill)
Community	<ul style="list-style-type: none"> ❖ Achieved citizen skills ❖ Voting behavior ❖ General involvement in community activities 	<ul style="list-style-type: none"> ❖ Achieve the skills needed to pass the citizenship exam ❖ Learner registers to vote or votes for the first time ❖ Learner increases involvement in community activities
Family	<ul style="list-style-type: none"> ❖ Involvement in children’s education ❖ Involvement in children’s literacy-related activities 	<ul style="list-style-type: none"> ❖ Learner increases help given for children’s school work, contact with teachers to discuss education, and involvement in children’s school ❖ Learner increases the amount read to children, visits libraries, or purchases books or magazines for children

Student Status	❖ Low income status	❖ Low income, not low income
	❖ Displaced homemaker	❖ Displaced homemaker, not displaced homemaker
	❖ Single parent status	❖ Single parent, not single parent
	❖ Dislocated worker	❖ Dislocated worker, not dislocated worker
	❖ Learning disabled adult	❖ Learning disabled, not learning disabled

Core NRS Secondary Measures Data Match

North Carolina uses a data matching system to obtain the following core outcome measures: entered employment, retained employment, receipt of a secondary school diploma or GED and placement in postsecondary education or training. Matching is conducted by System Office staff using common follow-up systems. Social security or tax identification numbers are required for a match; therefore, it is imperative that local programs obtain as many social security or tax identification numbers as possible. Matches are conducted only for students who have one or more of the goals listed above. Only students who enter state-supported community colleges/universities are matched for placement in postsecondary education or training.

The NRS allows states to obtain the core outcome measures listed above by data match or follow-up survey. If a state uses follow-up survey, then local programs must send surveys out to all students with the goals of entered employment, retained employment, receipt of a secondary school diploma or GED and placement in postsecondary education or training. The local programs must then compile the results and submit them to the state office. Local programs **must** receive a survey response rate of 50% or higher. Even though there are problems inherent with the data match system, North Carolina selected it as the way to collect these core outcome measures rather than having local programs conduct follow-up surveys.

Goals and Core Indicators of Title II, Adult Education & Family Literacy Act

The following chart shows the goals and core indicators of Title II:

Goals	Core Indicators
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.
Assist parents to obtain the skills necessary to be full partners in their children’s educational development.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.

History of the National Reporting System (NRS)

In 1995 Congress considered eliminating adult education as a separate program and integrating its activities into existing workforce development programs. To keep the program separate, it was essential to develop a strong data collection system to show the impact of adult education. The National Reporting System (NRS) is the national accountability system for adult education. A National Reporting System project was developed to establish that system by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the United States Department of education and developing training materials and activities on NRS requirements and procedures.

National Reporting Center Websites

The web addresses for the National Reporting System are www.nrsweb.org.

"NRS Web is the primary Web site for the National Reporting System (NRS) for Adult Education. This site includes information about the NRS, recent workshop materials, additional resources, and publications in the field of adult education. In addition, the NRS Web offers a question and answer section, and contact information for project staff, technical working group members, and U.S. Department of Education staff."

"NRS Web is also the training site for the National Reporting System for adult education (NRS). This site contains training courses designed for adult education program administrators that explain NRS requirements and courses designed to improve the quality of NRS data collection. You can also use this site as a reference source for the NRS."

Student Goals

The NRS **requires** a collection of student goals for attending the program. **These goals must be ones that students can attain within one program year. All programs that receive federal funding (community colleges and community-based organizations) must collect the NRS goals.**

The National Reporting System requires all students to have at least one goal. Setting students' goals is an integral part of the education process. Goals help define areas in which instruction and learning is to be focused, and they also provide a benchmark by which programs and students can assess their progress (*Guide for Improving NRS Data Quality: Procedures for Data Collection and Training*, USDOE, June 2002). Goals collected for the NRS should be short-term goals that can be reached within the program year. Instructors and/or intake counselors need to work closely with students to help select the goal(s). Long-term goals are extremely important and need to be collected, but not as a part of the NRS if the goal is not attainable within the program year.

Students who have the outcome goals of obtaining employment, retaining employment, achieving a GED or high school credential, or entering postsecondary education will be matched by the state's data match system annually to determine if those goals are met. Programs get credit for the students meeting the outcome goals only if students set

those goals during the program year. (For example, if a student did not have a goal of getting a job, but did get a job, the student is not counted as meeting that goal.)

Twelve Hour Rule

Since it is difficult for many students to make progress with fewer than 12 hours of study, the NRS project decided that states and outlying territories would only report to the United States Department of Education those students who received 12 or more hours of service. Note: North Carolina Community College programs receive state funding as well as federal; therefore, **local programs should report all students served to the North Carolina Community College System Office**. System Office staff report only those students with 12 or more hours to the National Reporting System.

Work-based Project Learners

North Carolina will also use project learner outcome measures according to the following procedures outlined in the National Reporting System (NRS):

- The project learner measure will be completion of work-based project learner activity.
- The definition for progress of a project learner is "learner acquires the skills taught in a short-term learning course designed to teach specific work-based skills." A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.
- At intake, the individual learner is identified as a work-based project learner and as entering a project learning instructional activity. The instruction must be designed to teach work-based skills and must specify the educational outcomes and standards for achievement. The final assessment of skill achievement must be a standardized test or a performance-based assessment with standardized scoring rubrics.
- For federal reporting, the total number of learners who complete a work-based project learner activity is recorded. A rate of percentage can be computed by dividing this total by the total relevant population (number of work-based project learners). Project learners are not counted for the educational gain measure and are not assigned an educational functioning level. No core outcomes measures are reported for project learners.

Workforce Investment Act of 1998 (WIA—P.L. 105-220)

Title II of the Workforce Investment Act of 1998, Adult Education and Family Literacy Act, is the federal law that provides funding for Basic Skills/literacy programs in North Carolina.

NORTH CAROLINA AGENCIES AND ASSOCIATIONS

CAROLINA TESOL

Carolina TESOL is a non-profit organization whose purpose is to improve the quality of education for English language learners and to promote effective intercultural communication and understanding. They sponsor annual professional development opportunities for ESL instructors. Visit www.carolinalesol.org.

MOTHEREAD, Inc.

MOTHEREAD is a not-for-profit agency which explores connections between literacy and literature, develops curricula around family themes, and trains family literacy practitioners in contextual practices.

North Carolina Center for Family Literacy

The Center is a state partner of the National Center for Family Literacy. It provides training in comprehensive family literacy and acts as a resource to the state's Even Start programs.

North Carolina Network for Excellence in Teaching (NC-Net)

The North Carolina Network for excellence in Teaching (NC-NET) has a new resource on its website which has been designed specifically for English as a Second Language instructors; however, it may also be used with lower level Adult Basic Education and Compensatory Education students.

The resource is the ***Virtual Library of Lesson Plans*** which are for instructors to use and/or adapt in their classroom teaching. Most of the materials were developed and tested in North Carolina community colleges under the sponsorship of EL/CIVICS grants. The originating schools and organizations have provided them in electronic form for inclusion in the library. To access the lessons, go to www.nc-net.info, click on ***The ESL Virtual Library***, then explore the many lesson plans, printable exercises, and activity suggestions available to you.

North Carolina Literacy Association

The North Carolina Literacy Association (NCLA) is an association of volunteer literacy programs which provides support services and a unified voice to advocate for volunteer literacy.

SCALE (Student Coalition for Action in Literacy Education)

SCALE is a not-for-profit agency affiliated with the University of North Carolina at Chapel Hill. SCALE acts as a clearinghouse, offers training opportunities, and provides program development assistance to campus based literacy programs across the United States.

VOICES

VOICES is a not-for-profit agency which explores creative approaches to literacy and offers training in writing-based literacy instruction.

NORTH CAROLINA COMMUNITY COLLEGE LITERACY RESOURCE CENTER

Description of Center

The North Carolina Community College Literacy Resource Center was incorporated with the Community College System Office in January 1998. The Center's staff includes a **director** and a **program assistant**. The Center's staff will continue to operate as an integral part of the System Office's Basic Skills Section, supported by state leadership funds. **Both members of the** Center's staff report directly to the Associate Vice President of Basic Skills. The Center's main responsibilities continue to be in raising public awareness of Basic Skills/literacy programs, helping the public locate Basic Skills/literacy resources, and linking local programs and state agencies to innovative national initiatives.

NUMBERED MEMOS

Purpose of Numbered Memos

North Carolina Community College System Office staff are required to send all correspondence **which meets the following criteria** going to ten or more colleges in the form of a numbered memo:

- Notification of changes in existing or adoption of new Federal or State laws that directly affects the colleges of the NCCCS,
- Notification of changes to the North Carolina Administrative Code that directly affects the colleges of the NCCCS,
- Clarification of changes to a State Board policy or practice that directly affects the colleges (High School Programs Manual, Small Business Center guidelines, Annual Audit Procedures, Curriculum or Continuing Education Standards),
- Communications from the President of the NCCCS,
- Communication of a legal opinion by NCCCS General Counsel,
- Changes in policy or procedures manuals (such as the Accounting Procedures Manual, etc.) that are under the direct control of the State Board, if they directly affect the colleges of the NCCCS,
- Distribution of completed study findings, which were either authorized or adopted by the State Board, that directly affect the colleges of the NCCCS; and,
- Other communications that may be authorized from time-to-time by the System President.

All numbered memos are then posted on the community college system's web site for easy access for local program staff. Find numbered memos and select numbered memos on the System Office website:

www.ncccommunitycolleges.edu/Numbered_Memos.

Select Numbered Memos

Select numbered memos are those that do not go to all fifty-eight community colleges, but to some of them. Correspondence to select colleges with such a program would be listed as a select numbered memo.

PATHWAYS TO EMPLOYMENT PROGRAMS

Description of Program

Pathways to Employment programs are short-term training programs designed specifically for welfare recipients, but open to all eligible students. The purpose of these programs is to provide the skills, attitudes, and knowledge necessary for obtaining employment. Pathways programs consist of the following three integrated components: Basic Skills, Occupational Extension, and Human Resources Development (job-seeking/job-keeping skills). The goal of the program is to provide short-term training that leads to employment.

Grant Application

Programs may apply for Pathways to Employment grants on a competitive basis. To be eligible to receive funding for Pathways to Employment, a local program must complete the Pathways to Employment section of the Basic Skills Program Plan and Application. Proposals will be evaluated using the criteria outlined below:

Criteria for Evaluating Pathways to Employment Program Plans and Applications		
	Total # of Points	# of Points Scored
I. Needs of the population to be served by this program	20	
A. Population to be served	10	
B. Needs in service area for each population served	5	
C. Steps to ensure equitable access and participation	5	
II. Program Description	100	
A. The program provides assessment and self-paced individualized instruction in learning skills.	10	
B. The program provides job skill development for specific jobs identified by labor market analysis.	20	
C. The program provides workforce basic skills (reading, writing, mathematics, communication skills, critical thinking and problem solving skills) leading to self-sufficiency. The skills relate directly to an occupation.	30	
D. The program provides human resources development (self-management, job hunting, employment expectation).	20	
E. Learning activities are coordinated among Basic Skills, occupational skills, and human resources development.	20	
III. Past Effectiveness/Future Effectiveness	90	
A. All students have measurable goals.	5	
B. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.	8	
C. The program is committed to serving individuals who are most in	10	

need of literacy services, including individuals who are low-income or have minimal literacy skills.		
D. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.	5	
E. The program uses instructional practices that research has proven to be effective in teaching adults.	5	
F. The program uses educational activities that are built on a strong foundation of research and effective educational practice.	5	
G. Programs use computers and other advances in technology, as appropriate.	7	
H. The program gives students the opportunity to learn in “real life” contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.	10	
I. The program is staffed by well-trained instructors, and administrators, and has access to services of counselors.	5	
J. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-Stop centers, job training programs, and social service agencies.	10	
K. The program offers or provides access to flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs to attend and complete programs.	5	
L. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.	5	
M. The community has a demonstrated need for additional English as a Second Language (ESL) programs.	10	
IV. Program Information	10	
A. Number of students served	10	
V. Proposed Pathways to Employment Program	10	
A. Number of students to be served	10	
VI. Future effectiveness in meeting core indicators	15	
A. Demonstrated improvements in literacy skills	5	
B. Post-secondary education, employment	5	
C. Receipt of secondary school diploma	5	
VII. Budget and Cost Effectiveness	15	
Total	260	
Points:		

To be recommended for Pathways to Employment funding, applications must describe a program that offers Basic Skills, job-seeking/job-keeping skills, and occupational training as well as be among the top scorers of applicants. All acceptable applications will be recommended to receive funding on a competitive basis subject to the availability of funds. Representatives from local programs will review applications and determine which programs will be funded and how much funds will be awarded per program.

Use of Funds for Pathways Grants

Although Pathways to Employment programs have Human Resources Development (HRD) and Occupational Extension (OE) components, only the Basic Skills portion may be funded from the Pathways to Employment grants. Any activity dealing with HRD and OE must be funded from HRD and OE budgets, not the Pathways grant. (CC04-236)

PROGRAM MONITORING

Monitoring Visits

System Office staff will conduct on-site program monitoring of 20% of its programs annually. Staff will use the Basic Skills Program Monitoring Checklist to evaluate the effectiveness of programs, services, and activities. System Office staff will complete the Basic Skills Monitoring Checklist for all programs monitored. A record of all programs monitored will be kept at the System Office. Copies of the program monitoring report will be sent to each local program, one to the program director and the other to the community college president or the chairperson of the community based organization.

Each program monitored will be required to submit to the System Office a **“Corrective Action Plan”** which addresses any areas listed as “required actions” in the monitoring report. Programs that have “required actions” may request additional technical assistance from System Office staff and may receive a follow-up monitoring visit during the next program year.

Number of Programs Visited

Twenty percent of all funded programs, including community college and community-based organizations, must be monitored each year.

Program Monitoring Forms

A program monitoring form may be found on the community college system web site under "Basic Skills." www.nccommunitycolleges.edu.

OUTCOME MEASURES

Federal

- 1) Demonstrated improvements in literacy skills levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- 2) Placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment or career advancement.
- 3) Receipt of a secondary school diploma or its recognized equivalent.

To the extent possible, the Community College System will use North Carolina Employment Security System's wage income records to collect outcome data of former participants at 6-month, 12-month, and 15-month intervals. North Carolina has developed a system that allows individual agencies to share data without comprising confidentiality. This data may be obtained at the state level for local community college programs because all of them collect social security numbers. It will be more difficult to get the data for community-based organizations because the majority of them currently do not collect social security numbers.

The wage income records do not give a complete picture of employment, however, because not all people who get jobs are tracked (such as those who work for some small businesses). In order to get a broad picture of the outcomes, local programs may also conduct follow-up surveys at the 6-month, 12-month, and 15-month intervals following the procedures outlined by the United States Department of Education.

State: 75% Retention Rate

The State of North Carolina requires all colleges to meet a Basic Skills performance outcome measure which is a 75% retention rate. The data needed to calculate the percentages for the progress of Basic Skills students is found on Table 3 (Table 4 for CIS colleges) of the Annual Literacy Data Report. First, subtract the number of students who moved to a higher level from the number of students who completed a level. The number of students listed as "Moved to a Higher Level" is a subset of "Completed a Level." Then, calculate the percentages of the total number of students served for the following four fields:

- Number Level(s) Completed
- Number Progressing
- Number Separated
- Number Moved

The percentages of Number Level(s) Completed, Number Progressing, and Number Moved should total 75% or more.

TRAINING

Appalachian State University Staff Development Project

Since 1988 Appalachian State University has received a grant for a staff development project. Currently the project offers two week-long institutes per year on Adult Basic Education programs, an annual retreat for three year Institute graduates, and products to support and enhance the programs.

Basic English Skills Test (BEST-Plus) and Comprehensive Adult Student Assessment System (CASAS) Training

The North Carolina Community College System provides free-of-charge BEST-Plus and CASAS training for all Basic Skills/literacy programs in the state. Although the System Office will facilitate training for assessments sold and distributed by for-profit companies, BEST-Plus (CAL) and CASAS are private, non-profit agencies; therefore, training for these systems are offered by BEST-Plus and CASAS trainers who will provide CASAS training free of charge to all Basic Skills/literacy programs in North Carolina. Most training will be conducted in regional settings, but programs that need individualized training sessions need to contact the Basic Skills Training Specialist to schedule such sessions.

Basic Skills Directors Institute (Required Training)

Basic Skills directors receive annual training on top management issues at the Basic Skills Directors Institute. Currently the Institute is held in conjunction with the North Carolina Community College Adult Educators Association (NCCCAEA) conference. One person from each college, preferably the Basic Skills Director or a coordinator, is required to attend.

Basic Skills ♦ Family Literacy Conference

The annual Basic Skills/Family Literacy Conference provides an opportunity for program administrators and instructional staff to learn what is new in the field of Basic Skills and family literacy. The conference is attended by over 700 professionals each year. It is an exciting conference and an excellent opportunity for learning new ideas and networking.

Basic Skills New Directors Orientation

System Office staff provides annual training to new directors and/or coordinators at the Basic Skills New Directors Orientation. Offered once a year at the System Office, this training is a "must" for new directors and/or coordinators.

Compensatory Education Coordinators Conference

The Compensatory Education Coordinators Conference is held annually for all fifty-eight Basic Skills/Compensatory Education programs.

MOTHEREAD / National Center for Family Literacy

Through special projects, the North Carolina Community College System offers training for comprehensive family literacy programs through MOTHEREAD and the National

Center for Family Literacy. Training needs are assessed annually and a training program is developed from those needs.

Staff Training Requirements

The Adult Education and Family Literacy Act of the Workforce Investment Act of 1998 requires all programs to have “well-trained” instructors, counselors, and/or administrators. There are no set number of hours specified for training, but many programs still require twelve hours of training annually which was the amount required by the old Adult Education Act. The Southern Association of Colleges and Schools (SACS) states that all instructors employed by an institution must be “competent.” Check with your local SACS liaison to determine what your college requires.

Training Costs for Basic Skills Directors

If a Basic Skills Director is paid partially out of the Basic Skills budget for coordinating and/or instructing duties, then the travel for that director may also be prorated from the Basic Skills budget. If the Basic Skills Director’s full salary is paid for out of administration, then no Basic Skills funds may be used for training costs of the director.

VOCATIONAL EDUCATION IN BASIC SKILLS

Basic Skills Funds for Vocational Education

The United States Department of Education has become concerned about the number of programs that are using Basic Skills/literacy funding to teach vocational education. Basic Skills/literacy funding may only be used to provide instruction in the basic skills of reading, writing, mathematics, and critical thinking/problem-solving. Basic Skills funds, including funds for Pathways to Employment programs, may not be used for funding vocational components. (CC04-236)

Compensatory Education Program

In Compensatory Education, students may be working on their reading skills by reading information about different jobs, but colleges may not collect Basic Skills FTE's by teaching students how to learn a trade such as basic cashiering.

Pathways to Employment Program

In Pathways to Employment programs, Basic Skills/literacy funding may pay salaries for Basic Skills staff, including meeting times, but that funding may not be used to pay salaries for Occupational Education and Human Resource Development instructors or times that they meet to coordinate the program. Pathways funding may not be used to purchase books or supplies for occupational or Human Resource Development classes.

Workplace Literacy Program

Workplace literacy students may learn the basics of reading, writing, and mathematics by using workplace-specific materials, but they cannot learn job-specific skills in the Basic Skills/literacy classroom. (CC04-236)

WORKPLACE BASIC SKILLS

Basic Skills Programs in the Workplace

Workplace Basic Skills is a program to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer. Although some programs are offered in specialized workplace labs on college campuses, most of them are offered at the worksite. To be identified as a workplace Basic Skills program, the program must either be operating at the work site or providing reading, writing, math, and/or communication skills activities in the context of the workplace. (For example, a class could be offered at a college site for employees at a certain industry, using that industry's written materials as a basis for teaching basic skills.)

Basic Skills Workplace Publication

The North Carolina Community College System produces an annual publication entitled "Basic Skills in the Workplace." This publication highlights workplace literacy programs in North Carolina community colleges.

Pre-Employment Assessments

A federal judge ruled that using the TABE (Tests of Adult Basic Education) as a pre-employment exam for apprentice dock workers discriminates against minorities because it tests skills that have little to do with longshore work. A settlement to workers was for \$2.75 million. If you are using the TABE or CASAS or any other basic skills test of general knowledge to screen potential employees for a company, you need to be able to match every competency covered by the test to each specific job for which screening is being conducted. Since this is extremely difficult, it is best not to use general tests for occupational screening. (CC00-148)

Work-based Project Learners

North Carolina will also use project learner outcome measures according to the following procedures outlined in the National Reporting System (NRS):

- The project learner measure will be completion of work-based project learner activity.
- The definition for progress of a project learner is "learner acquires the skills taught in a short-term learning course designed to teach specific work-based skills." A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.
- At intake, the individual learner is identified as a work-based project learner and as entering a project learning instructional activity. The instruction must be designed to teach work-based skills and must specify the educational outcomes and standards for achievement. The final assessment of skill achievement must be a standardized test or a performance-based assessment with standardized scoring rubrics.
- For federal reporting, the total number of learners who complete a work-based project learner activity is recorded. A rate of percentage can be computed by dividing this total by the total relevant population (number of work-based project learners). Project learners are not counted for the educational gain measure and are not assigned an educational functioning level. No core outcome measures are reported for project learners.

(Note: If you have workplace learners who are in a program designed for less than 30 hours, you may code them as work-based project learners. The benefit to you is that you don't have

to pre-/post-test them, but they will also not be in the total student count sent to the United States Department of Education. You will earn FTE for project learners. For most students with 12 hours or more, it is recommended that programs assess them and place them in an appropriate Basic Skills level rather than coding them as project learners.)