

CCR UPDATE *e-newsletter*

NC Community College System College and Career Readiness

4.24.2018

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From the State Director's Desk

Spring is here! We see signs blooming all around us. This season is one of the best times for all of us to hit the reset button. I reset by cleaning my bike to get ready for more and longer rides. I plan summer "get-a-ways," and I grill and eat on the patio as often as I can.



The CCR area is also hitting the reset button. We have been in constant "reset" as we interpret new federal guidelines and create or revise practices to meet these new guidelines. As we plan for PY 2018-19, we reviewed our work to date.

I hope you like the new look of our newsletter. Jannai Johnson is our new editor and has plans to make this communication tool even more engaging. So, enjoy the read. We start our newsletter with a list of "resets."

Major Changes for PY 2017-18

Accountability and Compliance

- Competitive Application-Release of the Title II RFP for 231, 225, 243 funds
- New Title II Funding Allocation approved and in effect for PY 2018-19
- Time and Effort forms and processes
- Risk Assessment Tool and processes

WIOA Partners

- Town Hall – Best Practices in working with local Workforce Development Boards

Data and Performance

- College and Career Readiness (CCR) working in close partnership with Research and Performance Management for analytics on our federal performance measures. The new report, [North Carolina Title II Adult Education Provider Comprehensive Report on Measurable Skill Gains 2016-17](#), is an invaluable tool for Title II providers to analyze data to inform practice.
- Reprogramming community college data management system to meet new NRS reporting data requirements.

Instruction

- Distance Education and Transition: Career READY pilot– expanding distance learning and accelerating transition to post-secondary

Staff Changes

We are pleased to announce Nancye Gaj's new role with our section. Nancye will now serve in the role of Assistant State Director. In this new role, she will assist the State Director in all state and federal reporting and assume leadership for Program Monitoring, Regional Representatives, Compliance, Risk Assessment and Title II providers' plans.

Partners and Performance- We are currently in the process of filling the new position, Director of Partners and Performance.

*From the State Director's Desk***Associate Director Advising and Career – *Dr. Daniel Alvarado***

Daniel Alvarado is the Associate Director for Student Support and CCR at the North Carolina Community College System (NCCCS). He provides leadership, technical assistance, and collaboration in student services functional areas of career and academic advising, personal counseling, placement testing. He will share his expertise with CCR providers to support academic advisors, career counseling and assessments. He will assist providers in creating wrap-around student support services that are essential for retention and transition to post secondary. He currently oversees the NCWorks Career Coach Program. Daniel co-chairs the NC Advising and Student Support Redesign Team.

Prior to coming to the System Office, Daniel's past community-level leadership include the directorship of Counseling Services at Vance-Granville Community College (VGCC), Coordinator of Disability Services at VGCC, and JobLink Coordinator/Career Counselor with the Employment Security Commission (ESC). Daniel's other important public service roles have also included bilingual service representative for Social Security Administration. He is a former U.S. Air Force veteran.

Daniel recently completed his doctorate degree in Higher Education Leadership from Wingate University. He holds an Educational Specialist degree from Wingate University, a Master of Arts in Counseling from North Carolina Central University, a Bachelor of Science in Business Administration from Wayland Baptist University, and an Associate in Management from the Community College of the Air Force. He has served on the executive committee of the Counselor's Division of the System Office's Student Development Personnel Association (N3CSDPA). In 2007, N3CSDPA honored him with the Leadership Award for outstanding service to colleges and students.

Associate Director Professional Development and Disabilities –***Dr. Trudie Hughes***

Dr. Hughes is the Associate Director of Professional Development (PD) with College and Career Readiness and Disabilities Services across all campuses at the NCCCS. She will lead PD activities and initiatives and share expertise with student services on serving students with disabilities. Prior to her employment with the NCCCS in September 2014, she was an Associate Professor at the University of Minnesota-Duluth, where she taught special education in the College of Education and Human Service Professions Department.

Dr. Hughes has over 15 years of teaching in Higher Education at both the University of Minnesota-Duluth and at Georgia State University in the area of special education. Dr. Hughes earned her doctorate at Georgia State University in Atlanta, Georgia where she worked as a faculty in the Educational Psychology and Special Education Department. At the university level, she has experience with co-teaching among Middle/Secondary Education Instructors providing instruction on modifications and adaptations for diverse learners across general education content areas.

Additionally, Dr. Hughes has extensive experiences working with individuals with Intellectual Disabilities, Learning Disabilities, Autism, Emotional/Behavior Disorders and Traumatic Brain Injury throughout her career. Some of her experiences include; a K-12 teacher in special education, a case manager for individuals with Traumatic Brain Injury, Coordinator of Supported Employment in the Virginia Tidewater area and Recreation Therapist in New Hampshire.

Thank you Advisory Committees

As we approach year end, we are we are planning for next year's Professional Development. Dr. Hughes established a Professional Development Committee to advise and assist on this plan. Rena Ferraro also convened an Assessment Transition team to advise on transitioning to new approved NRS standardized tests. We will also be reviewing options for our data management system and will be asking for your expertise to work on a committee.

We look forward to serving you in this last quarter. Do not hesitate to contact me with any comments or question.

Gilda Rubio-Festa

New Regional Representatives and their Providers



We are continuing to make tweaks to our regional representative framework as processes are revised and improved. As of the first of May, the state will be divided into east and west regions, with one staff member assigned to each one. As our colleagues in CTE did several years ago, we are using Highway I-95 as the dividing line (but including Durham Technical College in the east region). Cassandra Atkinson will serve as representative for the west region, and Karen Brown will be the representative for the east region. In the next couple of months, we'll be providing you with more information about the additional ways they will interact with you. Our emphasis will be on promoting continuous improvement and connecting providers to the resources they need for student success.

West - Dr. Cassandra Atkinson (919) 807-7144 atkinsonc@ncccommunitycolleges.edu			
Alamance CC	Gaston College	Rowan-Cabarrus CC	Gaston Lit
A-B Tech CC	Guilford TCC	South Piedmont CC	Lit of Buncombe Co.
Blue Ridge CC	Haywood CC	Southwestern CC	Lit of Union Co.
Caldwell CC & TI	Isothermal CC	Stanly CC	Reading Connections
Catawba Valley CC	Mayland CC	Surry CC	Triangle So Lit
Central Carolina CC	McDowell CC	Tri-County CC	YMCA
Central Piedmont CC	Montgomery CC	Western Piedmont CC	
Cleveland CC	Piedmont CC	Wilkes CC	
Davidson Co. CC	Randolph CC	Blue Ridge Lit	
Forsyth Tech CC	Rockingham CC	Burke Lit	
East - Ms. Karen Brown (919) 807-7140 kbrown@ncccommunitycolleges.edu			
Beaufort Co. CC	Fayetteville TCC	Roanoke-Chowan CC	Cape Fear Lit
Bladen CC	Halifax CC	Robeson CC	Craven Lit
Brunswick CC	James Sprunt CC	Sampson CC	Durham Lit
Cape Fear CC	Johnston CC	Sandhills CC	Fayetteville Urban Ministry
Carteret CC	Lenoir CC	Southeastern CC	Motheread
Coastal Carolina CC	Martin CC	Vance-Granville CC	
College of the Albemarle	Nash CC	Wake Tech CC	
Craven CC	Pamlico CC	Wayne CC	
Durham TCC	Pitt CC	Wilson CC	
Edgecombe CC	Richmond CC	Brunswick Co. Lit	

Monitoring Update

As you know, the final monitoring of the program year is drawing to a close. In the fall and winter, five providers were monitored onsite, and summary reports were issued by CCR staff. We suspended monitoring during the RFP writing and submission period and resumed this month.

As part of our process and procedure review, we are now using a risk-based model for monitoring. Providers designated as "low risk" based on their MSG are being monitored via a desk top model. These eight providers (Brunswick, Craven, Mayland, Reading Connections, Rockingham, Rowan-Cabarrus, South Piedmont, and Wake) participated in an informational webinar on April 9th and are now able to submit their required documentation via our portal. The third week of May, all of them will have phone interviews and their summary reports will be issued.

The remaining providers on our schedule to be monitored will have site visits in April or May. These visits have already been scheduled. Their reports will be issued by the end of June.

Plans for how monitoring will be conducted in 2018-2019 are underway but are not yet finalized. As these plans are completed, they will be communicated to funded providers. Our approach, however, will remain risk-based and emphasize continuous evaluation and improvement.

Even if the processes are changing, our goals for monitoring remain the same- providing the basis for professional development and technical assistance and implementing processes that maximize student success.

~Nancye Gaj

Research and Performance Management

HSE Graduate Data Collection

The Research and Performance area has historically matched data from the test providers and/or the document fulfillment service to the data from the colleges and CBOs. College data comes in from the LEIS flat-file and data from the CBOs comes in via the annual LACES data extract. This data matching is based on an exact match to first name, last name, and date of birth. This methodology picks up nearly all of the matches; however, we know that near matches (Bill vs Billy) are not picked up with this methodology. We are currently exploring several strategies to improve matching for near matches including the following:

1. Prior to the end of the program year, we are going to send colleges and CBOs a report of confirmed passers (those who have an exact match to a record provided by GED®, HiSet, or TASC). Providers will be able to use this report to investigate and address differences prior to the close of the program year. This will be based on the data that is/was submitted for April 2018.
2. We are going to explore secondary methodologies to pick up possible near matches (matching character variables by sound, matching on provided TEST ID (since we now get that information in the LEIS flat file, exact match 2 of 3 of the three matching variables (eg. Last name and first name but not birthdate), etc.). We began to explore this last year but found that the methodologies were providing too many false positives. If we are able to identify a methodology for identifying likely near matches, we will also communicate that out to all providers prior to the end of the program year. We will ask providers to validate likely near matches and adjust their data (first name, last name, date of birth) appropriately so that the match can be picked up in the final program year file.

We believe our current “exact match” methodology along with the steps identified above will improve our data quality.

State Aid Allocations and Budget Policies

State Performance-Based Funding (PBF) allocation: In FY 2017-18, \$6 million of the Basic Skills Block Grant is allocated for college performance on two measures:

- Progress of Basic Skills Students as Defined by Educational Functioning Level - \$3 million dollars are allocated for this measure through the “Quality” and “Impact” components of the PBF model.
- HSE/AHS Diplomas Attainment – \$3 million dollars are allocated for this measure through the “Impact” component only of the PBF model.

The HSE/AHS Diploma Attainment state performance measure associated with a completion success rate was deleted in 2016 (see S.L. 2016-94, amending S.S. 115D-31.3).

Since 2016, the performance funding for HSE/AHS Diploma Attainment has been based on the pro rata share of HSE and AHS completions.

Please see pages 22-25 of the 2017-18 budget package for how it was allocated this year:

http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/finance-operations/0.budgetpackagetext_1.0_college_print.pdf

The allocation model for the \$6 million remains the same for 2018-19.

Research and Performance Management

Professional Development



We want to thank everyone who responded to the recent request to become a member of the PD Advisory Board. An overwhelming number of individuals showed interest in this opportunity. The purpose of this Board will be to develop a professional development plan that responds to the needs of the staff, faculty, students, and administration. We narrowed the list to include community colleges and community-based organizations that represent urban and rural areas as well as large and small providers across the state.

PD Advisory Board Members	
Robin Paulison – Blue Ridge CC	Rodney Powell – Central Carolina CC
Amy Galla – Isothermal CC	Jenny Gore – Reading Connections
Takeisha Jennette – James Sprunt CC	Wanda Fletcher – College of the Albemarle
Anne Hockett – Stanly CC	Ellen H. Overinton – Wake Tech CC
Jennifer Mock – Alamance CC	John Kester – Richmond CC
Stephanie Learn – Coastal Carolina CC	Linda McConnell – Gaston Literacy Council

Trainings

We encourage all providers to take advantage of the free professional development opportunities listed on the NCCCS website under the training calendar. As stated under Sec.231(9) of WIOA-AEFLA, adult literacy activities must be delivered by well-trained instructors, counselors, and administrators. We are excited to offer Core and ASE Hybrid courses to reduce travel costs and to better engage the learner.



Face-to-face course offerings will be phased out by July 2019.

Please note, face-to-face course offerings will be phased out by July 2019. Therefore it is vital for those staff that need just one or two courses left to obtain their credential, register for the remaining face-to-face offerings. It is highly recommended that staff just starting the credential process for Core and ASE sign

up for the hybrid course. Watch for the new training calendar in the near future posted on our website.

Trudie Hughes

Workforce Partnerships and Career Pathways

Integrated Education and Training

The Basic Skills Plus Implementation Guide has been updated to align with the Adult High School placement determination.

http://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/ccr/icsllsplusimplementationguide4182018web_0.pdf.

Career Pathways

Integrated education and training (IET) programs use career pathways to provide academic instruction, student support, occupational, and workforce preparation activities for students.



Many colleges use Basic Skills Plus as the onramp to career pathways at their colleges and to Certified Career Pathways in their region.

<http://nccertifiedcareerpathways.com/> There are over 25 Certified Career Pathways approved by local work workforce development boards.

Employability Skills Alignment Project (ESAP) Launch - Nash Community College April 13, 2018

Employees with excellent employability skills are in demand. The State Board has approved Nash Community College and the Community College System to work collaboratively to leverage resources across academic areas and develop a unified response to the identified need for effective “soft skills” training.

Each college’s President has designated a representative to work with all program areas at their college-- curriculum, continuing education, career and technical education, student services, and college and career readiness (CCR) to engage employers and industry voices in providing input on current business needs. This includes surveying employers about the need for globally competent employees. CCR is one of the participating program areas. **For more information about the Project contact your college’s representative or any of the following:**

Employability Skills Alignment Project Contacts		
Dr. Hilmi Lahoud	System Office ESAP Coordinator	lahoudh@ncccommunitycolleges.edu ,
Susan Moore	ESAP Project Coordinator	swmoore076@nashcc.edu
Dr. Cassandra Atkinson	CCR Subject Matter Expert (SME)	atkinsonc@ncccommunitycolleges.edu

Workforce Development Recognition

Help recognize excellent workforce development program performance and individuals from your region. Submit nominations for the 2018 Governor’s NCWorks Awards of Distinction.

Send nominations and a letter of support from the local area Workforce Development Board via email no later than 5 pm May 1, 2018 to Jonathan Snow jonathan.snow@nccommerce.com. Nomination forms are available at <http://www.nccommerce.com/wf/workforce-professionals/ncworks-training-center/partnership-conference/governors-awards>.

Cassandra Atkinson

Title II Career READY Directors’ Retreat



The College and Career Readiness Unit will host a Title II Career READY Directors’ Retreat on May 2-3, 2018. The purpose of the retreat is to focus on expanding the Career READY project. As you may be aware, many CCR departments are exploring the option of implementing a Transition Center on their campuses. To encourage inclusiveness of CCR students, it is important to develop a model that helps students transition into both postsecondary education and employment.

The Directors’ Retreat will allow time for us to develop methodologies, plans, and other strategies for expanding the Career READY project. The meeting will focus on the National Repository of Online Courses (NROC) mathematics and English courses. During this meeting, we will develop a plan to ensure that CCR students receive comprehensive services on campuses.

The retreat will be held at the North Carolina Community College System Office. More details about the meeting will be furnished soon by Arbyon Cooper, NCCCS Project Coordinator.

The following colleges are participating in the Career READY retreat:

Pitt Community College	Lenoir Community College
Asheville-Buncombe Technical Community College	Rockingham Community College
Edgecombe Community College	Surry Community College
College of The Albemarle	Cleveland Community College
Davidson County Community College	Sandhills Community College

Title II Career READY Pilot Year-End Meeting

Participating Career READY pilot programs are required to attend a one-day meeting to discuss the successes, challenges and steps forward with the Career READY program.

The purpose of the meeting is to disseminate best practices and review instructional practices that were implemented during the pilot.

The following colleges will participate:

Asheville-Buncombe Technical Community College	College of The Albemarle
Pitt Community College	Robeson Community College
Davidson County Community College	Mayland Community College

Location: Wake Tech Community College—Western Wake Campus
 3434 Kildaire Farm Rd. Cary, NC 27518
 Room 241 | May 17, 2018| 10:00AM-3:00PM

Integrated English Literacy and Civics Education (IELCE) Year-End Meetings

The College and Career Readiness Unit will host two year-end IELCE regional meetings. The meetings will be held at Nash Community College and Wilkes Community College. Please see the information about the meetings listed below.

The purpose of the meetings is to disseminate best practices for comprehensively implementing the IELCE program. During the meeting, programs will complete brief presentations, engage in active programmatic discussion, and develop other strategies for implementing the IELCE program. Presentation materials and guidelines will be forthcoming.

The following programs must attend:

IELCE Eastern Regional Meeting

June 5, 2018 Nash Community College
 10:00AM-3:00PM 522 N. Old Carriage Road Rocky Mount, NC 27804
 Continuing Education Building, rooms 8253/55

Alamance Community College	Durham Technical Community College
Fayetteville Technical Community College	Haywood Community College
Johnston Community College	Lenoir Community College
Nash Community College	Orange County Literacy Council
Pitt Community College	Triangle Literacy Council
Wake Technical Community College	Wayne Community College
Wilson Community College	

IELCE Western Regional Meeting

June 12, 2018 Wilkes Community College
 10:00AM-3:00PM 1328 S. Collegiate Drive Wilkesboro, NC 28697
 Alumni Hall, room 1112

Asheville-Buncombe Technical Community College	Caldwell Community College and Technical Institute
Central Piedmont Community College	Gaston Literacy Council
Forsyth Technical Community College	Guilford Technical Community College
Literacy Council of Buncombe County	Mayland Community College
McDowell Technical Community College	Reading Connections, Inc.
Rockingham Community College	Southwestern Community College
Western Piedmont Community College	Wilkes Community College

Arbony Cooper

Performance Accountability

Community College Data Management System



Flat Files – Checking/Correcting Errors

Please make sure you are reviewing and correcting errors as part of the flat file process. Due to all of the programming changes, the flat file was temporarily setup to allow colleges to submit the file with errors. If you are seeing any errors that appear to be invalid, please enter a help desk ticket. A new patch will be forthcoming to prevent files from being submitted with errors.

AHS – Programming Changes – Initial Placement and Measurable Skill Gains (MSG)

- Patch 202120 that was released in early April included updates for the AHS changes per the guidance by OCTAE and the communications from Diane Steinbeiser and Gilda Rubio-Festa earlier this year.
- The patch includes programming to determine the student's initial placement for the AHS program based on AHS credits or a pre-assessment for students who do not start in an AHS program. Diane Steinbeiser will be setting up a webinar by the end of April to review this in detail and provide additional guidance.

Graduation Process – HSE/AHS – MSG

- Some students with HSE ID numbers populated from the XLEPI screen are missing an MSG for their HSE. Please be sure to follow the Colleague steps as outlined by Rosallene Massey to complete the graduation process for both AHS and HSE students. This process populates the AHS/HSE Grad MSG field on XLEPT.
- As part of this process, please ensure these students have a valid HSE Credential number in the HSE ID field. This number will be used as an additional data matching tool with the three HSE vendors (GED®, HiSET and TASC) for officially awarding an MSG.

Assessment Transition Committee

In early April, the Assessment Transition Committee convened to review newly approved NRS assessments. The committee decided that TABE 11/12 will be approved for use in NC by all providers starting on April 2, 2019. All assessments currently approved as outlined in the [2017-2018 NC CCR Assessment Manual](#) may be used through June 30, 2019.

Once additional assessments have been submitted by the test manufacturers and approved by OCTAE, the committee will review those assessments. We appreciate the collaborative work of the committee members with this important initiative. If you would like to give any feedback to the committee members, please feel free to reach out to them.

Assessment Transition Committee	
Alamance CC - Debbie Barket	Piedmont CC - Chris Whitt
Durham Literacy Council - Joan Zec Nelson	Wake Tech CC - Shenae Barco
Cape Fear CC - Katherine Maidman	Wilkes CC - Debbie Woodard
Central Carolina CC - Dan Loges	System Office - Rena Ferraro
Central Piedmont CC - Marianne Lyall-Knusel	System Office - Gilda Rubio-Festa
Davidson CC - Pat Phillips	System Office RPM Advisor to the Committee - Ashley Sieman

Performance Partnership Advisory Board – Website/Link

The Performance Partnership Advisory Board has set up a website for presentations and other information. Included there is the presentation from February 1, 2018, on federal performance measures.

<http://www.piedmontcc.edu/performs Summit>

Rena Ferraro

Adult High School (AHS)

College and Career Readiness has received guidance from OCTAE concerning placement and achieving MSG for our AHS diploma students.

- Initial Placement for AHS: Whatever program (AHS or non-AHS) the student first enrolls in during the reporting period is the how the student’s initial placement is determined. Additionally, the initial placement does not change for the reporting year regardless of whether the student changes to or from the AHS program during the reporting period.
 - If the student’s original enrollment for the reporting year is the AHS program, the student’s initial placement is based on AHS Credits.
 - If the student’s original enrollment for the reporting period is in a CCR program other than AHS, the student’s initial placement is based on NRS assessments.
- Measurable Skill Gains (MSG) - The type of MSG that students may achieve is based on what they earn during their program (AHS or non-AHS) enrollment timeframe.
 - AHS Credit MSG: If a student is enrolled in the AHS program with fewer than 75% of required credits to graduate, the student may earn an AHS Credit upon attaining the 75% threshold while still enrolled in the AHS program.
 - Pre/Post-Test EFL Gain: If a student is enrolled in a CCR program other than AHS, the student may earn a pre/post-test EFL gain while enrolled in the non-AHS program if the student has one or more pre-tests below ABE Level 6 (ASEH).

For additional information, please see AHS FFAQ at

<http://www.nccommunitycolleges.edu/college-and-career-readiness/adult-high-school-ahs>

Non-Title II Updates

- An additional HSE Records Technician, Synophia Tate has temporarily joined the HSE Office team. She can be reached at tates@nccommunitycolleges.edu or at 919-807-7090.
- Tiara Jones is now responsible for all updates on the HSE webpage.
- The most recent updates on the webpage are:
 - HSE Chief Examiner list has been added so that 16-17 year-old testers can contact HSE Chief Examiners at their local community college to request drop-release paperwork to be eligible to take high school equivalency assessments in North Carolina. Go to: <http://www.nccommunitycolleges.edu/college-and-career-readiness/high-school-equivalency>
 - Updated forms (April 2018) for requesting records from HSE Office. Colleges will no longer be processing records requests! Thank you for team work in serving our students in this time of transition. New forms and processes can be found at <http://www.nccommunitycolleges.edu/college-and-career-readiness/high-school-equivalency/high-school-equivalency-records>
- Other updates include:
 - Chief Examiners are to email the "Tracker Worksheet" to steinbeiserd@nccommunitycolleges.edu with the subject line "XX Community College - HSE Tracker." Do not process any requests once you have submitted your Tracker to the HSE Records Office.
 - Updated HSE Records processes for receiving prison credentials were shared with all at the NCDPS/NCCCS Interagency Trainings in March. Presentations and handouts were emailed to all participants by Nate Humphrey on April 2, 2018.
 - GEDTS and ETS HiSET have been in NC conducting testing center audits. Be sure to ask for identification if anyone requests permission to enter your testing room or to access your testing materials. Do not allow access until you are satisfied they are a legitimate representative of the test vendor.
 - 2018 Paper Based Testing (PBT) updated plans were due on February 28. We are still missing some plans. Please submit if you haven't already done so.

Diane Steinbeiser

**College and Career Readiness**

<http://www.nccommunitycolleges.edu/college-and-career-readiness>

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