

**ADDENDUM TO
NORTH CAROLINA
COLLEGE & CAREER READINESS ASSESSMENT MANUAL
2019 – 2020
EFFECTIVE DATES: MARCH 17 - JUNE 30, 2020**



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Overview

During the COVID-19 crisis, the goal of the NC College & Career Readiness section is to support programs to provide continuity of instruction for all students.

The North Carolina Community College System (NCCCS) has developed policies and guidelines for the assessment of Basic Skills/literacy students. This document provides guidelines for exceptions to the Distance Learning policy and Assessment policy for distance learning students. These exceptions are in effect from March 17 through June 30, 2020.

Distance Learning Policy

NC CCR defines Distance Education as formal learning activity where students and instructors are separated by geography, time or both for most of the instructional period. Programs can deliver distance learning materials through a variety of ways including print, web-based programs, learning management systems, computer software, videotape and other online technologies. Teachers support and connect with students through mail, telephone, email or other online technology.

Identifying and counting Distance Learners

Participants must have at least 12 hours of contact with the program before they can achieve participant status for Federal reporting. The initial 12 contact hours for distance learners can be a combination of in-person, virtual, video, or web-based platforms in which participant identity is verifiable.

Data Collection (Literacy Education Information System- LEIS)

A new student intake form has been developed to assist programs in collecting LEIS information electronically. The form is user-friendly for both students and staff and can be completed and saved using Adobe Reader. The new form combines student intake data from LEIS pages one and two together into one page for improved data collection. Information that is now included on the Student Intake form includes Special Programs, Student Data, and Disabilities. This form was distributed via email to all providers on April 22, 2020.

Instructions for Staff Collecting Intake Data by Phone

1. Open the LEIS Student Intake form using Adobe Reader.
 - *Do not open the form in your browser, as it will not allow you to save the data.
 - TIP for Opening: After downloading the file, right click on it and select Open with Adobe Reader.
2. Complete the form data, making sure all required fields are completed.
 - Required fields are highlighted in red.
3. In the student signature line, record "Phone Intake and (your name)".
4. Proceed with completion of the Office Use Only section if you have the student's ID, Program Year, POP, Intake Date and Class Assignment. (Class Assignment field is optional)
5. Save a copy of the completed form.

Instructions for Student Completion

1. Open the LEIS Student Intake form using Adobe Reader.
 - *Do not open the form in your browser, as it will not allow you to save the data.
 - TIP for Opening: After downloading the file, right click on it and select Open with Adobe Reader.
2. Complete the form data, making sure all required fields are completed.

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Required fields are highlighted in red.

3. Save a copy of the completed form.
4. Email a copy of the completed form to the appropriate staff person.

Upon review and verification, a staff person will record the student's ID, Program Year, POP, Intake Date and Class Assignment; and then save the updated record.

The 2019-2020 Literacy Education Information System (LEIS) form training course is located in the CCR Moodle site within the NCCCS Virtual Learning Community (VLC). It may be accessed at <https://moodle.ncccommunitycolleges.edu>

Please refer to the NCCCS Literacy Education Information System (LEIS) for College and Career Readiness (CCR) guidance document located in the Service Now portal under the knowledge articles for instructions on how to create and maintain student records within the Literacy Education Information System (LEIS) of the College Information System (CIS) Ellucian Colleague application to meet the WIOA and NRS requirements. This document includes information about forms used for the entry of student records into LEIS for College and Career Readiness (CCR) students and the tracking of student demographics, testing and progress, student data for barriers to employment, and AHS data such as student's Intake Date, returns, separations, services, Educational Level, Country of Last School Attended, and Labor Force at Entry. This document also includes a section to support the process of entering and tracking Teacher/Personnel Literacy information.

Each program year begins on July 1 and ends on June 30 of the following year. Providers are responsible for ensuring all state and federal data are collected on the Literacy Education Information System (LEIS) form and entered in a timely and accurate manner into the appropriate data system. Providers are required to submit data electronically using LEIS in Colleague for Community Colleges and Literacy, Adult and Community Education System (LACES) for Community Based Organizations. All data, including demographics, attendance, and assessments, must be entered weekly. Programs that do not enter data weekly are out of compliance.

Programs are allowed to create digital LEIS forms. These forms must include the exact information on the NC LEIS form. (See LEIS attachment) The Center of Excellence for Performance has created a sample LEIS digital form. The LEIS form can be found on the CCR Moodle site and on the CCR webpage.

All students need a pre-test score entered in order to submit LEIS flat file reports. If a student does not have an assessment, do not enter the student into Colleague. When the student is entered into Colleague and attendance is entered, the customization will generate error(s), if no scale score is given. This will cause issues in sending the LEIS monthly flat file reports to the NCCCS office.

Proxy Contact Hours for Participants in Distance Education

All curricula used to provide distance education must be approved by the CCR section of the NCCC System Office.

Distance Learning Approved Curriculum

Currently, NC has curriculum approved using Clock Time and Learner Mastery models for Proxy Contact Hours. See attached list for approved Distance Learning Curriculum.

Exceptions

Online Clock Time Model

Distance Education Memo, March 17 communication approved additional synchronous and asynchronous online classes. See attached memo.

Teacher Verification Model

Alternative Assignment Learning Packets Request Memo March 30 approved a Teacher Verification Model which allows for instruction for students who do not have internet or devices to continue their study. This model requires learning packets to be developed for students who can't access online instruction and must be for the appropriate level and aligned to content standards. Teachers determine 2-5 hours per packet based on the extent to which a participant engages in completing an assignment and receiving teacher feedback. Program Directors must submit the AALPR form to their CCR representative. Packets should be developed for a specific level and aligned to standards. Programs submit one form for the total number of packets developed for the level and subject area. It is not necessary to send in each and every packet. However, if clarification is needed to approve, or for auditing, additional sample packets may be requested. Programs must have a system in place to document students served, level, packet exchange, completed packet storage. It is recommended that class/sections are set up specifically for this model. No additional hours may be counted for students enrolled in the alternative assignment model. Teacher contact with the student is included in the 2-5 hours.

Assessment Policy

Local 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. All students enrolled in federally and state funded programs must have a placement assessment administered and a score must be entered into the data system. Data must be collected for all eligible students receiving services impacted by Title II AEFLA funds. This includes individuals in either the Reportable or Participant classification. Students with 12 or more hours of attendance in a Period of Participation (POP) are considered Participants and will be included in federal performance measures.

Exceptions

Per OCTAE Program Memo March 27, 2020, NC CCR recognizes that local programs may not be able to conduct in-person testing of students enrolled in distance learning programs during COVID-19 due to closure of sites.

NC CCR Memo, April 1, 2020 approves an alternative method for assessment for distance learning students who can't be tested in person. NC allows programs to develop and implement virtual test proctoring. Providers may only utilize NRS approved assessments for which the test publisher has established procedures for virtual administration of the test.

All test administrators must complete the test publishers training to administer the virtual test.

The test publisher procedures ensure that

1. The student who is testing can be properly identified
2. Any approved NC test which have virtual protocols in place
3. The virtual proctor can properly administer the test.

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As of April 24, 2020, DRC (TABE 11/12), CASAS and CAL (Best +) have approved virtual proctor administration.

Exceptions

OCTAE Program Memo, April 17, 2020 provides additional clarification and flexibilities to allow states to revise their assessment policy for distance learning students not able to test.

CCR Memo, April 27, 2020 - NCCCS, CCR requires a placement test for all students. This is necessary to determine eligibility for services and to place learners in appropriate levels of instruction. A placement test score is also necessary for reporting data to meet state and federal reporting requirements.

Assessment Options

CCR programs can use the test publisher virtual assessment option outlined above for TABE 11/12, CASAS, CAL Best +.

BSP 2002, 2003 Placement Option

An alternative placement option for students registered in BSP 4003, 4002, is in development. The process will be outlined in this document when it is complete.

Alternative Placement Options – Paper Based

The CCR team is developing an alternative placement assessment for students who can't access internet or have devices that can reasonably be used for assessment. The process under development now will be piloted and released shortly. The process will be outlined in this document when it is complete.

Distance Ed Communication #1

for NC Basic Skills Programs During COVID-19

March 17, 2020

This communication serves as our immediate first response to the urgent need for additional distance ed options to utilize during the COVID-19 Crisis. This is a dynamic ever-changing national health crisis. We are doing and will continue to do everything that we can to support CCR students and programs across the state.

The [NC Community College CCR Assessment Manual](#) remains the official policy guidance for all Basic Skills programs in NC. The manual contains approved policy as required by The Office of Career, Technical, and Adult Education (OCTAE) in the US Dept of Education. OCTAE requires that student instructional hours be tracked in order to document sufficient instructional hours between pre- and post-tests. Attached is the most up-to-date list of approved Clock-Time Distance Ed Software (CTDE) and Proxy Contact Hour (PCH) curricula.

In order to offer more flexible options, the following solutions listed below are approved for immediate implementation:

Virtual Seated Synchronous Classes

These models require **synchronous** instruction:

1. Courses can be taught via any LMS (Blackboard/Moodle/Canvas/etc.) that your institution already uses with a built-in student activity time feature.
2. Zoom – The free version does not record student time; the paid version does.
3. Adobe Connect – There is no free version.
4. Google Hangouts/Google Docs Combo - **FREE**

Asynchronous Distance Ed Clock-Time Software

These Clock-Time options can be offered asynchronously:



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Peter Hans, President

MEMORANDUM

TO: Basic Skills Directors, LEIS Coordinators

FROM: Dr. Marlena S. Everett, Director of Performance and Partners, CCR

DATE: April 1, 2020

SUBJECT: Guidance for CCR Assessments During the COVID-19 Crisis

Guidance on assessments during the COVID-19 crisis have now been developed and disseminated to State level adult education administrators by OCTAE. The following assessment guidelines were developed based on the guidelines shared by OCTAE. The College and Career Readiness Office (CCR) recognizes that local programs may not be able to conduct in-person testing of students enrolled in distance learning programs during program closures due to the COVID-19 crisis. If local programs are unable to conduct in-person testing, programs may be able to report measurable skill gains (MSG) using other measures available to AEFLA programs under the MSG indicator, such as credit completion or high school completion.

Providers may choose to develop procedures to implement virtual test proctoring. Providers that choose to use this flexibility must have procedures to ensure that (1) the student who is testing can be properly identified, (2) any approved test (i.e., any test determined suitable for use in the National Reporting System(NRS) that is used is properly secured, and (3) the virtual proctor can properly administer the test. Test security measures would require that only secure electronic versions of a test are administered by a virtual proctor and are deemed secure by the test publisher. Please note, that the CCR office is currently awaiting guidance from the test publishers on how this will occur.

Additionally, providers that are experiencing declines in testing rates should put procedures in place to identify students who were not tested due to an inability to conduct in-person testing, so that the impact of the COVID-19 outbreak can be appropriately tracked. Providers may use secure spreadsheets that do not include student Personally Identifiable Information (PII) to track students who did not receive an initial placement and/or pre-test.

Also, please remember that all participants enrolled in federally and state funded adult education programs must be given a pre-test. The pre-test is the basis for participant NRS level assignment and determination for entering an Educational Functioning Level (EFL). The pre-test for the

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program year or the first POP must be administered within the first twelve hours of class instruction.

Thank you all for your patience as we move forward through these unprecedented times.

CC:

Dr. Kimberly Gold, Senior Vice President, Chief Academic Officer

Gilda Rubio-Festa, Associate Vice President of College and Career Readiness

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
Peter Hans, President

MEMORANDUM

**Software Approved Through June 30, 2021 for Clock Time Use
In Title II Basic Skills Programs in North Carolina**

Local providers may use any software/online programs designed to teach Basic Skills to adults if the system tracks time and logs students out after a preset period of inactivity and the program has been approved by the NC Community College System Office.

The following software programs have been approved by the System Office for use as distance ed programs by all basic skills/adult ed programs in NC:

- 1. Achieve – Spark 3000**
- 2. ACT WorkKeys**
- 3. Apex**
- 4. Aztec**
- 5. Burlington English**
- 6. Common Core Achieve Online**
- 7. Connect Ed**
- 8. Edgenuity**
- 9. Essential Ed**
- 10. Get This Write**
- 11. Gradpoint**
- 12. I-pathways**
- 13. Learning Upgrade**
- 14. New Reader’s Press Online**
- 15. NROC (National Repository of Online Courses)**
- 16. Odysseyware**
- 17. Paxen Focus**
- 18. Plato/Edmentum**

Providers may use software programs not listed here for distance education with prior approval of the System Office. Please complete and submit **The Clock Time Program Approval Application**.

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This same information can be found on pages 36 - 37 of the 2019-2020 CCR Assessment Manual.

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