

STATE BOARD OF COMMUNITY COLLEGES
The State Board of Community Colleges and the
Basic Skills Plus Policies and Procedures Approval

Request: The State Board of Community Colleges is asked to approve Basic Skills Plus Program Policies and Procedures for College and Career Readiness programs. Basic Skills Plus programs provide adult education students with the skills necessary for successful transition into postsecondary education, training, and employment. Students obtain their high school diploma or its recognized equivalent along with their first occupational credential.

Background: The purpose of Basic Skills Plus is to provide accelerated instruction in reading, writing, mathematics and computer literacy in conjunction with occupational training using guided career pathways. This instruction and training prepares students to obtain an occupational credential as a pathway to employment. Students receive education and training in occupational areas such as Welding Technology, Pharmacy Technician, Certified Nursing Assistant, HVAC and Refrigeration, Truck Driver Training. Students also receive college readiness instruction that prepares them to enroll in advanced programs such as the Associate Degree Diploma and college transfer programs.

Basic Skills Plus was enacted by the North Carolina General Assembly in 2010 and entered permanent law in 2015. Students who have a placement at the Adult Secondary Education level (9.0 and higher) may have their course tuition or course registration fees waived until they earn the high school credential. All 58 colleges are approved to offer Basic Skills Plus programs. Colleges may use up to 20% of their Basic Skills allocation to provide integrated education and training through Basic Skills Plus.

Rationale: The Basic Skills Plus Policies and Procedures are revised to ensure alignment with the Workforce Innovation Act of 2014, engage students who are at the Intermediate High functional level (Level 6.0), and align career pathway offerings with occupations in demand in local county and regional areas.

Contact:

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College and Career Readiness

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College and Career Readiness

College and Career Readiness
Approved Basic Skills Plus Programs
 Month: April 2017

| Community College | Year Approved | Community College | Year Approved |
|--------------------------|----------------------|--------------------------|----------------------|
| Alamance CC | 2014 | Martin CC | 2012 |
| Asheville Buncombe TCC | 2012 | Mayland CC | 2013 |
| Beaufort County CC | 2011 | McDowell TCC | 2015 |
| Bladen CC | 2011 | Mitchell CC | 2011 |
| Blue Ridge CC | 2011 | Montgomery CC | 2014 |
| Brunswick CC | 2011 | Nash CC | 2011 |
| Caldwell CC/TI | 2011 | Pamlico CC | 2011 |
| Cape Fear CC | 2010 | Piedmont CC | 2014 |
| Carteret CC | 2013 | Pitt CC | 2011 |
| Catawba Valley CC | 2011 | Randolph CC | 2011 |
| Central Carolina CC | 2011 | Richmond CC | 2011 |
| Central Piedmont CC | 2011 | Roanoke-Chowan CC | 2011 |
| Cleveland CC | 2016 | Robeson CC | 2011 |
| Coastal Carolina CC | 2011 | Rockingham CC | 2012 |
| College of the Albemarle | 2011 | Rowan-Cabarrus CC | 2014 |
| Craven CC | 2012 | Sampson CC | 2013 |
| Davidson County CC | 2011 | Sandhills CC | 2011 |
| Durham TCC | 2011 | South Piedmont CC | 2014 |
| Edgecombe CC | 2012 | Southeastern CC | 2011 |
| Fayetteville TCC | 2012 | Southwestern CC | 2011 |
| Forsyth TCC | 2014 | Stanly CC | 2011 |
| Gaston College | 2013 | Surry CC | 2015 |
| Guilford TCC | 2011 | Tri-County CC | 2011 |
| Halifax CC | 2015 | Vance-Granville CC | 2012 |
| Haywood CC | 2012 | Wake Technical CC | 2011 |
| Isothermal CC | 2011 | Wayne CC | 2011 |
| James Sprunt CC | 2015 | Western Piedmont CC | 2012 |
| Johnston CC | 2011 | Wilkes CC | 2010 |
| Lenoir CC | 2011 | Wilson CC | 2011 |



NC Community Colleges
College and Career Readiness

Basic Skills Plus Policies and Procedures

March 2017

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Introduction

Basic Skills Plus was enacted by the North Carolina General Assembly in 2010 to provide accelerated job training for participants seeking a high school diploma or its recognized equivalent. Basic Skills Plus entered permanent law in 2015 and is assigned to the North Carolina Community Colleges-Programs and Student Services Division/College and Career Readiness (CCR) Section for management and oversight. College and Career Readiness is responsible for three Adult Education Literacy program areas: Adult Basic Education, Adult Secondary Education, and Integrated English language acquisition and Civics Education.

All North Carolina Community Colleges have State Board approval for Basic Skills Plus. Colleges were recommended for State Board approval upon review of their application by College and Career Readiness staff. A list of approved colleges and year of approval is provided in Basic Skills Plus Program Resources.

Basic Skills Plus programs provide workforce preparation activities and workforce training for a specific occupation or occupational cluster. Students must be concurrently enrolled in Adult Education, Adult High School or a high school equivalency and occupational courses. Approved Basic Skills Plus programs provide students with the skills necessary for successful transition into postsecondary education, training, or employment. The educational practices and strategies for *Basic Skills Plus* were developed from key national adult education initiatives that include: [Breaking Through](#), [Achieving the Dream](#), [Integrated Basic Education and Skills Training](#), [Accelerating Opportunity](#), and the [US Department of Labor Career Pathways Toolkit: A Guide for System Development](#)¹.

This document presents the legislation and rules that have been established for Basic Skills Plus by the North Carolina General Assembly and the State Board of Community Colleges. This legislation and State Board of Community Colleges Code (SBCCC) provide the points of compliance for Basic Skills Plus programs. Policies and procedures have been developed based on the legislation and SBCCC requirements to assist programs in offering integrated education and training programs in alignment with the Workforce Innovation and Opportunity Act.

Governance and Oversight for Basic Skills Plus

The State Board of Community Colleges is responsible for administration of the state and federally funded adult education literacy programs in North Carolina Community Colleges. College and Career Readiness staff report to the Senior Vice President/Chief Academic Officer in the North Carolina Community College System. The College and Career Readiness Advisory Board provides guidance and input for all Adult Education Literacy programs managed by the College and Career Readiness Section. Basic Skills Plus has been re-aligned to support the [Workforce Innovation and Opportunity Act, 2014](#) to ensure compliance with federal mandates.

College and Career Readiness Mission, Vision, and Goals

Vision

College and Career Readiness creates and supports adult literacy, educational programming and systems that improve opportunities for adults to improve their skills and knowledge to obtain family sustaining living wages and to participate in NC workforce and communities as civic members.

¹ https://wdr.doleta.gov/directives/attach/TEN/TEN_17-15_Attachment_Acc.pdf

Mission

College and Career Readiness programs are provided for students with low basic education skills in writing, reading, math, and computer literacy. Students who receive these services include low-skilled adults, individuals with disabilities, family literacy program participants, youth, ex-offenders, incarcerated individuals, and English language acquisition students. Their goals are to complete adult high school and obtain a high school diploma or its recognized equivalent and perhaps earn employment related credentials. Approved providers offer transitions programs and services using adult education career pathways and other platforms. Transition programs are aligned with adult education content standards, postsecondary education completion goals, college entry readiness, life skills, employment instruction and training.

College and Career Readiness Program Goals

- Program Management
- State Leadership Activities
- Technical Assistance Activities

Basic Skills Plus Legislation

Approved (2015) See Page 107, [Basic Skills Plus Legislation](#)

- Section 10.2(a). Session Law 2015-241 G.S. 115D-5(b) (15) authorizes the State Board of Community Colleges (SBCC) to waive tuition and registration fees for courses providing employability skills, job-specific occupational or technical skills, or developmental education instruction to certain students who are concurrently enrolled in an eligible community college literacy course, in accordance with rules adopted by the State Board of Community Colleges.
- Section 10.2 (b)(b1). Session Law 2015-241 G.S. 115D-31(b1) The State Board of Community Colleges may authorize a local community college to use up to twenty percent (20%) of the State Literacy funds allocated to it to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in an eligible community college literacy course.

Effective July 1, 2015.

Basic Skills Plus Policies and Procedures

Receiving State Board approval means that colleges may provide accelerated instruction in reading, writing, mathematics, and computer literacy in conjunction with occupational training that is contextualized to careers and employment to eligible participants. Intended results for participants include: earning an industry recognized occupational credential or local industry certification and completion of requirements for the high school diploma or its recognized high school equivalent. Basic Skills Plus is designed to prepare students for enrollment in post-secondary education such as career and technical education, certificate and diploma programs, and training for employment.² Eligible students

² Tipping Point: A study by the Community College Research Center (Columbia University), 2008 tracked the progress over five years of a cohort of Basic Skills students, 25 or older, and who entered the system with at most a high school diploma in Washington State. The students who reach the "tipping point" of at least two semesters of credits and a credential have a substantial earnings advantage over students who earn 10 credits or less.

may have course tuition or registration fees waived. While community based organizations may implement career pathways and link to the instruction and training provided by local community colleges, *Basic Skills Plus* was designed for implementation in NC community colleges.

Program Components and Design

Funding

- a. Colleges must be approved by the NC Community Colleges State Board to offer *Basic Skills Plus*. Colleges may use up to 20% of its Basic Skills Block Grant to support instructional Basic Skills Plus program costs.
- b. These costs might involve instructional costs of occupational courses, including the salary of the instructor(s) as well as fringe benefits, supplies, materials, and travel paid from college funds (students and staff); the hiring of assessment and retention specialists; and transportation of Basic Skills Plus participants.
- c. Basic Skills Block Grant funds used to support Basic Skills Plus programs must be budgeted and expended through Purpose Code: 320 Basic Skills Plus. Costs associated with providing Basic Skills instruction (Adult High School/High School Equivalency) to Basic Skills Plus participants do not count toward this 20% threshold. Also, support of administrative functions (i.e. Director of Basic Skills, clerical, etc.) is not an allowable Purpose 320 expense.
- d. Colleges may waive tuition and registration fees for Basic Skills Plus courses. Students will be responsible for textbook and supply costs.

Eligible Participants

- a. To be eligible, participants must be a qualifying adult as defined by the Workforce Innovation and Opportunity Act (WIOA): (A) is at least 16 years of age; (B) is beyond the age of compulsory school attendance under the law of the state or outlying area; (C) does not have a secondary school diploma or its recognized equivalent; and (D) is not enrolled in secondary school. (Reference: WIOA-Title II: Adult Education and Family Literacy Act; Section 211(d).
- b. A student's current placement is defined by the National Reporting System's (NRS) educational functioning level on one approved NRS assessment. Programs may enroll students into Basic Skills Plus who have an educational functional level at the Intermediate High level (6.0 and above) on an approved NRS assessment. However, to receive the waiver of tuition or registration fees, students must have an Adult Secondary Education placement of 9.0 and higher on an approved NRS assessment and be co-enrolled. Eligibility for Basics Skills Plus and waiver of tuition and registration fees, means a student must have a placement at the Adult Secondary Education on an approved NRS assessment and be co-enrolled. For Basic Skills Plus waiver eligibility, placement is at the lowest functional level at 9.0 and higher on one approved NRS assessment.
- c. The student must be concurrently or co-enrolled in an eligible community college literacy program and in courses that provide workforce preparation activities and workforce training for a specific occupation or occupational cluster. Students must meet the admissions or registration requirements of an eligible workforce training program or course as established by the local community college.
- d. An undocumented student enrolled in an Adult High School program is not eligible for waiver of in state tuition. See ID SBCCC400.2(b1) and ID SBCCC400.2 (b4).

Eligible Placement Level and Co-Enrollment

Students must have a placement level on an NRS approved assessment at the Intermediate High (6.0 - 8.9) level to be co-enrolled. Accessing the waiver of tuition and fees means that the student must have a placement level in reading or mathematics at the adult secondary education level (9.0 or higher) on an NRS approved assessment. Eligible students must be co-enrolled in Basic Skills and occupational courses (curriculum or continuing education) that are included in career pathways at the time of course registration. Co-enrollment may occur at the time of course registration in the program year or in the same semester.

Basic Skills participants who are seeking a high school diploma or its recognized equivalent and are co-enrolled in Basic Skills and occupational courses are eligible for Basic Skills Plus according to the eligibility score and targeted participant groups for Basic Skills Plus established by the college or provider. Colleges must set a placement score on approved National Reporting System standardized assessments (such as TABE or CASAS). Students must meet or exceed this set placement score before being enrolled in Basic Skills Plus.

All participants must qualify for federally supported levels of basic skills education. Participants must be pre-tested using a NRS approved standardized assessment and must be post-tested in compliance with the Basic Skills Assessment Policy. Pre- and post-test results must be recorded in the Literacy Education Information System (LEIS). Students with a high school diploma or its recognized equivalent are not eligible for Basic Skills Plus.

Instructional Components and Career Pathways

The instructional and career pathway components that are included in Basic Skills Plus should follow evidenced-based research for adult education and integrated education and training requirements of the Workforce Innovation and Opportunity Act. Instruction and training should be provided according to the [NC Adult Education Content Standards](#). Colleges enroll eligible students in career pathways that offer Basic Skills instruction concurrent with occupational instruction and training. Instruction should be integrated and contextualized³, pathway designs should include academic, and non-academic comprehensive student support. Programs are encouraged to provide work-based and workforce preparation learning opportunities such as pre-apprenticeships and employability skills.

Integrated education and training involves allowing participants to move through a set sequence of basic education or pre-college (including remediation) courses in conjunction with working on certificates and certification for employment. Further, integrated education and training allows students to work on college-level studies right away which allows participants to reduce the amount of time needed to prepare for career and employment advancement.

Career Pathways

Career pathways are linked education and training services that enable students to advance over time to successively higher levels of education and employment in each industry or occupational sector. Each step on a career pathway is designed to prepare students to progress to the next level of college and career readiness. Pathways should be designed to help participants earn employment related credentials that are industry recognized (both local and national).

³ Facilitating Student Learning Through Contextualization, CCR Working Paper #29, Delores Perin. February 2011. Columbia University Community College Research Center.

The career pathways approach that is supported in Basic Skills Plus is a framework for weaving together adult education, training and post-secondary programs, and connecting those services to the workforce needs of employers. This approach is based on the guidance of the [US Department of Labor-Career Pathways Toolkit](#).

The framework for service delivery should be integrated, collaborative, and accelerated. This effort includes curriculum planning, staff responsibilities, length of courses, timeframe (days/times) of courses, learning outcomes, and instructional delivery. Students should not have to complete one program component before they can enroll into another component of postsecondary education and training. Each training component should prepare students to progress to the next component for career training. A career pathway diagram or map should be included in the program plan.

Colleges enroll eligible students in career pathways that offer Basic Skills and occupational instruction and training. Instruction should be integrated and contextualized⁴. Pathway designs should include academic and non-academic comprehensive student support. Basic Skills Plus programs should plan and implement career pathways that align with jobs and occupations that are in demand in the local workforce or region. A Career Pathway Planning template and Career Pathway Review Criteria rubric are provided as resources. See the *Basic Skills Plus Program Resources* Section of this document. Career Pathways are developed using cross discipline and cross functional structures. Therefore, Colleges should assign a planning/support or implementation team for Basic Skills Plus. The team should include administrators, lead instructors, student services, Basic Skills staff, enrollment management, workforce development and other staff to work collaboratively to plan and support the integrated education and training needed to fulfill workforce development and industry needs for occupations in demand in the region.

College and Career Readiness maintains a list of career pathways that are offered through Basic Skills Plus programs. This list is published on NC Community Colleges System (NCCCS) webpage. Colleges are expected to submit new career pathways to the NC Community Colleges System for review and comment. Colleges are encouraged to use the attached Career Pathway Review Criteria and the Career Pathway template for planning pathways. Colleges should submit the information included on the attached Career Pathway template and a career pathway map to College and Career Readiness staff- College and Career Readiness Regional Point of Contact and the Coordinator of Transitions. Colleges should notify College and Career Readiness when a pathway is no longer offered or when there is a need to add or delete a course from the pathway.

The Basic Skills component consists of courses in Basic Skills, English Language Acquisition, Adult High School or High School Equivalency which lead to a high school diploma or its recognized equivalent. Students who are seeking a high school diploma or its equivalent, are enrolled in a Basic Skills courses, meet the required placement levels, and are co-enrolled in occupational courses are eligible for Basic Skills Plus. Colleges will set an eligibility score and determine their targeted audience for Basic Skills Plus.

⁴ Facilitating Student Learning Through Contextualization, CCR Working Paper #29, Delores Perin. February 2011. Columbia University Community College Research Center.

Other Program Components

- To support student persistence and completion, Basic Skills Plus programs should include comprehensive student support strategies that to meet students' academic and non-academic needs.
- Because individuals who are incarcerated may be served in Basic Skills Plus programs, colleges should include Corrections Education to serve this population that may be in their service delivery area.
- A goal of the Workforce Innovation and Opportunity Act is to support English language learners. English language learners who are pursuing an adult high school credential may be enrolled in Basic Skills Plus per eligibility requirements.
- The Workforce Innovation and Opportunity Act encourages funded providers to ensure that adults with disabilities can access and have equal opportunities to participate in public services provided by Adult Basic Education programs.

Collaboration and Partnerships

The Basic Skills Plus program plan should include internal partners from within the local community college as well as members from various external partnering organizations such as Corrections Education, Workforce Development Boards, community based organizations, NC Works Centers, Vocational Rehabilitation, etc. The Workforce Innovation and Opportunity Act supports partnerships that enhance student outcomes and leverage available federal, state, and local resources. Colleges should seek multiple sources of funding and guidance outside of their regular Basic Skills program for outreach/recruitment, academic support, career advising, financial assistance, work-based learning and employment placement for students.

The College's planning/support or implementation team that guides Basic Skills Plus may include internal partners who are sponsored by the College's leadership. The implementation team establishes the instruction, training, and services needed to support co-enrollment to ensure student success and completion. The team may include administrators, student services staff, Basic Skills staff, curriculum, continuing education, workforce development, community-based organizations, academic advising personnel, faculty members, and others per the College's vision for Basic Skills Plus.

Student Transitions

Basic Skills Plus programs include strategies that support student transition to postsecondary education and training to increase completion rates. Strategies that promote transition into and success within a career pathway are essential to the goal of helping students successfully complete a program and get credentials and degrees faster. Colleges should assist students with setting career and educational goals and developing strategies for tracking progress. Evaluating student progress should be a joint process among staff from all program components (Basic Skills, Curriculum and Continuing Education). Colleges should develop a plan for transitioning Basic Skills Plus students to employment or postsecondary education and training that includes entry and exit points, career and college readiness courses, employability skills, assistance with financial aid, and other college success courses. Each program should map out an education pathway for students. For example, courses in a welding certificate that will lead to an Associate of Applied Science or courses for a Certified Nursing Assistant I certificate that will lead to the Certified Nursing Assistant II certificate and possibly to Associate Nursing Degree should be included.

Program Operation and Administration

Use of Funds

Basic Skills Plus funds may be used for instructional costs. Instructional costs include the salary of the instructor(s) as well as fringe benefits, supplies, materials, and travel paid from college funds.

Basic Skills funds may be used to hire assessment and retention specialists, navigators or coaches (non-instructional) these funds **may** also be used to pay for transportation of Basic Skills students. Basic Skills funds **may not** be used for support of administrative functions (such as Director of Basic Skills programs, clerical, etc.). Funds may only be used to pay for instructional materials for in-classroom use only. Funds will be budgeted and expended through Purpose Code: 320 Basic Skills Plus.

Full-Time Equivalents (FTEs)

Basic Skills Plus students who are co-enrolled in curriculum, continuing education, developmental education, and Basic Skills classes must be identified in the [Colleague](#) data system with the required Basic Skills Plus codes. [See Tuition and Fee Waiver Guide](#). The local implementation team determines which educational unit should receive the FTE. This determination is usually based on which educational unit is contractually obligated to the instructor of the course. This determination should be made at the beginning of the academic period.

Local college partnering Divisions such as Curriculum or Continuing Education that offer instruction to Basic Skills Plus students may want to award the FTEs to Basic Skills; if Basic Skills maintains the contract for the instructor and collects the contact hours. Alternately, when Basic Skills Plus students are enrolled in an industry-related certification course in Curriculum or Continuing Education that has multiple membership hours attached, i.e., Curriculum, Continuing Education, and Basic Skills Plus students, and the instructor is contracted through Curriculum or Continuing Education; it is more feasible to allow the Curriculum or Continuing Education Division to receive the FTE.

This allocation of FTEs is supported by the numerous hours provided per student and in view that Curriculum and Continuing Education FTEs are funded at a higher tier than Basic Skills FTEs. The Curriculum or Continuing Education instructor must maintain a separate class roster for the Basic Skills Plus students who are enrolled in a class with students from other instructional divisions so that documentation is maintained for audit purposes.

Regardless of the decision that is made concerning FTE reporting, accurate and timely completion of attendance are essential for the College to receive credit for all FTEs earned. It is important that faculty record attendance in the appropriate online system on at least a weekly basis; some colleges and programs require daily reporting.

Financial Aid Assistance for Students

Students enrolled in Title IV courses in eligible career pathways may be eligible for federal financial aid assistance or Ability to Benefit-Financial Aid. This determination is made collaboratively by the Basic Skills staff with their college's Financial Aid Administrator. In addition, programs are encouraged to identify available resources for financial assistance for students using Braided Funding program strategies. [Braided Funded Toolkit](#).

Program plans should include strategies for student recruitment, criteria for eligibility, identification of barriers to program completion, and attendance policies. Students must be enrolled in a Basic Skills component to be eligible for Basic Skills Plus. Students with high school diplomas or its recognized equivalent are not eligible for Basic Skills Plus.

Waiver of Tuition or Course Registration Fees

As an incentive for student recruitment and enrollment, approved colleges may waive required tuition (curriculum courses) and or registration fees (continuing education courses) for students. Students are not eligible for the *Basic Skills Plus* tuition or fee waiver once they complete the requirements for a high school diploma or the high school equivalency.

Waivers are available for students in Basic Skills and Basic Skills Plus as follows:

See [Tuition and Registration Fee Waiver Reference Guide FY 2015-17 Revision](#)

Basic Skills Programs-Enrollees

G. S. 115D-5(b)(1)

[1E SBCCC 800 Waivers](#)

Proof of Eligibility of Waiver:

Because there is no registration fee charged to students enrolled in Basic Skills programs, there is no need to document eligibility of waiver. Colleges, however, do need to ensure that they maintain documentation that students are enrolled in Basic Skills programs consistent with the law of North Carolina and State Board policies.

Tuition Remission Report Discount/AR Code:

Because there is no registration fee charged to students enrolled in Basic Skills programs, colleges are exempt from tracking waivers on the Tuition Remission Report for this authorized group.

Waivers for Basic Skills Plus

G.S. 115D-5(b) (15)

[1E SBCCC 800 Waivers](#)

Eligible Training:

Students may only be waived for occupational extension and/or curriculum courses that are part of a State-Board-approved Basic Skills Plus program. Waivers associated with a Basic Skills Plus program may not exceed 12 credit hours for curriculum courses, or 96 hours for continuing education courses, or a single CE course that is longer than 96 hours.

Documentation:

Colleges are responsible for ensuring that students are enrolled in Basic Skills Plus programs consistent with the [Basic Skills Plus Policies & Procedures](#).

Tuition Remission Report Discount/AR Code:

Continuing Education:

CEBSP – Basic Skills Plus students

Curriculum:

WBSKP – Basic Skills Plus students

Note: Basic Skills Plus students must be co-enrolled in the occupational and Basic Skills courses in the same semester. Basic Skills Plus does not require students to be in a cohort to receive instruction.

Programs may enroll students into Basic Skills Plus who have an educational functional level of Intermediate High level (6.0). However, to receive the waiver of tuition and fees students must have an Adult Secondary Education placement (9.0).

For reporting purposes, the College and Career Readiness section will review new Career Pathways. Colleges should submit a career pathway template and map within 30 days of approval by the College's Vice President for Instruction/Chief Academic Officer or Senior Continuing Education Administrator. Students are available for waiver as indicated in S. 115D-5(b) (15) [1E SBCCC 800 Waivers](#).

Waivers for Youth Apprenticeships

G.S. 115D-5(b) (16)

1E SBCCC 800 Waivers

Basic Skills Plus programs may offer or include approved pre-apprenticeship programs in pathways. If offered, students who are enrolled may be eligible for fee or tuition waiver according to the requirements below. Pre-apprenticeship programs should be approved by the NC Department of Commerce.

Definition:

Courses provided to students who are participating in an apprenticeship program or pre-apprenticeship program that meets all of the following criteria:

- Is a registered apprenticeship program recognized by the United States Department of Labor or is a pre-apprenticeship program approved by the North Carolina Department of Commerce;
- Has a documented plan of study with courses relating to a job-specific occupational or technical skill; and
- Requires the participants in the program to be high school students when entering the program.

Eligible Training:

Colleges must obtain and keep on file a copy of proof of student registration in an active official apprenticeship or pre-apprenticeship and a structured plan of study. This should be documented through an *Apprenticeship Agreement*, a *Request for Action of Apprentice/Trainee Agreement*, and a *Schedule of Related Instruction* (see examples in Appendix F). Colleges must obtain a copy of the active plan of study and the proof of registration, as explained above.

Proof of Eligibility of Waiver:

Tuition Remission Report Discount/AR Code:

Continuing Education:
CEAPP – Youth Apprenticeship Program Curriculum:
WYAPP – Youth Apprenticeship Program

Basic Skills Plus students who are enrolled in adult high school are eligible for the Youth Apprenticeship wavier for approved pre-apprentice programs as follows:

An Adult High School student could begin an approved pre-apprenticeship program and transition to a registered apprenticeship within 120 days of graduation. This student may be eligible for waiver of fees for courses listed within the registered apprenticeship program. The pre-apprenticeship course registration would not be eligible for fee waiver. The Adult High School student could also begin a registered apprenticeship while in their Adult High School program and the courses listed within the registered apprenticeship program would be eligible for fee waiver.

Note: The waivers authorized by G.S. 115D-5(b) (15) and G.S. 115D-5(b) (16) only applies to curriculum tuition and continuing education registration fees. It does not extend to local student fees. The waiver of local fees is governed by local policy.

1E SBCCC 800.2 – “General Provisions.” The SBCC amended 1E SBCCC 800.2 – “General Provisions” to clarify the issue of waiver eligibility when a student’s status may change mid-term. The intent is for the waiver to apply to any course section offered during the academic term, regardless of when the term starts, if a student meets the eligibility requirements as of the first day of the term. **The rule will be effective 1 February 2017.**

Accountability and Reporting

The expected outcomes for Basic Skills Plus programs is “provide opportunities for participants to increase the ability to transition to postsecondary education and obtain employment.” Accountability for continuous improvement is supported via compliance reviews of the Basic Skills Plus programs by the NC Community Colleges Compliance Services Unit and scheduled monitoring visits conducted by the College and Career Readiness Section. Data and performance on the following are addressed in finance reports and feedback: Percent of participants making Educational Functional Level gain, status in meeting the National Reporting System (NRS) Target, Percent of participants post-tested; Percent of NRS students without an initial placement, and Percent change in total attendance hours.

Student assessments, verification of student goal achievement, classroom observations, teacher evaluations, program monitoring visits, and student surveys are feedback systems that inform programs and the system about performance. Both the state and local programs use [Colleague](#) reports and other data to evaluate program performance and guide improvement planning.

Basic Skills Plus programs should provide the following documents to NC Community College System College and Career Readiness:

Notification of New Career Pathways

Submit Career Pathway Template and Career Pathway Map to College and Career Readiness—Assigned Regional Point of Contact and Coordinator of Transitions and Career Pathway within 30 days of receiving signature/approval by the College’s Vice President of Instruction/Chief Academic Officer or Senior Continuing Education Administrator.

Colleges should notify College and Career Readiness when a pathway is no longer offered. Colleges should notify College and Career Readiness when a course needs to be added or removed from the pathway. College and Career Readiness Staff will review new pathways and provide feedback within 30 days.

Basic Skills Plus Program Budget

Each program should submit their budget for the program year to the Transitions Coordinator no later than August 15 of each program year (July 1 – June 30) using the attached budget form.

**NC Community College System
College and Career Readiness
Basic Skills Plus Budget**

Program Year July 1, 20XX - June 30, 20XX

Upon recommendation of the North Carolina Community College System the following budget is allotted for the above purpose and period. Date Budget Approved: _____ by Vice President for Instruction/Chief Academic Officer or Senior Continuing Education Administrator.

| | |
|---------|--|
| College | |
|---------|--|

| | |
|--|--|
| Total State Literacy Funds Allocation: | |
| Maximum Amount (20%) | |
| Funds Allocated for Basics Skills Plus | |

Please Specify Program Budget.

| | Allowable Expenditures | Budget |
|----|---|-----------|
| A. | Salaries –Instructional | \$ |
| B. | Salaries – Non-Instructional | |
| C. | Fringe – FICA | |
| D. | Fringe - State Retirement | |
| E. | Fringe – Medical | |
| F. | Travel – Training, Transportation, Meals, and Lodging (Staff) | |
| G. | Educational/Instructional Supplies and Materials | |
| H. | General Supplies and Materials | |
| I. | Transportation - Student | |
| J. | Other (describe in narrative) | |
| K. | Other (describe in narrative) | |
| L. | Other (describe in narrative) | |
| | Total | \$ |

Basic Skills Plus Program Resources

Date of Colleges' Approval for Basic Skills Plus

| Community College | Year Approved | Community College | Year Approved |
|--------------------------|----------------------|--------------------------|----------------------|
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| Asheville Buncombe TCC | 2012 | Mayland CC | 2013 |
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| Brunswick CC | 2011 | Nash CC | 2011 |
| Caldwell CC/TI | 2011 | Pamlico CC | 2011 |
| Cape Fear CC | 2010 | Piedmont CC | 2014 |
| Carteret CC | 2013 | Pitt CC | 2011 |
| Catawba Valley CC | 2011 | Randolph CC | 2011 |
| Central Carolina CC | 2011 | Richmond CC | 2011 |
| Central Piedmont CC | 2011 | Roanoke-Chowan CC | 2011 |
| Cleveland CC | 2016 | Robeson CC | 2011 |
| Coastal Carolina CC | 2011 | Rockingham CC | 2012 |
| College of the Albemarle | 2011 | Rowan-Cabarrus CC | 2014 |
| Craven CC | 2012 | Sampson CC | 2013 |
| Davidson County CC | 2011 | Sandhills CC | 2011 |
| Durham TCC | 2011 | South Piedmont CC | 2014 |
| Edgecombe CC | 2012 | Southeastern CC | 2011 |
| Fayetteville TCC | 2012 | Southwestern CC | 2011 |
| Forsyth TCC | 2014 | Stanly CC | 2011 |
| Gaston College | 2013 | Surry CC | 2015 |
| Guilford TCC | 2011 | Tri-County CC | 2011 |
| Halifax CC | 2015 | Vance-Granville CC | 2012 |
| Haywood CC | 2012 | Wake Technical CC | 2011 |
| Isothermal CC | 2011 | Wayne CC | 2011 |
| James Sprunt CC | 2015 | Western Piedmont CC | 2012 |
| Johnston CC | 2011 | Wilkes CC | 2010 |
| Lenoir CC | 2011 | Wilson CC | 2011 |



Basic Skills Plus Career Pathway Template

| | | |
|--|---|---|
| 1. College: | 2. Name and email of contact person: | |
| 3. Name of Basic Skills Plus Career Pathway: | 4. Date: | |
| <p>5. a. Source(s) and data used to identify local labor market demand. Include link for documentation that the occupations are in demand.</p> <p>b. Identify the local workforce development board representative (title) who has endorsed this occupation(s) as being in demand.</p> | | |
| <p>6. a. What credential(s) will be earned as a result of the education and training in this pathway (degree, diploma, certificate, certification, license, badge)? Include all.</p> <p>b. Identify the credential(s) that are recognized by a national industry.</p> <p>c. Are the credential(s) recognized locally? Specify industry.</p> | | |
| <p>7. Describe the eligibility requirements required for entrance into Basic Skills Plus. Include scale score(s) and subject(s).</p> | <p>8. What Developmental Education courses are required? (list):</p> | <p>9. How is student enrollment and attendance managed?</p> <p>Open?</p> <p>Managed?</p> |
| <p>10. a. How many curriculum credit(s) are earned in the Career Pathway?</p> <p>b. How many Continuing Education hours(s) are earned in the Career Pathway?</p> | | |
| <p>11. Describe intake and orientation processes. What assessments are used to determine student career interests, prior learning, and work readiness?</p> | | |
| <p>11. Describe all Student Support services (academic and non-academic) provided to Basic Skills Plus students at entry through credential attainment.</p> | | |
| <p>12. List all courses required in the pathway: List course name and course number in the order in which they are taken by semester.</p> | | |

- a. Note any course prerequisites. Include the number of credits earned for each course or hours earned for single continuing education course. Include work-based learning and pre-apprenticeship courses.
- b. Notify College and Career Readiness if course is added or removed from the pathway.
- c. Provide a Career Pathway map that illustrates how Basic Skills instruction, student support, and occupational skills training are integrated in the Career Pathway.

| Basic Skills Plus Semester | Basic Skills Course(s) | Continuing Education or Occupational Course(s) List Course Name and Number Number of instructional hours for each course. | Curriculum Course(s) List Course Prefix and Code Number of credits for each course. |
|----------------------------|------------------------|--|---|
| I | | | |
| II | | | |
| III | | | |
| IV | | | |

13. Describe the instructional strategies used to support integrated education and training. Team Teaching? Cooperative Teaching? Distance Education? Hybrid? Bridge Instruction?

14. Describe career awareness and exploration courses, employability skills such as human resource development and other training that are a part of the Career Pathway.

Career Pathway was approved by College's Vice President of Instruction/Chief Academic Officer or Senior Continuing Education Administrator.

Type Name

Signature

Date

Basic Skills Plus Career Pathway Planning and Review (Completed by System Office)

DATE _____

COLLEGE _____ Career Cluster and Career Pathway _____

Curriculum Program Title and Program Code: _____

Continuing Education Course Title and Number: _____

Career pathways offer a clear sequence of education and training courses and credentials that are built around the following key elements:

| Basic Skills Plus Career Pathway Element | Comments/Notes |
|---|----------------|
| <p>Sector Strategies.</p> <p>1. Evidence of strong local demand for the jobs included in the selected pathway. Pathway should be on the local Workforce Investment Board demand list for the local area or have other local data demonstrating robust demand. Include Labor Market/Salary Information on the Pathway template. Demonstration of partnerships with local employers.</p> <p>Career Pathway should be aligned with the skills of industry sectors important in the region and state. Partnerships with Workforce Investment Boards and employers demonstrated.</p> | |
| <p>Stackable Educational/Training Options</p> <p>2. Options should include adult and postsecondary education and training organized in a non-duplicative progression of courses. Co-enrollment in Basic Skills and Occupational programs. List all courses: Basic Skills, Occupational (Curriculum/Continuing Education), course title, number and number of hours earned by semester. Established partnership with college's leadership, curriculum, and continuing education. Evidence of approval from partners provided. Workforce preparation and work-based learning opportunities provided in collaboration with employer and workforce development partners.</p> | |

| Basic Skills Plus Career Pathway Element | Comments/Suggestions |
|---|----------------------|
| <p>Contextualized Learning 3. Contextualized and integrated instruction prepared by Basic Skills and Occupational instructors.</p> <p>Planned course syllabi and lesson plans demonstrate contextualized/integrated instruction. Varieties of delivery methods are used. Involvement of employers and industry professionals for career exploration and employment preparation.</p> | |
| <p>Accelerating Integrated Education and Training 4. Co-enrollment required for Basic Skills Plus. Other strategies include: co- team teaching, paired courses, use of bridge or supplemental instruction, hybrid (online) and classroom based) course designs.</p> | |
| <p>Industry Recognized Credentials. 5. Achievement of industry recognized marketable and stackable credentials, certificates and degrees that have value in the labor market</p> | |

| Basic Skills Plus Career Pathway Element | Comments/Suggestions |
|---|----------------------|
| <p>Multiple Entry and Exit Points 6. Planned entry and exit points that accommodate participants entering at differing education and skills levels. Includes “bridge” programs that help learners with limited education, English, skills, and work experiences access career pathway programs.</p> | |
| <p>Intensive Wraparound Student Support Services 7. Comprehensive academic and social student supports particularly at points of transition. These include academic, career counseling, and developing career plans. Specific services include; advising, tutoring, child care, transportation, access to public benefits, subsidized jobs, career counseling and financial aid assistance and resources.</p> | |
| <p>Designs for Working Learners 8. Includes plans that meet the needs of adults engaged in work and study—child care, accommodating work schedules with flexible and non-semester based scheduling, alternative class times and locations and innovative uses of distance learning technology.</p> | |

| Basic Skills Plus Career Pathway Element | Comments/Suggestions |
|--|----------------------|
| <p>9. Approved Program of Study and Courses College has approval for the Curriculum Program identified within the proposed career pathway. Courses included in the Career Pathway meet the program and curriculum standards approved by Curriculum and or Continuing Education.</p> <p><u>Curriculum</u></p> <p>a. Is the college approved for the program? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Are all curriculum courses listed within the pathway included in the College's approved program of study? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Is the course information correctly listed and current? <input type="checkbox"/> Yes, <input type="checkbox"/> No, the following should be revised: _____ _____ _____</p> <p><u>Continuing Education</u></p> <p>a. Is the college approved for the Continuing Education Program of Study?</p> <p>b. Does the college have approval for the Continuing Education courses listed on the pathway?</p> | |
| <p>10.Completed Career Pathway Template and Map</p> | |