

**STATE BOARD OF COMMUNITY COLLEGES**  
**Allocation for Integrated English Literacy and Civics Education Occupation READY Project**  
**FY 2018-19**

**Request:** The State Board is asked to approve an allocation of \$390,000 for (10) providers funded under Section 243 of the Workforce Innovation and Opportunity Act (WIOA) for the Occupation READY, Integrated English Literacy and Civics Education (IELCE) integrated curriculum project.

**Strategic Plan Reference (s):**

**Theme: Student Interest and Access**

GOAL: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community college.

- Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations

**Theme: Clear and Supported Pathways for Student Progress and Success**

GOAL: Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers.

- Objective 2.3: Increase completion of credentials for success transition to careers and/or further education.
  - Strategy 2.3.4: Support effective advising and coaching to help students determine, pursue, and achieve their educational and career goals.
  - Strategy 2.3.5: Promote guided educational pathways within broader career pathways

**Background:**

The purpose of the funding is to support programs to develop occupational related materials to prepare English language learners for in-demand industry recognized certificates that align to local workforce demands and for use in the Integrated Education and Training (IET) component required for this funding source.

Per WIOA guidelines, IELCE programs must be provided in combination with Integrated Education and Training activities, civics education, English language acquisition activities, be designed to: (1) prepare adult English language learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

**Rationale:**

The Occupation READY project is aimed at providing support for English Language Learners (ELLs) enrolled in North Carolina IELCE programs. The term “READY” an acronym that stands for Refreshing, Enhancing, Accelerating, and Developing Your skills. It is used in our Career READY project aimed at transitioning adult education students into postsecondary education.

Occupation READY is a curriculum development project designed to prepare students with the occupational skills and knowledge, and English language proficiency needed to earn industry recognized certificates in an IELCE model. This model requires concurrent enrollment in occupational training, workforce preparation activities, civics education and English language learning activities. The curriculum used for the training must have a single learning objective. A challenge in implementing this model is the lack of curriculum available for in-demand occupations. Curriculum must be customized for each occupation identified as being in a high demand industry. Customizing curriculum requires a team that includes an occupation training expert, trained English language learning instructor, and administrators. Creating customized occupational curriculum is a challenge as it requires a team and partnership with training providers such as curriculum and continuing education.

Funding for this IELCE project will produce quality curriculum that aligns with the North Carolina Adult Education Content Standards. With this additional funding, IELCE programs’ existing funds can be used to develop or expand the other required components of IELCE such as student support services, and a career focused recruitment and intake process and or development of comprehensive student data tracking systems.

The overall management of the project is contracted to a Lead Provider, Reading Connections Inc. Reading Connections is located in the heart of Greensboro, North Carolina. Reading Connections has created a reputation of providing exceptional educational services to adults. Reading Connections serves approximately 800 adult learners yearly. Of the 800 adult learners served by Reading Connections, approximately 230 are English Language Learners. Additionally, this provider has demonstrated excellent outcomes and has a documented track record of providing innovative workforce development training for underserved populations. They have also delivered work-based learning opportunities to employers in their region and displayed strong collaboration with community agencies serving the English Language Learner population. Currently, Reading Connections partners with seven corporate organizations, seven outreach organizations, and 17 community organizations. To provide wrap-around services for adult learners, Reading Connections partners with many local agencies in Piedmont area to include the Guild Workforce Development Board, Chamber of Commerce, Guilford County Schools, and Guilford Technical Community College. Additionally, Reading Connections partners with many faith-based agencies and other non-profits to plan and provide IELCE instruction. Reading Connections works closely with the Guilford public transit system to ensure that all adult education classes are easily accessible. Over the years, the program has demonstrated the commitment to meeting the Federal outcome performance measures. During the 2017-2018 program year, Reading Connections exceeded the Federal performance measures by earning an overall Measurable Skill Gains (MSG) percentage of 44.1%. Using a local provider such as

Reading Connections, offers more field-based assistance to other providers and therefore provides an authentic implementation of the project.

<b>Integrated English Literacy and Civics Education Programs (IELCE)</b>	
Colleges and Community-Based Organizations	FY 2018-19 Recommended Allocation
Alamance Community College	\$35,000
Caldwell Community College and Technical Institute	\$35,000
Catawba Valley Community College	\$35,000
Davidson County Community College	\$35,000
Gaston Literacy Council	\$35,000
Lenoir Community College	\$35,000
McDowell Technical Community College	\$35,000
Reading Connections, Inc. <b>(LEAD)</b>	\$75,000
Wake Technical Community College	\$35,000
Wilkes Community College	\$35,000
<b>Total</b>	<b>\$390,000</b>

**Deliverables:**

The 10 providers awarded funding for section 243, Integrated English Literacy and Civics Education (IELCE) ELCE project will be allocated \$35,000 each to implement the Occupation READY project. Reading Connections Inc. will be allocated \$75,000 to serve as the Occupation READY project lead.

Project participants agree to the following deliverables:

1. Create a curriculum development team to develop occupational training material with single learning objectives for use in IELCE program for identified high demand industry as identified in local workforce development board plan.
  - a. Curriculum must be developed to disseminate digitally.
  - b. Curriculum must identify appropriate NRS level for ESL, HSE, ABE for which it is developed.
  - c. Develop and document curriculum that aligns with the workforce needs in the Title II provider's local area.
2. Share curriculum with state colleagues by posting on CCR online repository.
3. Track and input any IELCE best practices resources into CCR online repository.
4. Complete mid-year status reports and end-of-year status reports.
5. Participate in Lead Provider meetings and activities.
6. Develop and submit a plan describing the use the curriculum development project.

7. Develop and submit budget. Funds can only be used for faculty or staff who support curriculum development, project lead and travel to IELCE curriculum planning meeting. Budget to be submitted in Moodle portal for review and approval.

Lead Provider (in addition to the above deliverables)

1. Responsible for coordinating the deliverable listed above.
2. Manage and oversee the project including reporting monthly on participating providers' progress.
3. Serve as mentor and provide technical assistance as needed to participating providers'
4. Identify full time faculty, at least half time, trained in curriculum development and experienced in project management to track participating providers' progress.
5. Report monthly to CCR IELCE Coordinator on participants progress.
6. Organize end of project showcase meeting, fiscal support for the meeting to come from CCR IELCE funds, to disseminate curriculum products.
7. Develop and submit project budget. Funds can only be used for faculty or staff who support curriculum development, project management and travel to IELCE curriculum planning meetings.

**Allocation Amount and Time Period:** The total allocation is \$390,000 for the period of November 16, 2018, through June 30, 2019.

**Fund Source and Availability:** Funding is available from the award from the United States Department of Education Workforce Innovation and Opportunity Act, Title II, Adult Education and Family Literacy Act, Section 243.

**Contact(s)**

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