

STATE BOARD OF COMMUNITY COLLEGES

Basic Skills Revised State Plan

Request

The State Board is asked to approve changes to the Basic Skills State Plan for 2000 - 2004, extending it through the 2014-2015 program year.

Rationale for Changes and Extension

Section 422 of the General Education Provisions Act (GEPA) (20 U.S.C. 1226 (a)) provides for the automatic extension of current program operations for one year if current law expires and a reauthorization is anticipated, but not yet available, to take its place. State Plans are required for States to receive allotments under the Adult Education and Family Literacy Act (AEFLA) and the plans that the Office of Vocational and Adult Education approved under AEFLA will expire June 30, 2014. Because the statute was expiring, those plans were not required to contain performance levels for Program Year 2014-2015. States and the Office of Adult Education need to agree upon new performance targets for that period and the new targets have to be incorporated into the existing State Plan as a revision.

State plans are due to the United States Department of Education April 1, 2014. State Plans must also be submitted to the Governor of the state, and comments made by the Governor must be submitted along with the State Plan revisions.

The revised State Plan for North Carolina will include the following:

- 1) Required annual certifications that the State Plan is being submitted by the agency head with the authority for submitting the plan and that the Plan is in accordance with state law.
- 2) Updated organizational chart.
- 3) Required annual assurances that the funds will follow provisions of the law such as assuring that funds will not be expended for any other purpose than for activities specified in the legislation and that the eligible agency will expend the funds in a manner consistent with fiscal requirements.
- 4) Revised target performance measures (set in collaboration with the United States Department of Education).
- 5) A statement that the state will extend all grants from the 2013–2014 program year to the 2014-2015 program year.
- 6) A statement that the state will have a new application for program year 2015-2016.

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**NORTH CAROLINA BASIC SKILLS
STATE PLAN REVISION
March 2014**

Chapter 1: Eligible Agency Certifications and Assurances

1.1 Certifications

(See Attachment.)

1.2 Assurances

(See Attachment.)

1.3 Application for Federal Assistance, SF-424

(See Attachment)

Chapter 3: Description of Adult Education and Literacy Activities

3.3 Descriptions of New Organizational Arrangements and Changes

(See Attachment.)

Chapter 5: Performance Measures

5.1 Eligible Agency Performance Measures

**NORTH CAROLINA PERFORMANCE MEASURES
FOR BASIC SKILLS PROGRAMS 2014-2015**

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem solving, English Language acquisition, and other literacy skills.	
Performance Measures	2014-2015
<p>Beginning Literacy ABE The percentage of adult learners enrolled in Beginning Literacy ABE who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	19% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
<p>Beginning Basic Education ABE The percentage of adult learners enrolled in Beginning Basic ABE who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	34% of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
<p>Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	35% of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
<p>High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed that level.</p>	34% of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

<p>(# completed level ÷ # enrolled = completion rate)</p>	
<p>Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who complete the level. (# completed level ÷ # enrolled = completion rate)</p>	<p>23% of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.</p>
<p>ESL Literacy (ESL) The percentage of adult learners enrolled in ESL Literacy who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	<p>33% of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>Low Beginning ESL The percentage of adult learners enrolled in Low Beginning ESL who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	<p>35% of low beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>High Beginning ESL The percentage of adult learners enrolled in High Beginning ESL who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	<p>37% of high beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	<p>30% of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed that level. (# completed level ÷ # enrolled = completion rate)</p>	<p>29% of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>Advanced ESL The percentage of adult learners enrolled in Advanced ESL who completed the level. (# completed level ÷ # enrolled = completion rate)</p>	<p>13% of advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.</p>	
<p>Placement in Postsecondary Education or Training. The percentage of adult learners (with a goal of postsecondary education or training) who exited the program and entered postsecondary education or training. (# entered postsecondary education/training ÷ # with goal of advanced education/training that exited program = postsecondary placement rate)</p>	<p>38% of adult learners with a goal of postsecondary education or training and exit from the program will enroll in postsecondary education or training.</p>

<p>Placement in unsubsidized employment</p> <p>The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after program exit quarter</p> <p>(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # not employed adults, at entry, with an employment goal = employment rate)</p>	<p>33% of adult learners not employed at enrollment (with an employment goal) will obtain unsubsidized employment by the end of the first quarter after program exit quarter.</p>
<p>Retention in Unsubsidized Employment</p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program.</p> <p>Note: Relevant adults are defined as:</p> <ol style="list-style-type: none"> 1. Those enrolled adults employed at program entry with a job retention goal; 2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after exit quarter. <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)</p>	<p>60% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.</p>
<p>Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.</p>	
<p>High School Completion</p> <p>The percentage of adult learners, with a high school completion goal that exited the program, who earned a high school diploma or recognized equivalent.</p> <p>(# adult obtaining high school credential ÷ # adults with high school completion goal that exited program = high school completion rate)</p>	<p>70% of adults with a high school completion goal that exit the program will earn a high school diploma or recognized equivalent.</p>

Justifications

We are increasing most of our performance measures over our 2011-2012 actual outcome measures by two points each.

Chapter 6: Procedures for Funding Eligible Providers

6.1 Applications

In 2014-2015, North Carolina will hold an open competition for funding local programs during the 2015-2016 program year.

Chapter 7: Public Participation and Comment

7.1 Description of Activities

North Carolina requires that state plan revisions be sent to the State Board of Community Colleges for information. The revised plan was submitted to the North Carolina State Board for its approval in March 2014.

The levels for suggested levels for 2014-2015 were set with the goal of increasing the levels met during the 2012-2013 program year. These levels will be renegotiated after all state performance outcome measures have been assessed by the United States Department of Education.

7.2 Governor's Review

The state plan revision and performance measures have been sent to the Honorable Pat McCrory, Governor of North Carolina, for his comments. If we receive comments from the Governor, his comments will be added to the appendix of the State Plan.

Further Information

Requirements of Current Legislation and State Plan Revisions

The only revisions to North Carolina's State Plan include new performance outcome measures for 2014-2015 and an updated organizational chart for Basic Skills which is now College and Career Readiness. North Carolina's current State Plan meets all requirements of the current legislation, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act, and all current state requirements.

There are no new uses of AEFLA funds for 2014-2015.