

A Message from the State Director

How are you doing? We hope this newly launched "CCR newsletter" is a source of information on program models, policy changes, and ideas that support your practice.

As I write, I am working from home, as are many of my colleagues around North Carolina. Fall's shorter and colder days are welcome markers of the passing of time. Since March, time has blurred for me.

The CCR team members, like many of you, have found new paths for working and living in these uncertain times. We have had many policies and practices change to address how we can safely meet the needs of our students

The most obvious challenge, of course, is deciding how and where instruction takes place. Across NC, programs have innovated and persevered in creating virtual and hybrid models for implementing adult education. This

The Adult Education & Family Literacy Act

Title II of the Workforce Innovation and Opportunity Act, is the Department's major program that supports and promotes services for adults who are educationally disadvantaged. (Adult Education Fact Sheet, OCATE)



move brought to the surface the already documented disparities for our students in access to devices, connection, and skills to succeed in this technologically demanding environment. The CCR team is committed to addressing digital equity so our learners can thrive in work, in pursuing their academic and career goals, and in supporting their children's education. You will learn more about CCR's initiative to address digital equity in the Digital Literacy Project article.

We know the post-pandemic economy will require strong connections to workforce training for high demand certificates. The System Office convened a team to support programs with applying to The U.S. Department of Education's (DOE) recently launched [Rethink Adult Ed Challenge](#), a \$750,000 competition to advance the implementation of pre-apprenticeship opportunities. Apprenticeships serve as entry points into careers across various industries — from manufacturing and construction to technology and healthcare — but many adult learners face barriers to accessing them. Pre-apprenticeships break down these access

barriers by helping adults become prepared before entering an apprenticeship program. The DOE wants to use this challenge to promote and encourage AEFLA pre-apprenticeship programs. Many NC programs have expressed an interest in applying for this challenge. Contact Michael Tilley should you have any questions.

Since the start of the pandemic, the Office of Career, Technical, and Adult Education (OCTAE) has responded to state challenges concerning the provision of services and activities to adult education students. OCTAE sent guidance in Program Memorandum OCTAE 20-3, March 27, 2020, to provide guidance and offer flexibility to local providers.

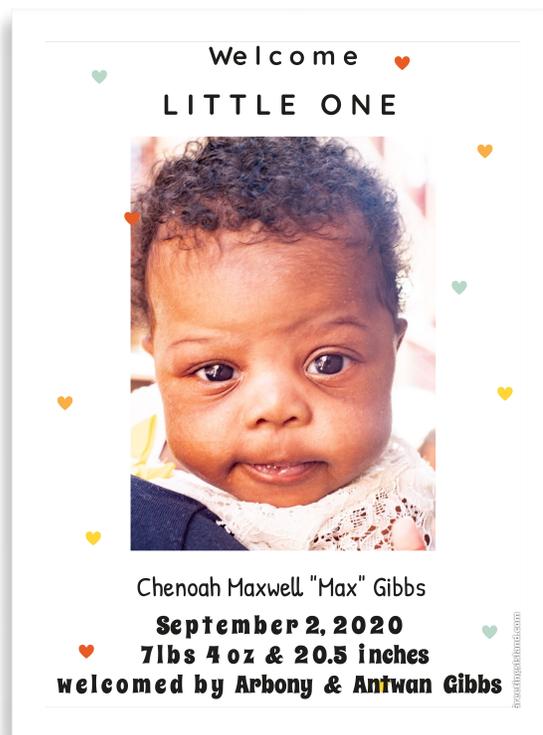
Additionally, LINCS, Literacy Information and Communication System, created a COVID-19 site to support adult educators' transition to distance teaching and learning. When looking to support faculty in improving their online teaching skills, go to Teaching Skills That Matter in Adult Education.

Please take a moment to review the Transforming Distance Education Course funded by OCTAE and developed by World Education's EdTech Center. The course is on-demand and designed to provide strategies and resources essential for setting up and implementing distance education and/or blended approaches. I am taking the course and have earned two micro badges so far!

I am pleased to introduce three new CCR team members who have joined us since the pandemic began. These team members have never worked in the office, and their onboarding has been entirely virtual. Please join me in welcoming Michael Tilley, Claudia Farnandez, and Matthew Brown. I know many of you have already experienced and benefited from their expertise.

I wish you, your teams, and families a safe Thanksgiving holiday and good health!

Gilda
State Director of Adult Education
AVP of College and Career Readiness



Michael Tilley

Coordinator of Adult Education-Assessment and Instruction



Claudia Farnandez

Academic and Career Navigator & HSE Administrator



Matthew Brown

Professional Development and Distance Learning Specialist

New System Office Team Members

Back-to-Basics: Assessment 101

- * Assessment data is used to determine eligibility for adult education programs, to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction.
- * Within their first three days, all new and returning students should be administered an NRS-approved assessment (pre-test) to determine their initial placement. An NRS approved assessment that corresponds to the manufacturer and subject area of any of the pre-tests are considers post-tests.
- * During a single period of participation (POP), participants can earn a Measurable Skill Gain (MSG) by achieving a level gain from an NRS approved pre- and post-test score.
- * Local programs may implement paper-based or remote proctored testing, following the test publisher's procedures.
- * Local programs unable to administer an NRS approved assessment to distance learning participants due to the effects of the COVID-19 pandemic, may use a non-NRS approved assessment to place students in an Educational Functional Level (EFL). Local programs must administer an NRS approved pre-test as soon as feasible. A participant cannot achieve an EFL gain without an NRS pre- and post-test.

You can find more details about testing requirements in the [NC College & Career Readiness Assessment Manual](#).

Contact Michael Tilley at tilleym@nccommunitycollege.edu with any assessment related inquiries.

The Four Ways to Attain Measurable Skill Gains

- Earning an HSE credential or Adult High School Diploma by the end of the program year.
- Achieving a level gain from a participant's NRS approved pretest and posttest score on an assessment appropriate for the student's program area of study.
- Awarding of credits in an adult high school program per the guidelines in the Adult High School Implementation Guide.
- Enrolling in postsecondary education and training after program exit and before the end of the program year (June 30).

NC COLLEGE & CAREER READINESS
COMMUNITY COLLEGES

Source: 2020-2021 NC Assessment Manual

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Thanks to Michael Tilley for representing NC at the National Training Institute hosted in collaboration with OCTAE and the National Association of State Directors of Adult Education. He presented as a panelist on “Learning for All-Challenges and Opportunities to Ensure Equity in Access to Services.”

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Gilda Rubio-Festa was elected to the Board of the National Association of State Directors of Adult Education. She co-chairs the Adult Support Committee. The organization works with many national adult and workforce development organizations to plan activities in support of adult education.

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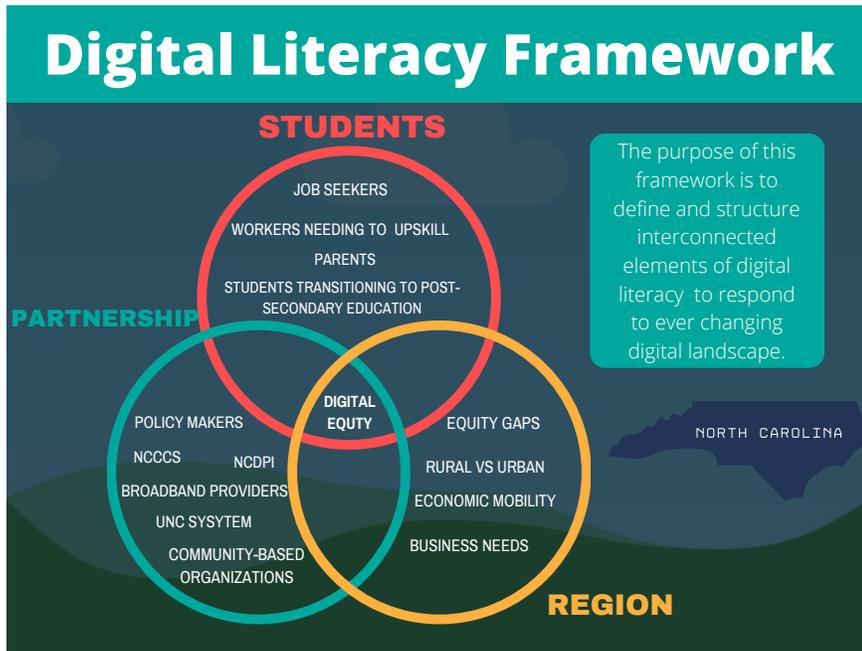
Claudia Farnandez presented, Reframing [Latino Americans Academic Attainment in North Carolina](#) at the NCCCS Hispanic/Latinx Recruitment Conference. Her presentation contributed to the important discussion on reaching out to the growing Hispanic/Latino populations in North Carolina.

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Lesson Planning - Contextualized Learning Webinar
November 10
2:00 - 3:30
[REGISTER HERE](#) or go to the [CCR Webpage](#) for more information

Digital Literacy Project

The Digital Literacy Project recognizes adults' need to attain digital competency to continue their education, access employment opportunities, and improve digital equity.



The three goals of the project are to:

1. equip learners with technology skills to navigate and succeed in academic virtual environments,
2. equip learners with skills needed to access virtual workforce development services such as accessing NC Works,
3. equip learners with the foundational digital skills needed to advance to higher-level skill training, which is necessary to navigate specific industry or workplace training platforms.

Five community colleges and one CBO were selected to create the NC Digital Literacy Skills (DLST) certificate; Lenoir, Wilkes, Sampson, Coastal Carolina, Piedmont, and Reading Connections in Greensboro.

COVID-19 Support and Resources

Contact your [Grant Representative](#) if you have any questions.

Memos and guidance issued since March 2020 to change, revise, or inform on NCCCS CCR policies can be found on the [CCR website](#).

Data Submission

Distance Learning

2020-21 NC Assessment Guide

NC MSG Performance

NRS Student Level Placement



Keep an eye out for the new logo for College and Career Readiness



HALLOWEEN FUN

FROM THE LAND OF OZ



IN THE SPIRIT OF THE SEASON, SOME MEMBERS OF THE CCR TEAM PARTICIPATED IN THE NCCC SYSTEM OFFICE COSTUME CONTEST.

CONGRATULATIONS TO DOROTHY (CLAUDIA FARNANDEZ) FOR WINNING 1ST PLACE AND THE SCARECROW (MATTHEW BROWN) FOR WINNING 3RD PLACE.