



**COLLEGE & CAREER
READINESS**

College and Career Readiness State-Wide Call

Adult Education State Office Team

January 21, 2026

Agenda

1. State Advocate for Adult Education
2. Enrollment Trends
3. GED Prep Connect Recruiting Tool
4. Data & Performance Accountability
5. Monitoring and Compliance
6. WIOA Title II Continuation Grant
7. PD Updates
8. BSP-4012 Pathways to College Success
9. AHS Consortium Updates
10. ApprenticeshipNC follow-up
11. CCR Q & A
12. Reading Fluency Study Opportunity



Jennifer Mock selected as NC State Adult Education Fellow by COABE



“Advocating for adult learners has never been more essential. It will take all of us working together to sustain the purposeful work of supporting students as they build better jobs and better lives.”

— Jennifer Mock

Executive Director of CCR at Alamance Community College

22+ years of experience in adult education

Pursuing doctorate in Educational Leadership with a focus on
Community College Admin.

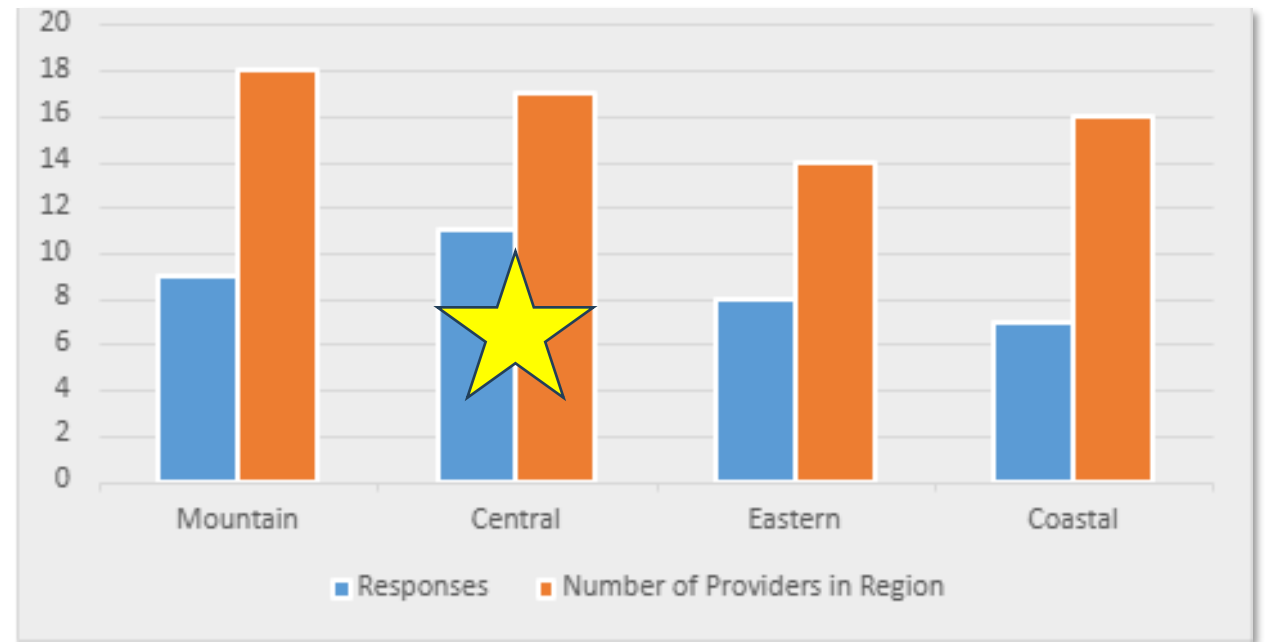


North Carolina Community College System

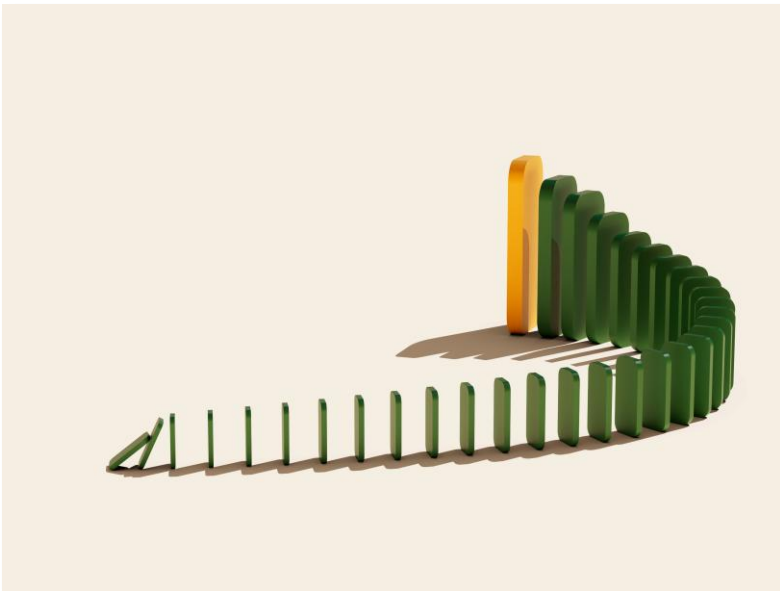
[Proclamations Survey](#)

Title II AEFLA Enrollment Trends

- Survey sent to Title II Providers to review Period 4 enrollment data year over year.
- 35 responses (54%), with Central Region contributing the most responses!



Potential Contributing Factors



Uncertainty

- ✓ Funding and Staffing Challenges
- ✓ Negative Headlines
- ✓ Partners Struggling
- ✓ Reduction of Sites



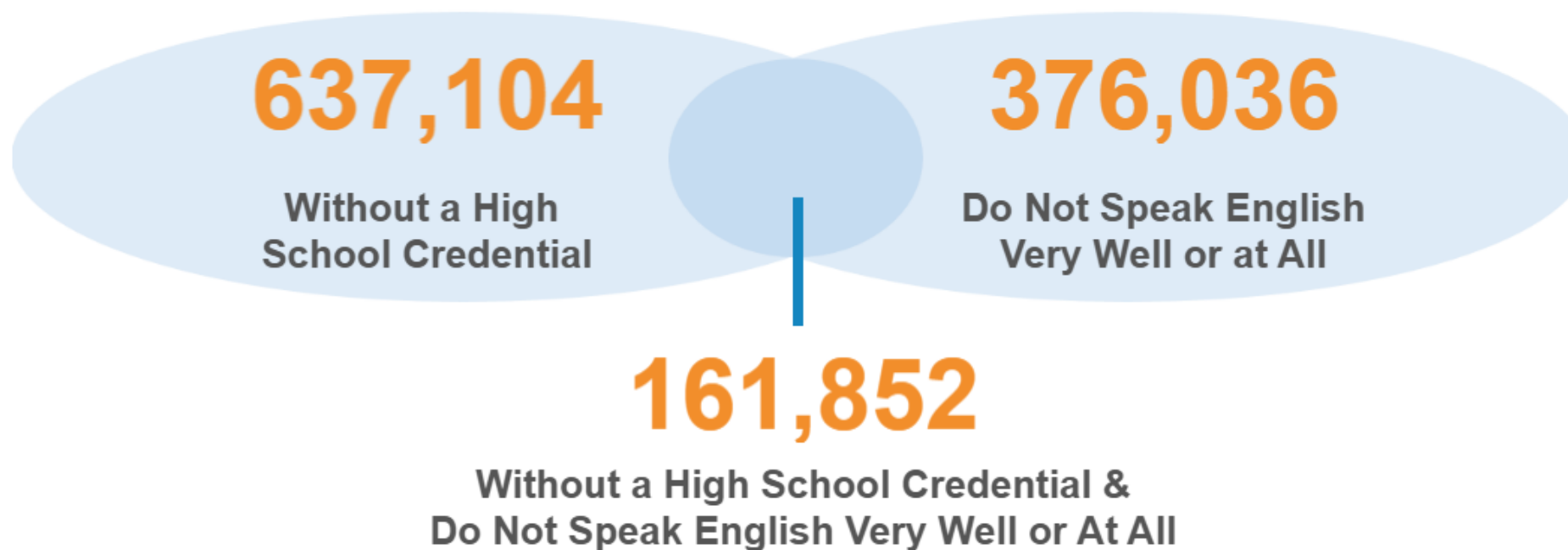
Drivers of Recent Changes

- ✓ Changes
 - ✓ Data Processing (POPs Auto-Separated in July)
- ✓ Students
 - ✓ Prioritizing Work
- ✓ Programs
 - ✓ Prioritizing Efficiency
- ✓ Program
 - ✓ Outcomes Over Quantity
- ✓ Better
 - ✓ High School Options
 - ✓ Retaining More Students

NASDAE North Carolina State Profile 2023-24

OUR ADULT EDUCATION POPULATION

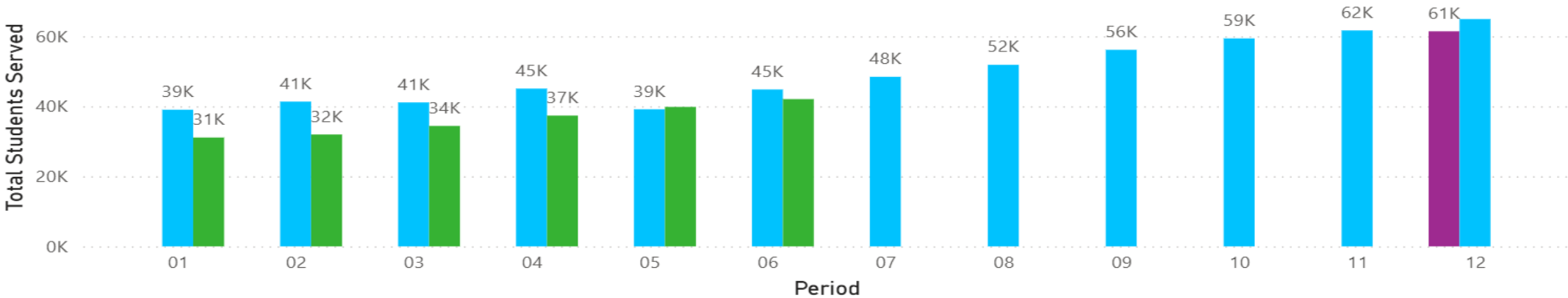
WORKING AGE POPULATION (18 TO 64)



Basic Skills Students Served by EFL, Program Year, and Period

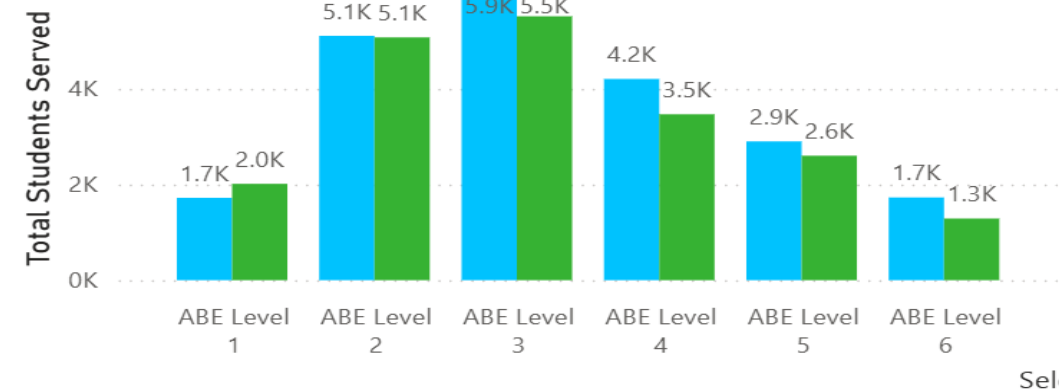
Total Students Served by Program Year and Period

Program Year 2024 2025 2026



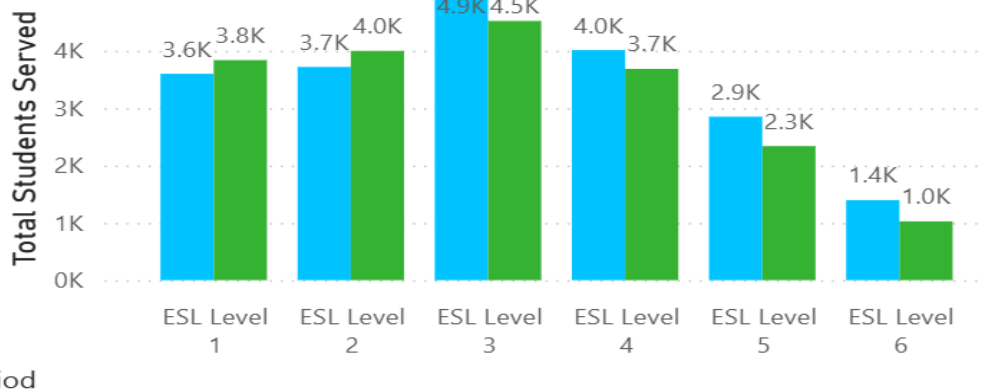
Total Students Served by Program Year and ABE

Program Year 2025 2026



Total Students Served by Program Year and ESL

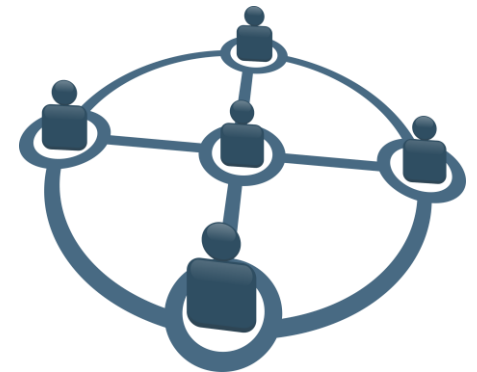
Program Year 2025 2026



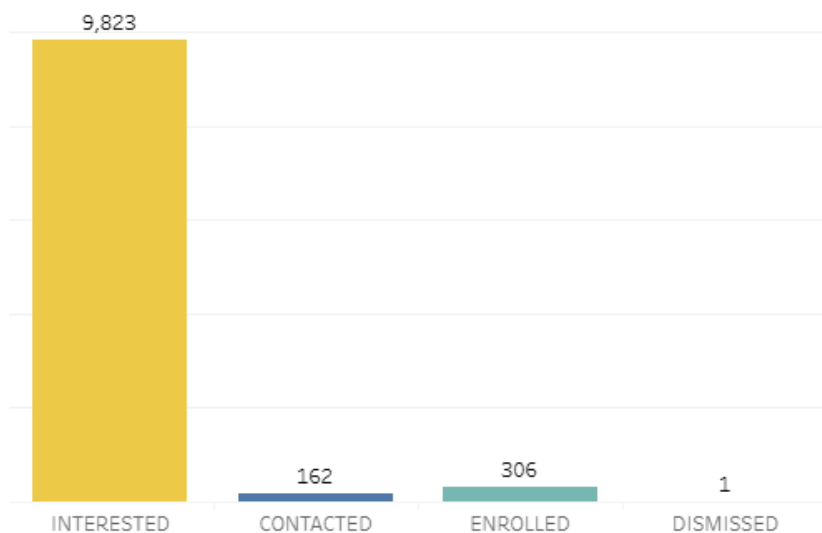
01	02	03	04	05	06	07	08	09	10	11	12
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GED Prep Connect

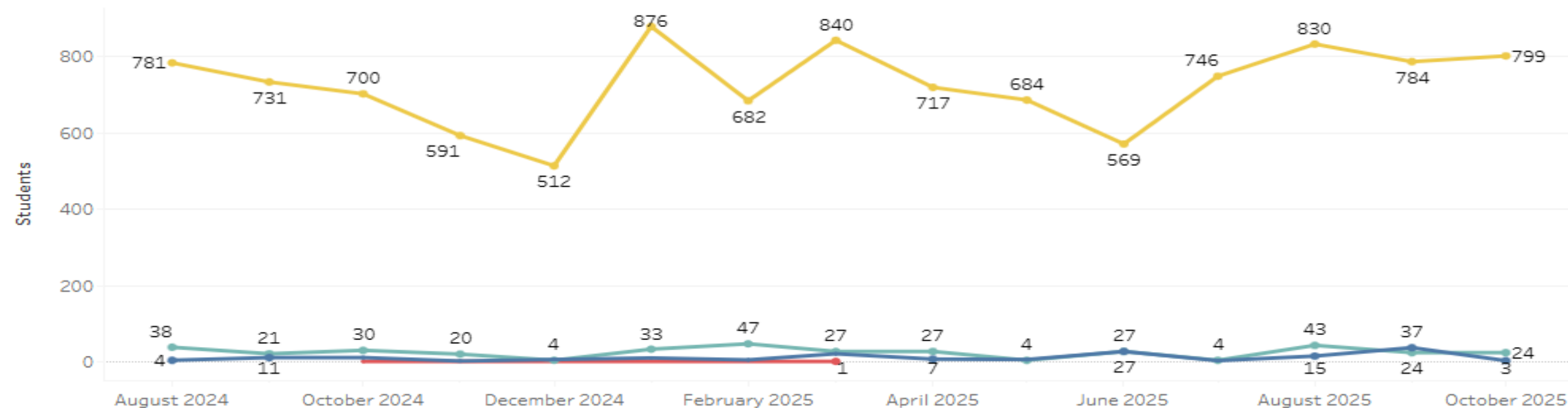
- Student recruitment and progress monitoring tool
- Informs providers ("Prep Centers") about GED candidates in their region who are seeking adult education services
- Interested students can be contacted by a provider for HSE services
- Nearly 10,000 candidates in NC since the beginning of last program year (July 2024-present) have indicated interest but have not been contacted or enrolled
- Available through GED Manager
 - Must have a Student-Authorized View role
- November 2022 webinar with more information (link [here](#))



Candidate Statuses Omits Credential Candidates



Enrollment Status Trends Over Time- Updated None



Federal Program Performance & Accountability Updates

Since Period 5_2026 🚀

- Reached **2,222 more students** across the state
- Achieved a **4.8% jump** in MSG performance — rising from 31.4% to 36.2%!
- Earned **1,447 additional MSGs** through post-testing success
- Celebrated another **86 MSGs** from HSE subtest completions
- Awarded **296 new HSE diplomas**
- Awarded **87 more Adult High School diplomas**
- Achieved another **199 MSGs** through IET programs

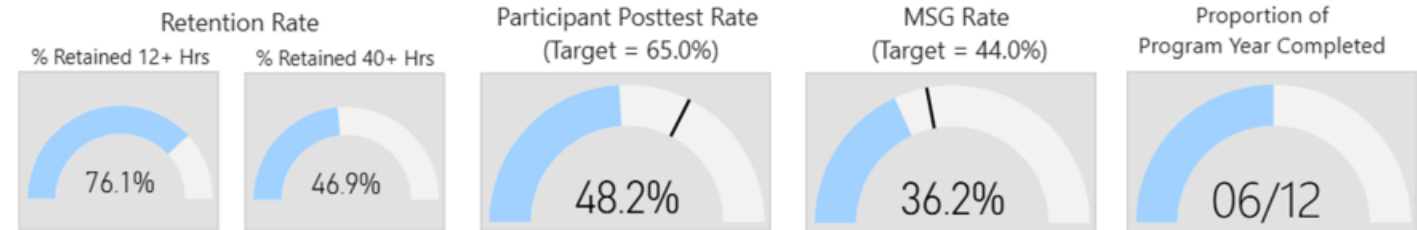
Basic Skills Overview

Period 6_2026

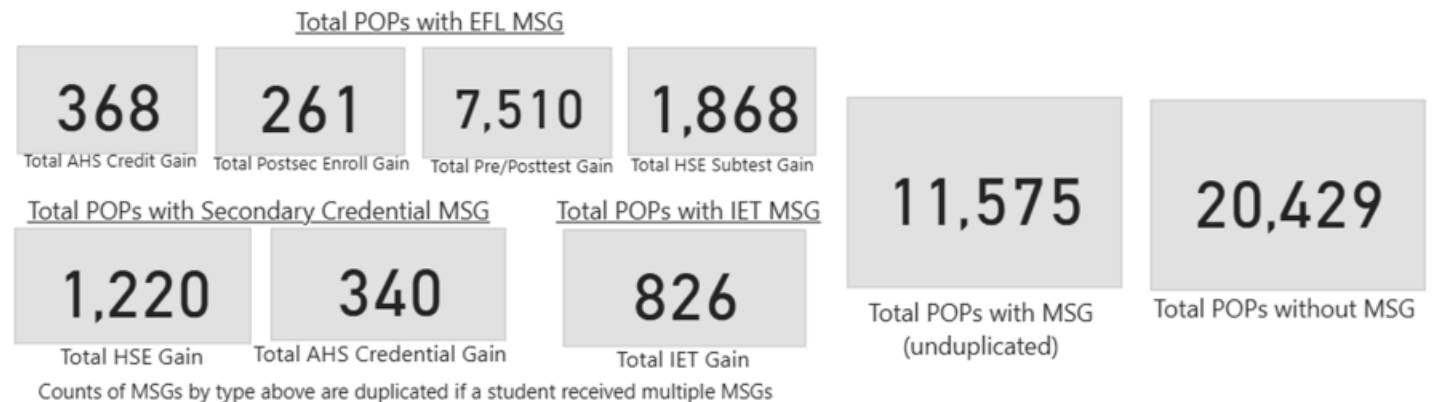
Students and Participation



Performance



Measurable Skill Gains (MSGs)



Top 5 Highest MSGs

Bladen CC	58.0%
Roanoke Chowan CC	56.8%
Edgecombe CC	54.9%
Brunswick CC	53.1%
Rowan-Cabarrus CC	52.5%

Top 5 Highest Student Enrollment

Central Piedmont CC	7,224
Wake TCC	3,325
Guilford TCC	2,554
Durham TCC	1,782
Fayetteville TCC	1,634

Top 5 Highest Retention Rate

Roanoke Chowan CC	100.0%
Orange County LC	100.0%
Rowan-Cabarrus CC	96.6%
Burke County LC	96.2%
Brunswick CC	90.9%

Top 5 Highest Post-Test Rate

Rowan-Cabarrus CC	84.2%
Bladen CC	75.0%
Johnston CC	70.0%
Martin CC	65.9%
Alamance CC	65.8%

Top 5 Highest AHS Graduates

Davidson-Davie CC	47
Cape Fear CC	32
Central Piedmont CC	29
Wake TCC	28
Forsyth TCC	25

Top 5 Highest MSG 3-5

Fayetteville TCC	416
Wake TCC	145
Reading Connections	55
Alamance CC	41
Pitt CC	32

Top 5 Highest Postsecondary Enrollments

Central Piedmont CC	38
Asheville-Buncombe TCC	36
Fayetteville TCC	29
Davidson-Davie CC	27
Wake TCC	18

PERIOD
6
2026

Office Hours for Data Questions Return!

Just One Quick Question... About CCR Data

- A biweekly virtual drop-in for CCR staff to ask questions about state and federal reporting data.
- Starting Thursday, January 22, 2026 @ 2:00 p.m.
- Reach out to Jessica Rieger @ riegejr@nccommunitycolleges.edu if you did not receive an MS Teams invitation and would like to attend.



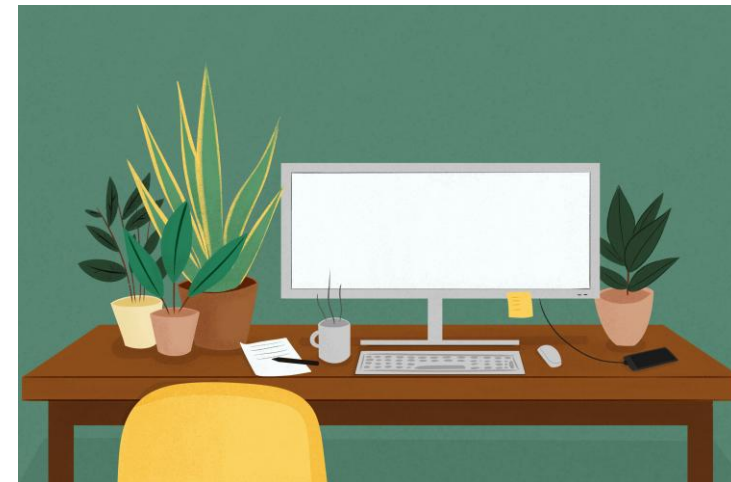
Monitoring and Compliance Updates

General Updates

- 2025-2026 Monitoring Cycle underway
- Pre-review meetings with selected providers are underway
- Onsite and virtual visits will take place over the next fourteen weeks
 - 6 virtual visits
 - 8 on-site visits
- The next annual risk assessment to identify monitoring for program year 2026-2027 will take place in Summer 2026. Providers will be notified in Fall 2026
- All providers will have at least one comprehensive monitoring visit during the multi-year grant cycle

Uniform Guidance Reminders

- In accordance with [2 CFR 200 Subpart F](#), any non-Federal entity that expends \$1,000,000 or more (any combination of Federal award funds, not just CCR) during a fiscal year must have a single or program-specific audit conducted for that year.



Continuation Grant for Program Year 2026-27

KEY DATES AND PROVIDER INSTRUCTIONS

MILESTONE	DATE	DESCRIPTION
Release Date	February 16, 2026	Start of process; providers receive link and guidance
Due Date	March 16, 2026	Deadline for completing Microsoft Office form
Provider Support	Ongoing	Detailed instructions and troubleshooting provided

What's Ahead: Meetings, Webinars & the Spring 2026 Professional Development Calendar





COLLEGE & CAREER READINESS

Spring 2026 Regional Professional Development Days



Mountain Region
March 13, 2026



Eastern Region
April 24, 2026

Spring 2026
Regional PD Days
Call for Proposals & Nominations



[Submit a Proposal or Nominate a Colleague](#)



COLLEGE & CAREER READINESS

Regional IET Playbook Workshops

Central – February 5 – Randolph CC

Eastern – March 4 – Alamance CC

Mountain – April 21 – Blue Ridge CC



Integrated Education & Training in Action: A Playbook Workshop Series

The IET Playbook Project is a statewide initiative supporting WIOA Title II providers in designing and scaling high-quality Integrated Education & Training (IET) programs.

IET accelerates credential attainment, strengthens career pathways, and prepares learners for in-demand jobs in healthcare, manufacturing, technology, and skilled trades.

Pitt CC– Nov. 21, 2025

Randolph CC – Feb. 5, 2026

Alamance CC– Mar. 4, 2026

Blue Ridge CC– Apr. 21, 2026

Who Should Attend

Title II Program Directors
IET Coordinators & Instructors
Career Pathways Advisors &
Education Navigators
College Leadership
and Employer Partners

What to Expect

- Hands-on workshops modeled on the IET Playbook
- Guided campus tours of active IET spaces
- Presentations from local IET teams and NCCCS staff
- Strategies for recruitment, advising, MSG tracking, and scaling



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Contextualized Instruction for Career Pathways Workshops

March 19 & 20 – AB Tech CC



BEAUFORT

COUNTY COMMUNITY COLLEGE

March 23 & 24 – Beaufort County CC



COLLEGE & CAREER
READINESS

2026 International TESOL & National COABE Conferences

TESOL26
International Convention & Expo

SALT LAKE CITY, UTAH, USA
TUESDAY – FRIDAY | 24–27 MARCH



INDIANAPOLIS, IN
COABE2026
NATIONAL CONFERENCE
APRIL 12-15



[TESOL &](#)
[COABE](#)
[Attendee](#)
[Survey](#)

Upcoming Spring 2026 Webinar Schedule

- **01/22/26:** Best of COABE 2025 Session Three – Where’s the Reading Fluency?
- **02/12/26:** NDO Session One - Title II Director Responsibilities
- **02/19/26:** Best of COABE 2025 Session Four – Running a Testing Center
- **02/26/26:** Innovative Approaches to HSET/GED Boot Camps Across NC
- **03/12/26:** NDO Session Two - Answers for Title II Directors
- **03/25/26:** Virtual CCR Statewide Meeting
- **04/23/26:** NDO Session Three - Performance & Monitoring
- **04/30/26:** NC State Refugee Office Grant Training Webinar
- **05/15/26:** NDO Session Four - CCR Programs & Initiatives
- **06/10/26:** Virtual CCR Statewide Meeting



Spring 2026 Credentialing Course Schedule



- [Fundamentals of Teaching ESL Part I Credential](#)
Jan 26 – Apr 5, 2026
- [Fundamentals of Teaching Adult Learners Part II Credential](#)
Feb 9 – Apr 19, 2026

[AI Boot Camp for Adult Ed Professionals: Feb 23 – Mar 29, 2026](#)

[Visit Instructor Credentialing page on NCTitle2.org to Register](#)



COLLEGE & CAREER READINESS

Professional Development Archives

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Professional Development Archives

Welcome to the Professional Development Archives.

Recordings of all publicly available webinars produced by the NC Title II State Office are located here. The corresponding PowerPoint presentations and any other documents shared during the webinar are also included with each event.

The events can be sorted by topic using the tag feature below.

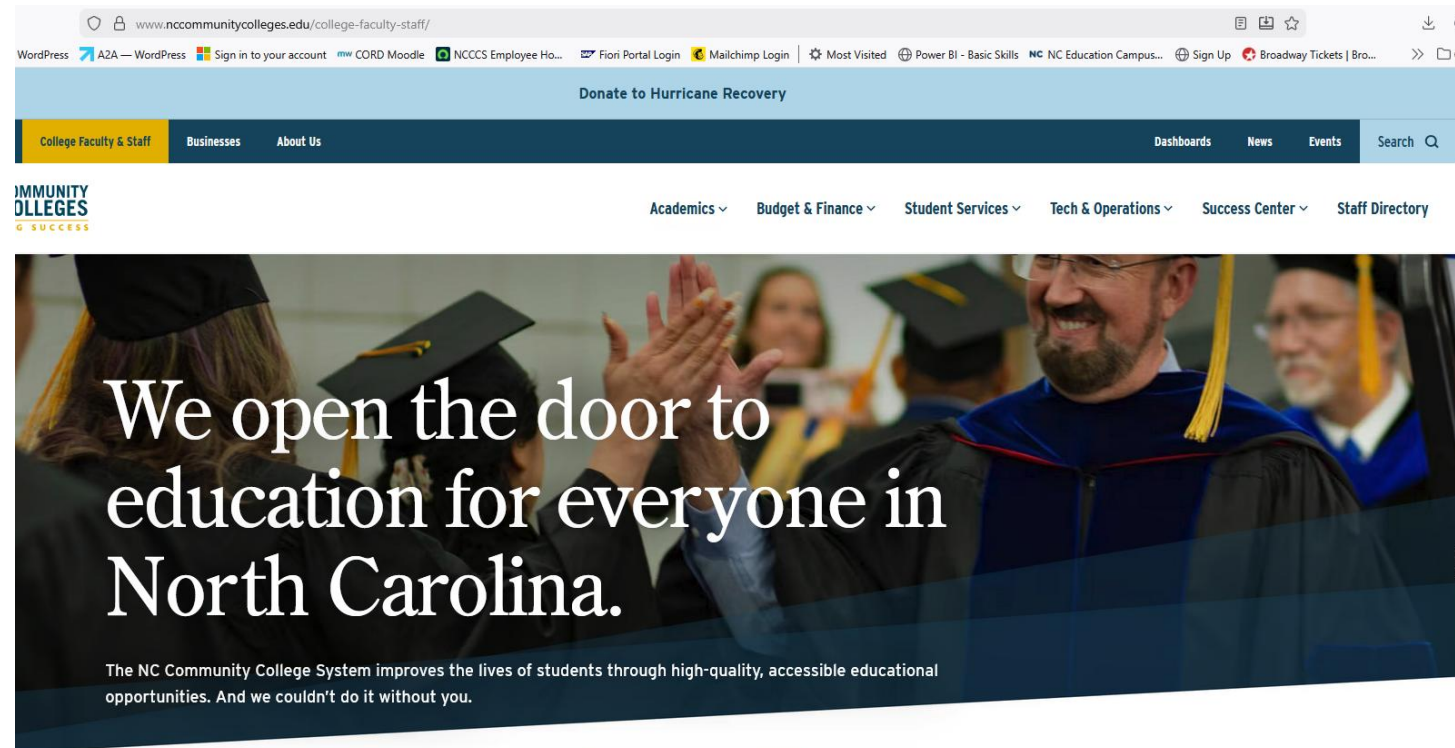
Tag

November 19, 2025

2:00 pm [CCR Quarterly State-Wide Virtual November 2025 Meeting](#)

November 6, 2025

2:00 pm [The Best of COABE 2025 Webinar Series Session Two – Growing an Effective and Compassionate Work Space](#)



VIEW UPCOMING EVENTS

SEARCH FOR PROFESSIONAL DEVELOPMENT

<https://professionaldevelopment.nccommunitycolleges.edu/upcoming-events-only/>

NC Employment & Training Association (NCETA) Spring Conference



[Registration link: NCETA 2026
Spring Conference](#)

May 6-8th, 2026
Wilmington, NC

**Collaborate with key workforce
partners at NCETA Conference!**



North Carolina Community College System



- BSP-4012 Is now available for download from VLC as Moodle or Blackboard file
- Course plan in CCR Membership Hour Course Plan Moodle on-demand course
- 32 hours
- Membership or contact hour
- Discuss CPL options with your college





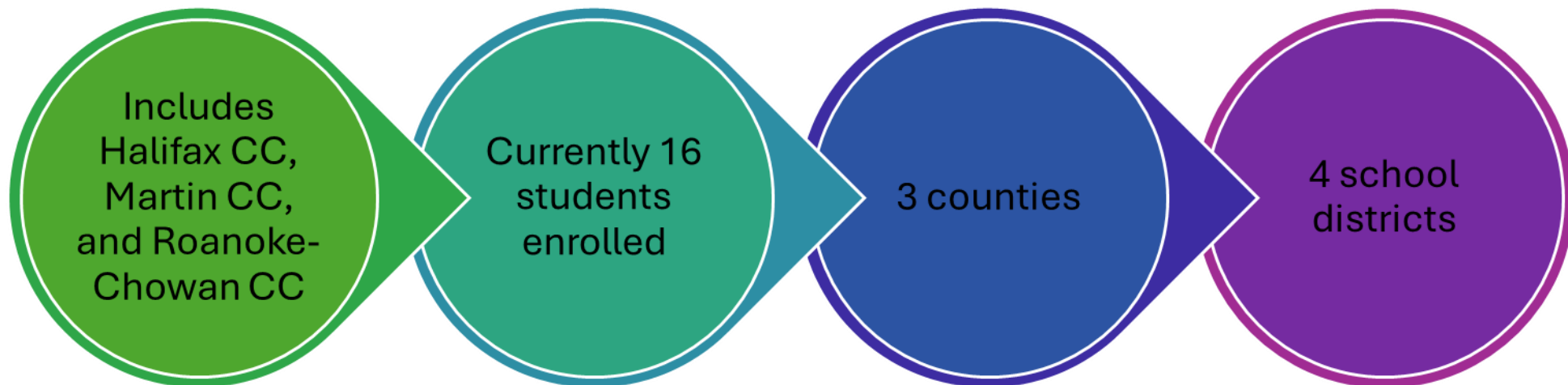
Adult High School (AHS) Regional Consortium

North Carolina Community College System

Federal Programs Section

Fiscal Year
2025-26

AHS Regional Consortium



Developmental Education/Transition to Success



Manual update



Monthly Coffee
Hour (3rd Thursday)



Continued
Collaboration with
Curriculum



Bi-weekly Coffee
Talk (Curriculum)



Lesson Plans
available in Open
NCCC



Authorization of
creation of courses
for AHS use

ApprenticeshipNC – follow up

Title II providers and ApprenticeshipNC have been connecting to meet the needs of employers.

- Sandhills CC and Lee Electrical
- Robeson CC and NDM Solar

ApprenticeshipNC is hosting a series of [Employer Information & Networking Events](#) across the state. Don't miss your chance to join!

- Forsyth & Stokes – Jan 21
- Rowan & Cabarrus – Jan 23
- Montgomery – Jan 28
- Davidson & Davie – Feb 12



North Carolina Community College System





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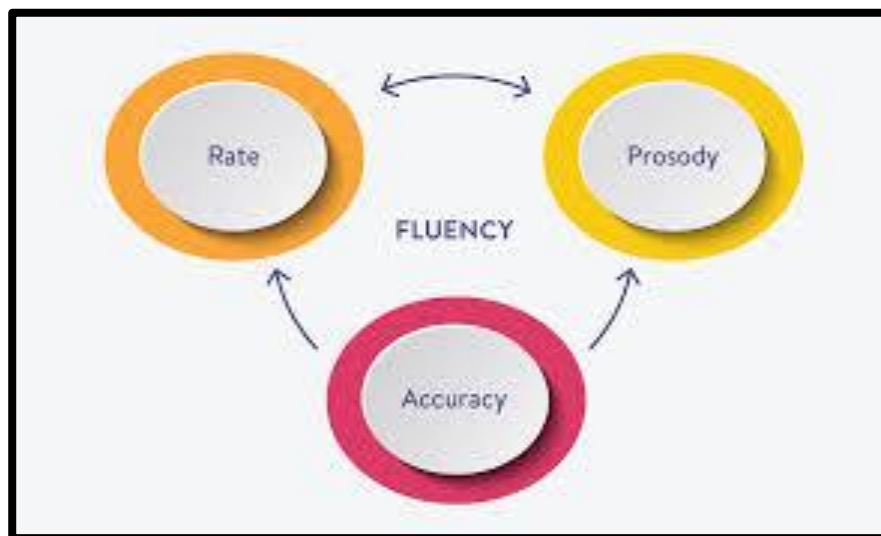
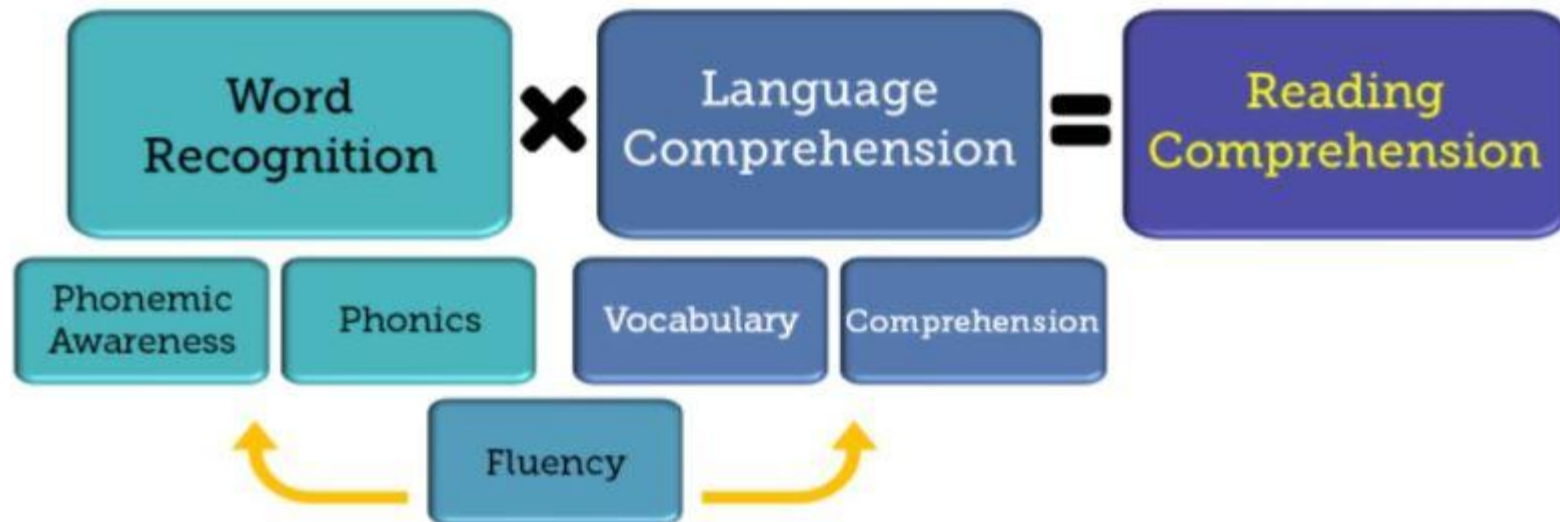


Where's the Fluency? Addressing a Missing Piece in Adult Literacy Instruction

Amy Van Oostrum-Engler
PhD Student, Applied Social Psychology
Fall 2025



THE SIMPLE VIEW OF READING

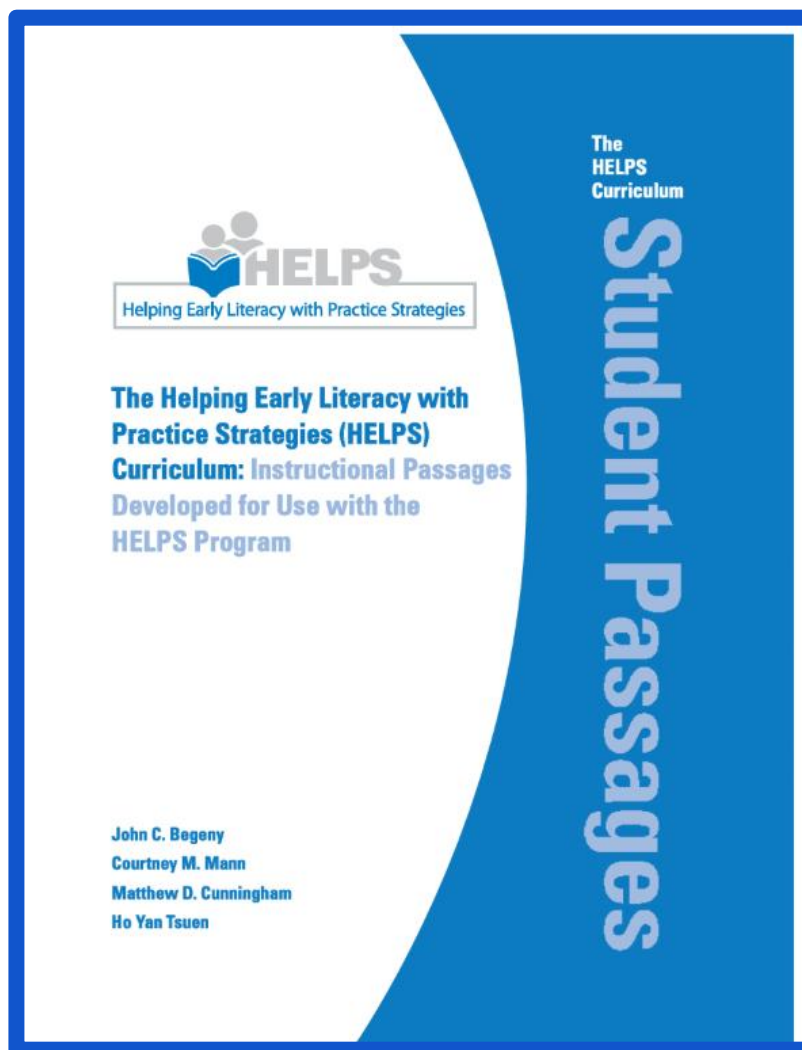


A Study of the HELPS Reading Fluency Intervention with Adult Students

The aim of this study is to advance knowledge regarding effective, evidence-based text fluency interventions for low-literacy adults by pairing trained undergraduate tutors with adult literacy learners for online tutoring using the HELPS Program.

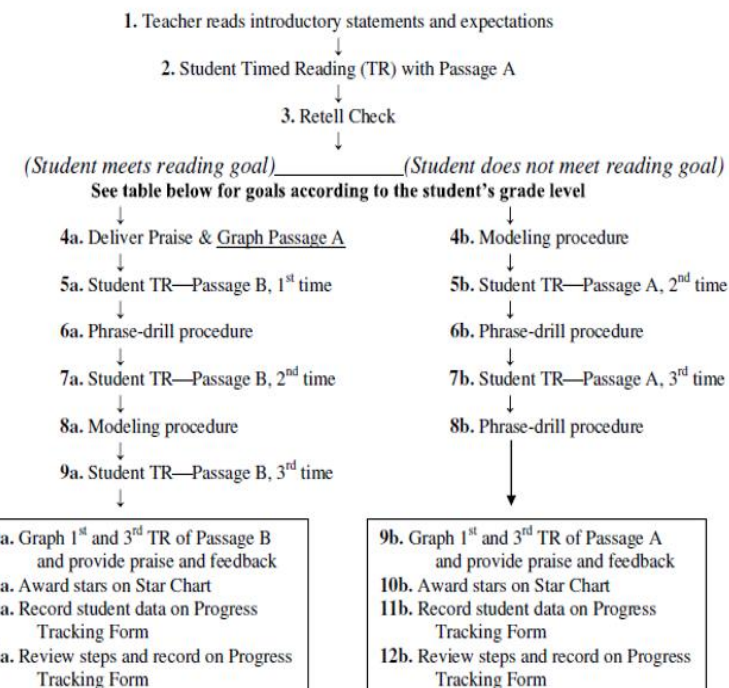


- 1. What is the impact of HELPS with adult learners?**
- 1. How is the HELPS program perceived by the adult learner?**
- 1. How is the tutoring relationship perceived by the college student working with the adult learner?, and**
- 1. What are the specific needs for vocabulary support during the intervention?**



The Intervention

HELPS One-on-One Program Implementation Flow Chart



The Participants

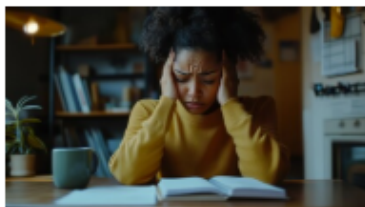
To participate, an adult learner must be ...

- ✓ Enrolled in an Adult Basic Education program,
- ✓ Speak English well enough to be tutored in English,
- ✓ Have internet and computer access,
- ✓ Be willing to allow their ABE program to share standardized test scores with NCSU,
- ✓ Take additional short tests, and
- ✓ Be willing to participate in **three 30-minute tutoring sessions weekly** for 20-50 sessions (at least 8 weeks)!



Adult learners will also be paid up to \$200 for participation.

An Evaluation of the Helping Early Learners with Practice Strategies (HELPS) Program with Adult Learners



Is reading difficult for you?

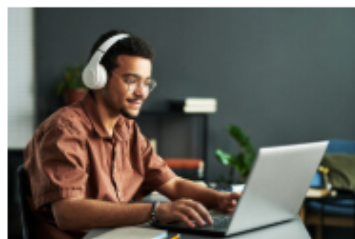
Do you have to read sentences more than once to understand them?

Do you feel like you read word-by-word instead of whole sentences?

Do you lose your place a lot when you read?

When you read aloud, do you feel like you sound like a robot?

If you answered yes to any or all of these questions, there is a research study that might be interesting to you. NCSU is studying a reading fluency intervention that is already well researched with children, works with adults, but has not yet been researched with adults. Participants will receive three 20-30 minute online tutoring sessions each week with a tutor from the college, at no cost. Participants will also earn up to \$200 (\$5 per session).



To participate, you must be

- Enrolled in levels 1, 2, 3, or 4 of an Adult Basic Education program,
- Speak English well enough to be tutored in English,
- Have internet and computer access,
- Willing to allow your ABE program to share your test scores with NCSU,
- Take some additional short tests, and
- Willing to participate in tutoring sessions for 20-50 sessions (at least 8 weeks)!

Are you interested? Do you think this might be helpful to you?

If so, please contact [Amy Van Oostrum-Engler](#) to set up a private Zoom meeting to learn more about the study and get started.

[Amy Van Oostrum-Engler](#)

avanoos@ncsu.edu

Cell number to text or talk text - 919-632-0361

Please be sure to share your name and school when you reach out.



Amy Van Oostrum-Engler

avanoos@ncsu.edu

919-632-0361

Please join us tomorrow for (1/22) [Best of COABE Session #3](#)
or check out the [archive recording](#).

References:

Dehaene, S. (2010). *Reading in the brain: The new science of how we read*. Penguin.

Greenberg, D., Ehri, L. C., & Perin, D. (1997). Are word-reading processes the same or different in adult literacy students and third–fifth graders matched for reading level?. *Journal of Educational Psychology*, 89(2), 262.

Greenberg, D., Wise, J. C., Morris, R., Fredrick, L. D., Rodrigo, V., Nanda, A. O., & Pae, H. K. (2011). A Randomized Control Study of Instructional Approaches for Struggling Adult Readers. *Journal of Research on Educational Effectiveness*, 4(2), 101–117.
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Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>.

Nathan, R. G., & Stanovich, K. E. (1991). The causes and consequences of differences in reading fluency. *Theory into Practice*, 30(3), 176-184.
<https://doi.org/10.1080/00405849109543498>

Perfetti, C., & Hart, L. (2002). The lexical quality hypothesis. In L. Vehoeven, C. Elbro, & P. Reitsma (Eds.), *Precursors of functional literacy* (pp. 189–213). Amsterdam: John Benjamin.

Winn, B. D., Skinner, C. H., Oliver, R., Hale, A. D., & Ziegler, M. (2006). The effects of listening while reading and repeated reading on the reading fluency of adult learners. *Journal of Adolescent & Adult Literacy*, 50, 196–205.