



**COLLEGE & CAREER
READINESS**

**Creating Community Within
the Classroom & Beyond
2023 COABE Atlanta: Session Three**

Presented by: Gina Coffey & Laurie Weston

January 9th, 2024

**AI Bots are
prohibited in all
NCCC SO virtual
meetings.**





COLLEGE & CAREER READINESS

Register for our upcoming instructor credentialing courses

CORE Jan 22 – March 29, 2024

ASE Language Arts Feb 5 – April 12, 2024

CORE March 25 – May 31, 2024



Events

Click on Past Events for information, to download associated files and resources, and to view available videos.

Search for events [Find Events](#) [Hide Filters](#) [Month](#)

Event Category [Tags](#)

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[This Month](#) December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28 2:00 pm - 3:00 pm Total Transcript Rollout with Dipoma/Sonder	29	30 2:00 pm - 3:00 pm Pathway Partners - Connecting Career Pathways across Programs	1	2
3	4	5 2:00 pm - 3:00 pm UPDATE: Arlene Session Two - Fostering Positive Self-Efficacy in Adult Learners	6	7 2:00 pm - 3:00 pm Q&A and CASAS Update Training for 2023-24	8	9
10	11	12	13	14 10:00 am - 12:00 pm New Directors Orientation Session Two - Answers & Help for Title II Directors	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

[Subscribe to calendar](#)



**COLLEGE & CAREER
READINESS**

Gina Coffey



MAYLAND
COMMUNITY COLLEGE

Professional Development Pre-College Programs of Mayland Community College



Fearless for the Three C's



What are the three 3 C's?

Careers, Credentials, and level Completions
(part of MSG's)

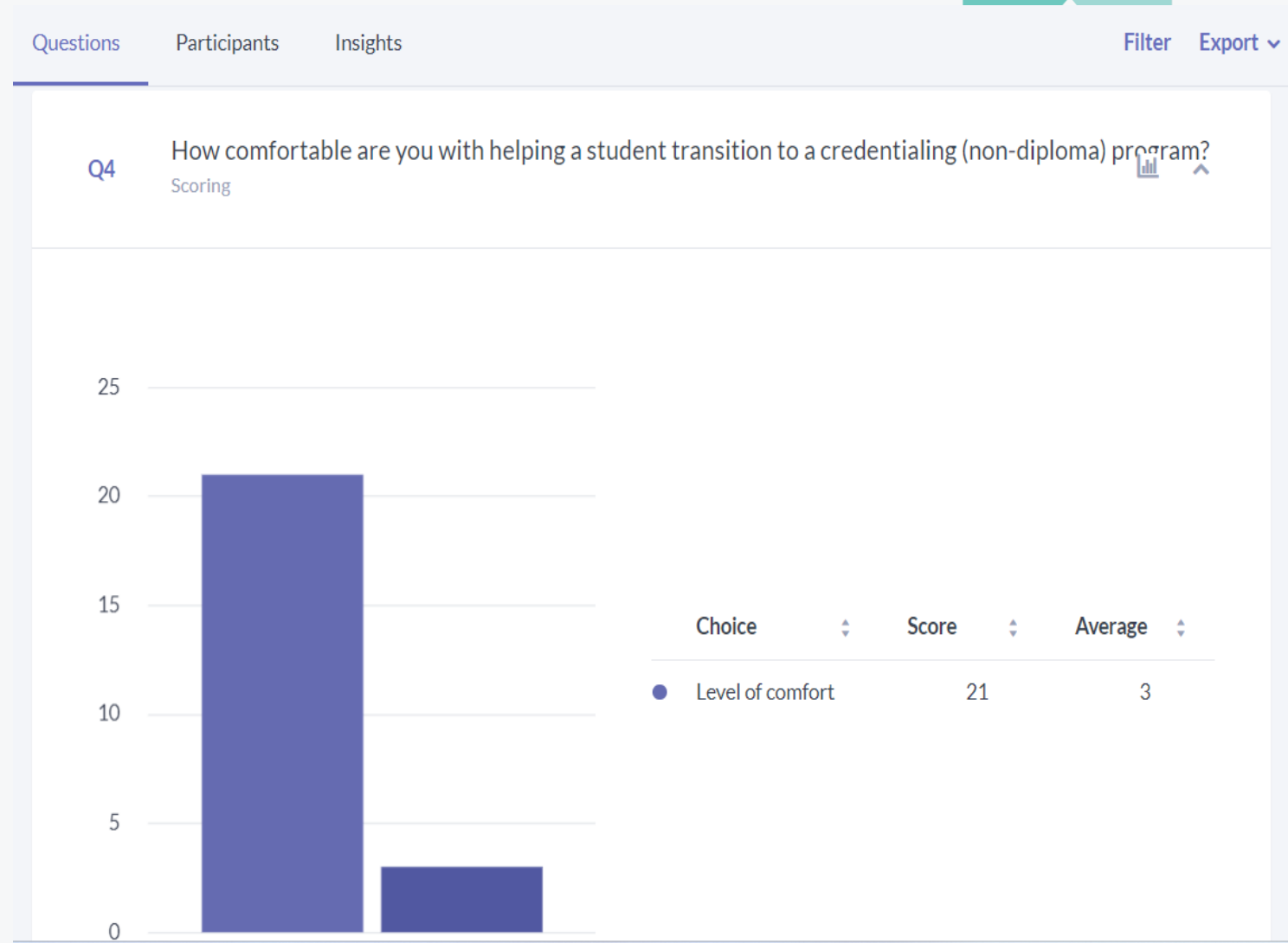




Why was the topic of this professional development on **MSG's** (Career, Credentials, and Completion)?

Because our teachers had/have a voice, and this is what their surveys revealed on a scale of 1 (lowest) to 5 (highest)

Out of 1 (lowest) and 5 (highest), our lowest average scores: 3 in **non-diploma preparation**





What else influenced this PD?

**Information from student surveys and
COABE conference**

(COABE conference - students want to know why they're learning something.)

3rd question from student survey:

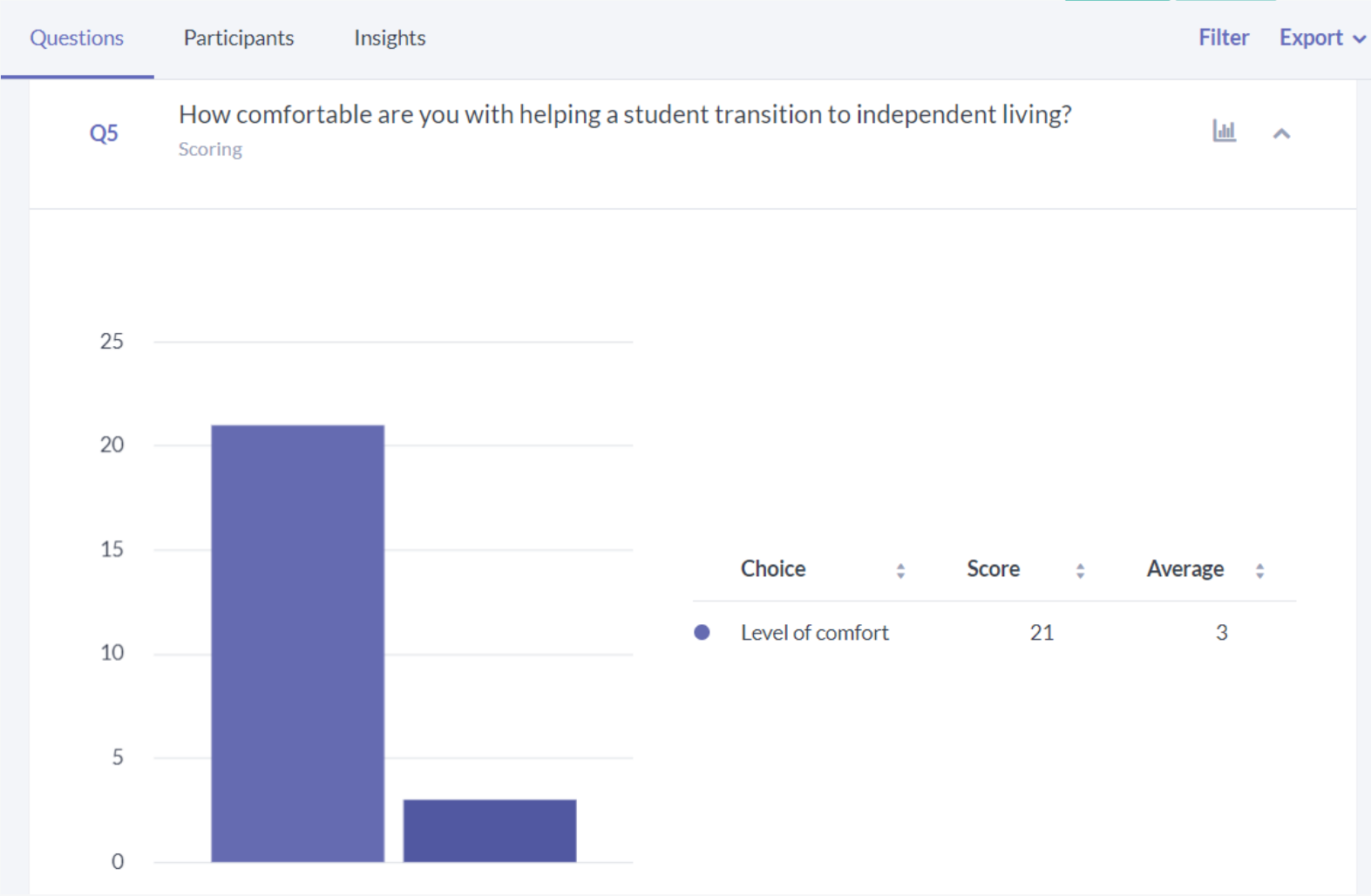
3. Do you feel that you know the right people to contact about transitioning to your next step in life?

Yes

No

- Yes - 75%
- No - 25%

Our lowest average scores:
3 in **independent living preparation**



How can we help our students transition from our program to independent living?

- Helping your students identify , develop, and utilize their soft-skills

Will be renamed because these skills CAN be measured

<https://worlded.org/> - resources for transferrable skills in life skills, college, and jobs

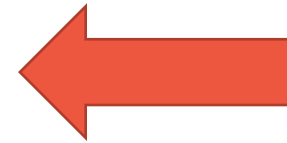
Parenting skill lessons/activities encourage learners

57% of learners can't identify their transfer skills with a high degree of confidence

Most failures are attributed to soft-skills

Only **11% of new-hire failures** lose their job due to technological incompetence

WorldEd has printable materials



From the
COABE
CONFERENCE

COABE CONFERENCE

Helping Students Stay

We react to dropping out instead of planning prior

Lose most students within first few weeks

Students who don't see small or big goals achieved are likely to leave.

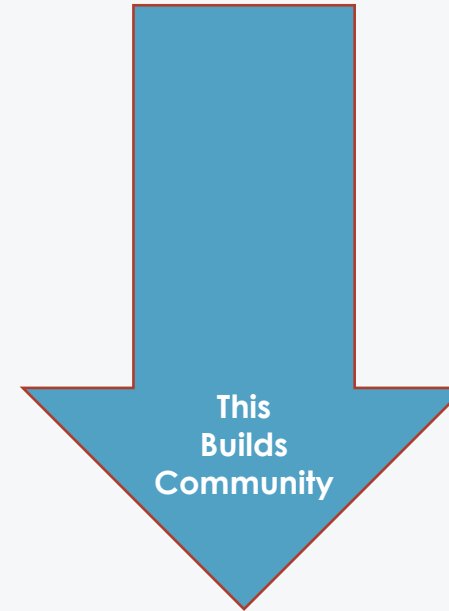
Students are more motivated when classwork is

Relevant to goal and what seems personally useful.

Connect with students digitally.

ALONG k-12 app - good get-to-know questions

Have students write goals



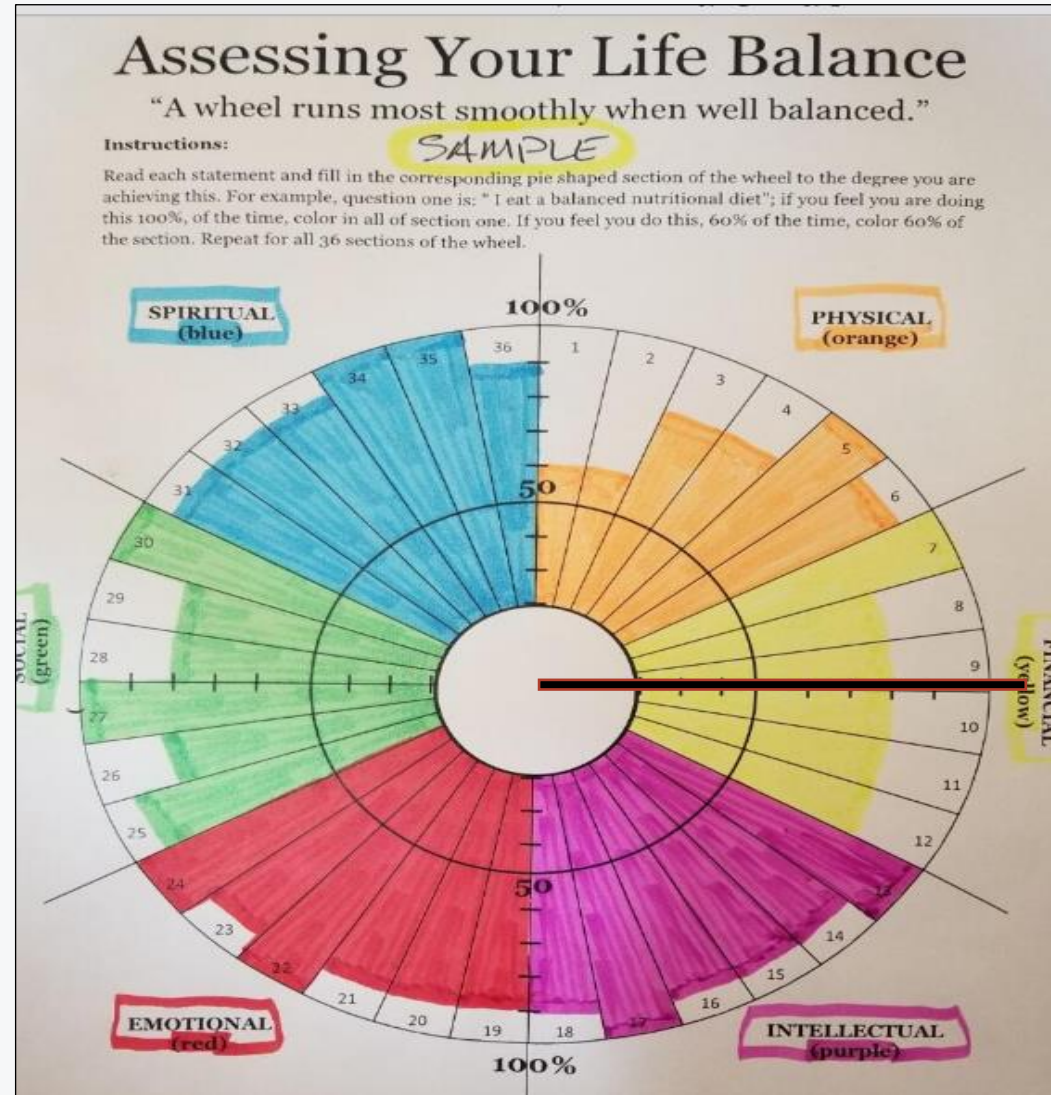
Suggest having former students speak to current students re transitioning

If passed 2 HSE tests, student will be referred to college counselor

These were our teachers' favorite ideas.

Exploring effective strategies around post-secondary transition for adult learners

Incorporating tips from the COABE Conference - career transitioning



COABE Presentation: RUHA - Are You Healthy Always?!

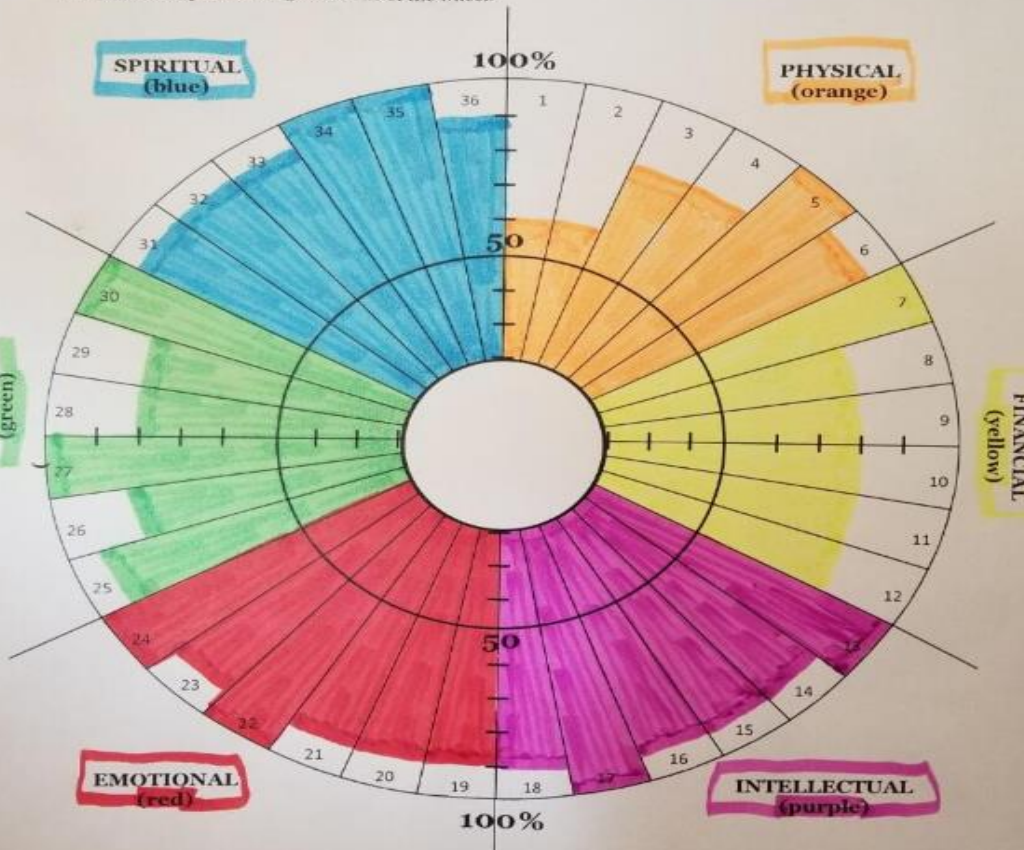
Assessing Your Life Balance

"A wheel runs most smoothly when well balanced."

Instructions:

Read each statement and fill in the corresponding pie shaped section of the wheel to the degree you are achieving this. For example, question one is: "I eat a balanced nutritional diet"; if you feel you are doing this 100%, of the time, color in all of section one. If you feel you do this, 60% of the time, color 60% of the section. Repeat for all 36 sections of the wheel.

SAMPLE



Great for
correctional
classes

Sections & Statements

SAMPLE

- **Physical: Orange**
 1. I eat a balanced, nutritional diet. 60%
 2. I exercise at least three times a week. 60
 3. I take responsibility for my physical health. 80
 4. I am generally free from illness. 80
 5. I have annual check-ups and specific medical checks as prescribed. 100
 6. If at all, I use tobacco, alcohol, or prescribed drugs responsibly and moderately. 90
- **Financial: Yellow**
 7. I live within my means and take responsibility for my financial decisions. 100%
 8. My spending and saving habits reflect my values and beliefs. 80
 9. I actively plan for periods in my life when I may not have income. 80
 10. I pay bills on time and positively manage credit. 80
 11. I balance present-day spending with saving for the future. 80
 12. I have similar financial beliefs and practices as those with whom I am close. 80
- **Intellectual: Purple**
 13. I enjoy learning new skills and information. 100%
 14. I have positive thoughts (low degree of negativity & cynicism). 90
 15. I am generally satisfied with my vocation/major. 90
 16. I commit time and energy to professional growth and self-development. 90
 17. My work is stimulating, rewarding, and reflects my values. 100
 18. I pursue mentally stimulating interests and hobbies. 90
- **Emotional: Red**
 19. I have a sense of control in my life and am able to adapt to change. 90%
 20. I perceive "problems" as opportunities for growth. 90
 21. I am able to comfort or console myself when I am troubled. 90
 22. I have a sense of fun and can laugh at myself. 100
 23. Others would describe me as emotionally stable. 90
 24. I believe I am responsible for my feelings and how I express them. 100
- **Social: Green**
 25. I have at least three people with whom I have a close, trusting relationship. 90%
 26. I am able to resolve conflicts in all areas of my life. 80
 27. I have satisfying social interactions with others. 100
 28. I am aware and able to set and respect my own and others' boundaries. 80
 29. I am aware of the feelings of others and can respond appropriately. 80
 30. I have a sense of belonging to a group or within organizations. 100
- **Spiritual: Blue**
 31. I have a sense of meaning and purpose in my life. 90%
 32. I have a general sense of serenity. 90
 33. I am happy with the beliefs I hold. 90
 34. I practice prayer, meditation, or engage in some type of reflective growth. 100
 35. Principles/ethics/morals provide guides for my life. 100
 36. I trust others and am able to forgive others and myself. 90

Questions?

The Professional Development Facilitator Network





**COLLEGE & CAREER
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Laurie Weston



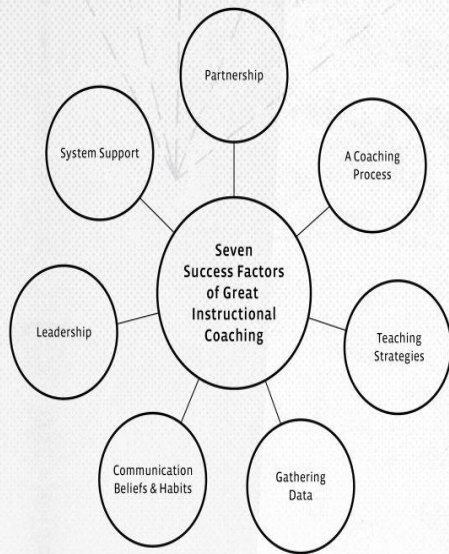
AT HOME IN CLASS



Strategies for creating
community in Adult Basic
Education

Laurie Weston
Beaufort County Community College
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Teaching Theories that Promote Community



for more resources, visit: RADICALLEARNERS.COM

Transformative Learning

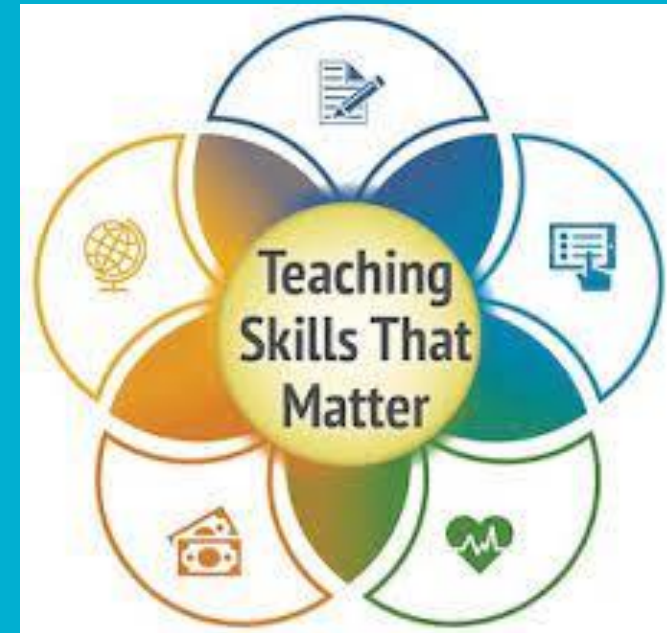
“The adult teacher must recognize both the learner’s objectives and goal. The educator’s responsibility is to help learners reach their objectives in such a way that they will function as more autonomous, socially responsible thinkers.”

- Jack Mezirow



Transformative Learning

10/20/15



***HOW TO ACHIEVE BETTER STUDENT RETENTION IN ADULT EDUCATION:
Secrets to becoming an indispensable adult-ed teacher that provides a learning experience that’s hard to walk away from (and keeps administrators happy!)***
By Teddy Edouard

RECOGNITION, CONNECTION, COMMUNITY

- NAEHS—National Adult Education Honor Society
- PERFECT ATTENDANCE, INCENTIVES, REWARDS
- TRANSITIONS CLUB
- FACEBOOK, SOCIAL MEDIA
- CELEBRATE STUDENT SUCCESS
- STUDENT TESTAMONIAL
- SUCCESS STORIES; peer to peer sharing
- NEWSLETTERS

Teach with Growth Mindset focus!





Constitution of Transitions Club

Date Created: 2/24/2017

Date Modified: X Date

PREAMBLE

We, the members of this organization, do ordain this constitution of The Transitions Club, of Pitt Community College, Greenville, North Carolina, as the Constitution for the members of the Transitions Club. In accordance with the rules and regulations of Pitt Community College, the Laws of the State of North Carolina, and the Laws of the United States of America.



**Educating & Empowering
People for Success**



TRANSITIONS TOPICS

Special ELA Edition!!

Transitional Studies Teachers participate in Professional Development!

Teachers had a great time working together to learn about collaborative problem solving as they built balloon towers on Friday, Nov. 4 and Monday, Nov. 7. In addition to collaboration, they also learned about new Workforce Innovation and Opportunity Act guidelines and reporting procedures. Project-based and contextualized instruction were also highlighted.

Teachers in the Transitional Studies department continue to learn new and innovative ways to improve instruction and increase success for their students.



ENGLISH LANGUAGE ACQUISITION AT PCC

English Language Acquisition (ELA) is a program designed to help adults whose native language is not English. The program focuses on helping students develop their English language skills required for living and working in the United States. Over the years, PCC's ELA Program has served students from over 75 different countries. To enroll in an ELA class, potential students should attend an ELA orientation. Orientations are held in the Leslie Building (2000 Ed-die Smith Street). 252 493-7213 for info.

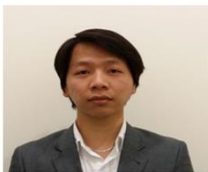
Hi-SET: Another High School Completion Option

Students wishing to have an option other than taking the GED® tests in order to complete their high school equivalency credential are beginning to discover HiSET, High School Equivalency Test. A battery of five tests and costing only \$50, students may opt for either computer-based or paper-based testing. The earned credential is the same whether they choose to take the GED® tests, HiSET tests, or the TASC (Test of Adult Secondary Completion). Contact Chief Examiner, Mary Hopkins, 493-7628 for more info.

HUNG NGUYEN: AN ELA

Hung immigrated from Vietnam to California in 2007. In 2008 he moved to

with a 2-year Associate Degree from PCC and transferred to East Carolina University where he graduated in May 2016, with a degree in Business Administration. In October, Hung began a full-time job in IT at Vidant Health in Greenville.



Greenville, where he enrolled in PCC's ESL program. After completing ESL, Hung enrolled in curriculum classes at PCC. He graduated



Students in Mrs. Tyner's afternoon class decided to get in on the Balloon Tower act and built their own versions of the structures.

Inside this issue:

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ELA Students Cont.	4

Special points of interest:

- Nov. 28, 11 am-7pm Join us in the Goess Center for the 3rd Annual Project Fair. Vote for your favorite project!
- Dec. 6 and 8, 2017 Spring Orientation
- Dec. 8, Drawing for Attendance Contest, who will win?

Congratulations, Melvin!

Mrs. Sissy Grubbs congratulates Melvin Edwards, one of many students who have completed their High School Equivalency Diploma this year. Recipient of one of TS first Innovation Scholarships for concurrent enrollment.



Melvin has also completed 6 credit hours of college courses. He will continue his education at Pitt Community College in the Industrial Systems Tech program!

NEWSLETTERS

WRITTEN AND PUBLISHED BY STUDENTS!

This is also an example of project based instruction

PERFECT ATTENDANCE

Many of our students have discovered a great way to improve their achievement and reach their goals: they attend class regularly!

Students from both campus and community classes have found that when they go to class, they learn more, are more successful in reaching their goals and improve academics and assessment scores. Some of them even win drawings for their efforts. Some of our students who have won a Chick Fil-A gift card recently include Johnnie Ward, Donald Main, Anastacia Martin-Garcia, Truoc Dao, Karla Castro-Inzunza, Eric Little, Jessie May, Felicia Davis, Dolphy Hill, Jr., Esmeralda Peaden, Joshua Blount, Deshawn Davis, and David Hopkins. Many other students have had the pleasure of winning gift cards and other awards, but by far the most

important outcome is their success! Many thanks to the Pitt CC Foundation for providing these incentives.

Regular attendance to classes results in dramatic increases in student outcomes!



One awesome outcome of regular class attendance—Graduation!



STUDENTS EXPERIENCE SUCCESS

Adult High School student Melissa Gray takes the cake! Currently working as a cake decorator at Confection Connection, Melissa attends the adult high school program regularly and, since May, has completed over half of her required courses. Her intent is to graduate before her son, who attends DH Conley High School.

Melissa plans to continue to attend PCC when she completes her Adult High School diploma and then transfer to

ECU to pursue a career in health inspection and food safety.

Jean Paul Ottley recently earned his CRC credential while attending Ms. Tameka Jennette's class! Let us help you prepare for your CRC! Contact 493-7396 for more info.

Students throughout the Transitional Studies Department participated in Career Days, Constitution Day, ECU's Ropes Team Building Course, tours of departments across campus including Construction, Welding, Biotechnology, and Health Occupations, just to name a few. In addition, they have enjoyed visits to a variety of sites across Pitt County and the state!



Mr. Rowe's, Ms. Marsh's and Ms. Roberson's students practice their teamwork at ECU's Ropes Course.

CRC, career pathways, occupational training, academic improvement, Adult High School or GED® diploma, English proficiency, college enrollment and more are all within your reach!



Ms. Rosie Lamrhari's class visits a recycling center in Pitt County.



TS students visit the state capital.

Project-Based Instruction

- Integrated content and context
- Active involvement
- Friendly competition
- Recognition
- Problem solving
- Visual
- Retention--of both material and students
- Collaboration
- Student support
- Team work
- On the job skills
- Interaction
- Communication
- Decision Making
- Hands-on



Classroom Structures

- ❖ Bumper Sticker
- ❖ Gallery Walk
- ❖ Projects
- ❖ Project Fairs



- ❖ Punctuated Lecture
- ❖ Value Line
- ❖ Jigsaw
- ❖ Snap Shot Bio



My Family, by
Candace *****

Individual Projects

Why The Hike

THE UPS AND DOWNS AT THE GAS PUMP!

GAS SAVING TIP AT THE PUMP!

Use Credit Cards, no long lines.

2003

Exxon	\$1.10
Shell	\$1.10
Texaco	\$1.10

2005

Exxon	\$1.10
Shell	\$1.10
Texaco	\$1.10

Gas Price Survey

Price of Gas:

Price of Gas:

Price of Gas:

HUMAN DIGESTION SYSTEM

The Human Digestive System

BLOOD PRESSURE

When You Feel A little Dizzy...

And Your Heart Skips a beat...

It Might Not Be Love...

It Might Be Time To call your Doctor!!!

Liberty

TYPES OF JOINTS

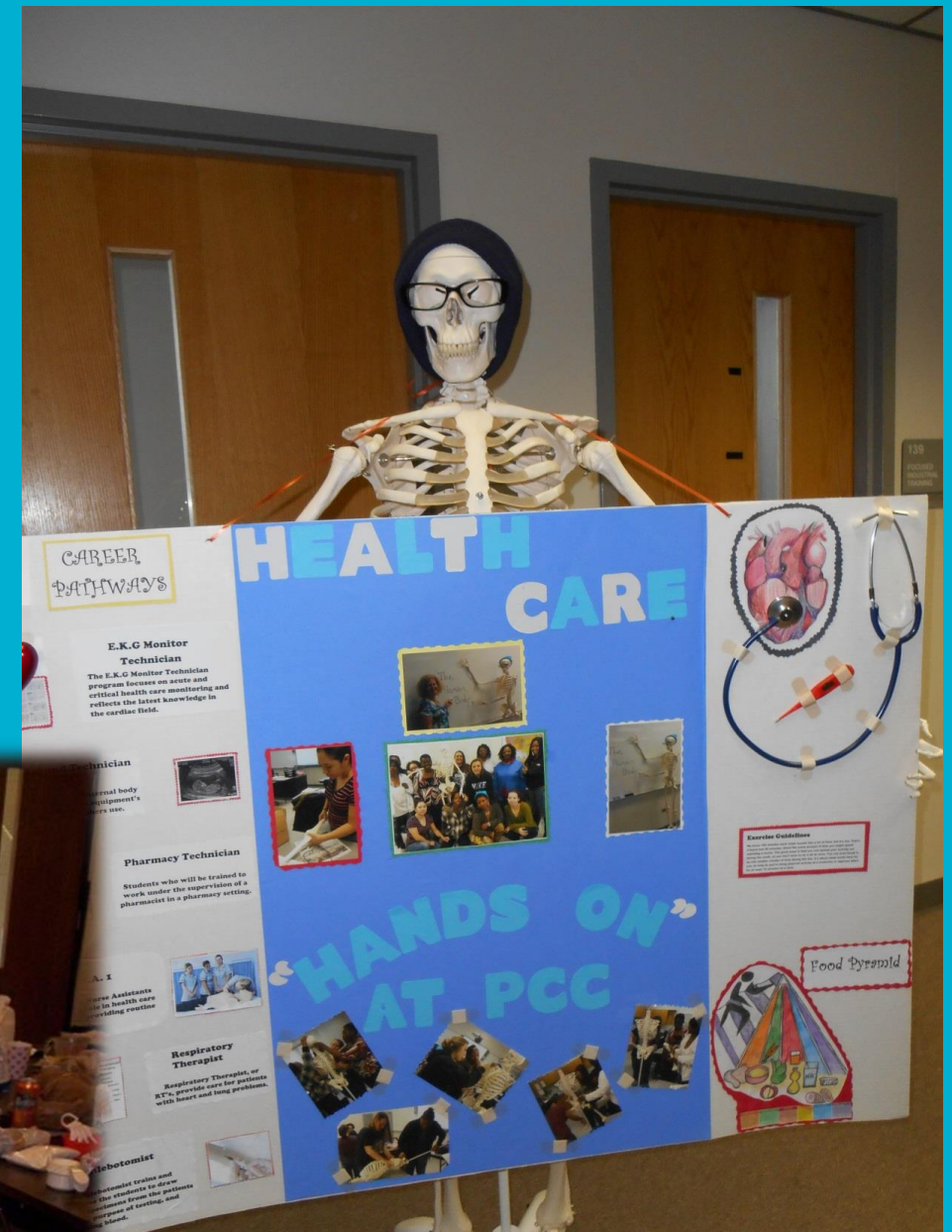
Ball-and-socket joint (hip)

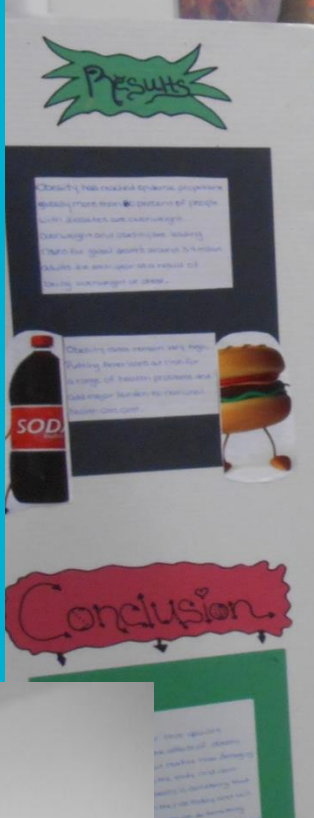
Hinge joint (elbow)

Pivot joint (neck)

Home Construction Class Project







Questions?

The Professional Development Facilitator Network





COLLEGE & CAREER READINESS

Creating Community within the Classroom and Beyond (Breakout Session)

- 1) Move to your assigned breakout room for 15 minutes
- 2) Briefly introduce yourselves
- 3) Explore the Life Balance Wheel
- 5) Consider the project-based instruction examples
- 6) Make the connection

Breakout Session Debrief

Let's hear from a few of you about...

- 1) Your group response to the Life Balance Wheel**
- 2) Your group response to the Project Based Instruction (PBI) approach**
- 3) How both promote community in the classroom?**



**COLLEGE & CAREER
READINESS**

MANY THANKS!

Muchos gracias

Muito obrigado

Çok teşekkür ederim

Vielen Dank