WIOA Title II Providers Welcome

July, 26, 2018
## PD Advisory Committee

<table>
<thead>
<tr>
<th>Robin Paulison – Blue Ridge CC</th>
<th>Rodney Powell – Central Carolina CC</th>
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<td>Amy Galla – Isolthermal CC</td>
<td>Jenny Gore – Reading Connections CBO</td>
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<td>Takeisha Jennette – James Sprunt CC</td>
<td>Wanda Fletcher – College of the Albemarle CC</td>
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<td>Anne Hockett – Stanly CC</td>
<td>Ellen Overington – Wake Tech CC</td>
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<td>Jennifer Mock – Alamance CC</td>
<td>John Kester – Richmond CC</td>
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<td>Stephanie Learn – Coastal Carolina CC</td>
<td>Linda McConnell – Gaston Literacy Council CBO</td>
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Professional Development 2018 - 2019

• WIOA Title II Providers Welcome
  • All resources and training materials are posted on the CCR website
    • https://www.nccommunitycolleges.edu/colleges

• Professional Development Offerings for Directors
  • NCCAEA
    • Sept. 25, 1:00 – 4:00 What Faculty Need to Know about DATA
    • Sept. 26, 9:30 – 11:30 Corrections and Re-entry

  • NCCCSC
    • Oct. 7, 1:00 - 3:45 LINCS: Teacher Competency Self - Assessment
College and Career Readiness
The College and Career Readiness section provides leadership, oversight, professional development and policy guidance to local community colleges and community-based organizations regarding literacy education. These literacy education programs include Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE).

Title II Adult Education and Family Literacy Act Fiscal Years 2018 – 2021
Grant Application Package

Workforce Innovation and Opportunity Act Town Hall Meeting

High School Equivalency (HSE)
Transitions and Career Pathways
Training Calendar
Workforce Innovation and Opportunity Act - Adult Education and Family Literacy Act (WIOA - AEFLA)
• Professional Offerings for Instructors
  • Remaining Trainings for 2017 – 2018 are on the CCR Website
  • We are offering a limited number of Core Credential face-to-face courses
  • We will continue to offer Core Hybrid Model
  • We are offering a limited number of ASE Credential face-to-face courses
  • We will continue to offer ASE Language Arts and Math Hybrid
  • We will offer one round of the 6 ESOL courses face-to-face
  • We will offer online Fast Track ESOL Certificate Training
Core Hybrid Model

- **Face to Face 1**
  - 6 Hours

- **Online**
  - 30 Hours

- **Face to Face 2**
  - 6 Hours
Fast Track ESOL Specialty Certificate Training

• Asynchronous online training
• Divided into six modules (including a course orientation)
• Modules are gradually opened up to participants
• Course is offered over a 12-week period
• Average of 30 hours of participation
• RFP
  • “Applicant agrees to employ staff who hold NRS credentials” pg.55 item 8
  • No longer a statement of 75% of instructors need to obtain credentials
State PD Plan in Process

- [https://lincs.ed.gov/state-resources/professional-development-center/gauge-readiness](https://lincs.ed.gov/state-resources/professional-development-center/gauge-readiness)
- Department completed LINC's PD self-assessment
  - Identified 4 main gaps
    - The development and dissemination of curricula, including curricula incorporating the essential components of reading instruction as they relate to adults.
    - Activities to promote workplace education and literacy activities.
    - Developing and piloting of strategies for improving teacher quality and retention.
    - Identify the needs and capture the gains of such students at the lowest achievement levels.
Next Steps

- Share PD self-assessment with Advisory Committee
- Have Advisory Committee complete the self-assessment
- Aggregate the data
- Have the Advisory Committee complete the Asset Map at fall retreat
  - Identify Goals
  - Identify Resources
  - Identify Resource Partner Agencies
  - Create Action Plan
Pilot Project: LINCS Peer Support Model

Oct. 7th LINC presentation of teacher competencies to Directors at the NCCSC

Send out RFP for funding to 10 providers – Pilot Project

LINCs all day training of Peer Support Model
  Need 1 mentor and 1 mentee at each site

Implement model at sites

Use teacher competency self-assessment to monitor progress