



**COLLEGE & CAREER  
READINESS**

---

# **Fostering a Work-Readiness Mindset**

## **2023 COABE Atlanta: Session Six**

**Presented by: Amy Burke, Katie Coleman,  
and Nichole Shores**

**February 27th, 2024**

## **Katie Coleman**



- Lead CCR instructor and Professional Development Facilitator at Rockingham CC
- 14 years of experience in the field of education
- Coordinates CCR Transition Math and English programs
- Facilitates HSE Online courses
- Provides instructional and professional development support



# Career Navigation Toolkit for Adult Educators



Use this QR Code to Access These Resources Now  
<https://bit.ly/careernavigationtoolkit>



**Rockingham**  
COMMUNITY COLLEGE

**College and Career Readiness**

**Katie Coleman**

**[colemank9855@rockinghamcc.edu](mailto:colemank9855@rockinghamcc.edu)**

COABE Atlanta Share Session

# Fostering a Work Readiness Mindset: Career Navigation Toolkit

Rockingham Community College - CCR Professional Development



**Start**

# <https://workforceatlas.org/>

*In 2017, Pearson joined forces with ProLiteracy to develop Workforce Atlas, an online career pathways platform that assesses adults' literacy, numeracy, workplace skills, and interests. Once users complete the assessments they are directed to recommended occupations, online resources, and local providers that can help them achieve their professional, academic, and personal aspirations.*

## Key Features of this Resource:



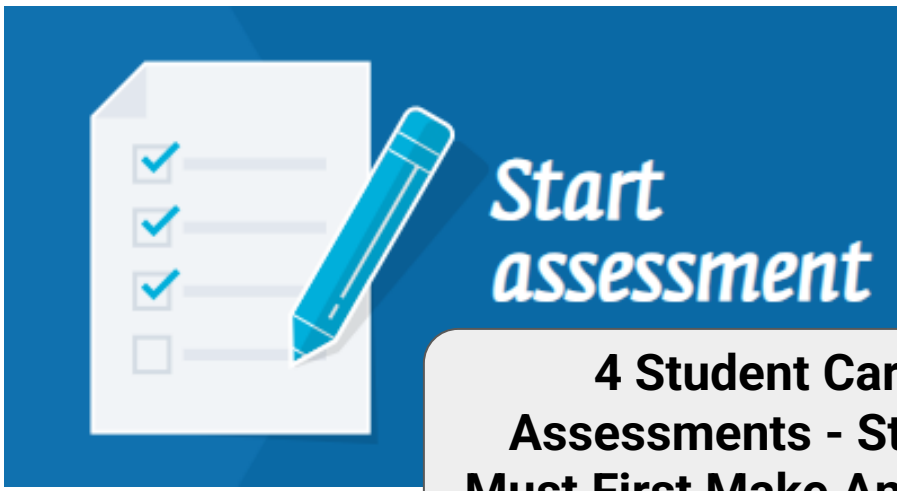
- ❑ Career Assessments in Four Categories (reading, numbers skills, job interests, and job skills)
- ❑ Career Guides (Example: Healthcare Student and Teacher Guide)
- ❑ Work Readiness Instructional Resources (WorkWise Workbook Activities)
- ❑ Career Cluster Infographics (Updated Annually with information from the Department of Labor)

**Click to Explore Workforce Atlas  
Resources**

# [Favorites to Share from WorkforceAtlas.org](http://WorkforceAtlas.org)



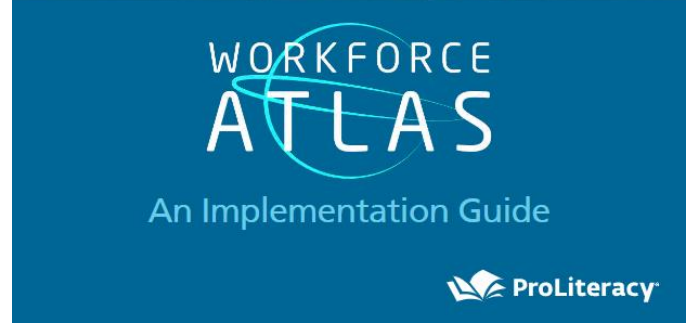
Click on the Images or Buttons Below to Launch Resources



**4 Student Career Assessments - Students Must First Make An Account**



**Workforce Atlas Implementation Guide**



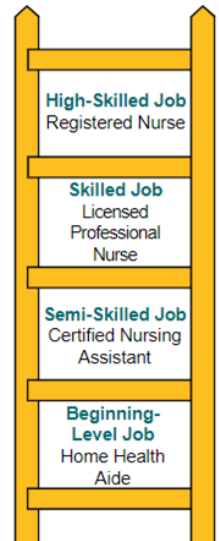
**Click to Explore More Workforce Atlas Resources**

### Climbing the Ladder

This career ladder is an example. It shows how experience and training in nursing may lead to a new job with more pay. People can start their career in different places on the ladder.

- **High-Skilled Jobs** are at the top of the ladder. These jobs may take 1-4 years or more of training.
- **Skilled Jobs** are on the higher part of the ladder. Most jobs in this group take 4-12 months of training.
- **Semi-Skilled Jobs** are the next step on the ladder. You can get here with a short training.
- **Beginning-Level Jobs** are the first step in a career. These may need little or no training.

Source: National Institute for Literacy



**Healthcare Career Guide (Student)**

**Healthcare Career Guide (Teacher)**

# Favorites to Share from Workforceatlas.org



Click on the Images or Buttons Below to Launch Resources

## SAMPLE EMPLOYMENT APPLICATION

### APPLICANT INFORMATION

Last Name					
Street Address					
City					
Phone					
Date Available					
Position Applied for					
Are you a citizen of the United States?	YES	NO	If no, are you authorized to work in the U.S?	YES	NO
Have you ever worked for this company?	YES	NO	If so, when?		
Have you ever been convicted of a felony?	YES	NO	If yes, explain		
<b>EDUCATION</b>					
High School	Address				

Explore Other Resources Including WorkWise Workbook Exercises



Job Interviewing Worksheets



Workforce Writing Exercises

## Manufacturing Jobs

— DATA —

Manufacturing work includes making things like clothing, machines, equipment.

According to the Bureau of Labor Statistics, in December 2022:



According to the Bureau of Labor Statistics, people worked the following manufacturing jobs (among others) in 2022:



15+ Career Cluster Infographic Posters



Are you interested in beginning a career in construction, or advancing your carpentry skills? This course begins Feb 13th thru June 4th and meets every Tuesday and Thursday from 6:00pm-9:30pm.

Click here for more information and registration information. (There is a Scholarship available to pay for this course if you apply!)

<https://www.rockinghamcc.edu/coned/carpentry-core-skills/>

Construction Jobs have seen a lot of growth in recent years, check out some of the data below about careers available in construction.



# Proliteracyednet.org/workforce

This collection of online courses and other resources will help students begin a successful career while improving their literacy skills, and literacy providers meet the workforce needs of their community.



## Key Features of this site:

- ❑ Free Courses available to students (Students make their own account and a record of what they complete is saved.)
- ❑ Handouts Built into these courses - Great for Whole Group Activities
- ❑ Wealth of Adult Education Instructional Resources Pulled From Multiple Sources

[Click to Explore ProLiteracy's Pitney Bowes Workforce Collection](https://proliteracyednet.org/workforce)



# Favorites to Share from Proliteracyednet.org/workforce

Click on the Images or Buttons Below to Launch Resources



## Pathway to Career Success



Setting Career Goals



Tailoring Your Resume



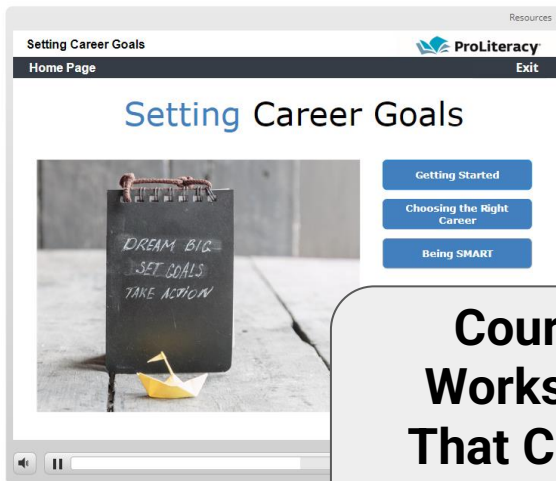
Acing the Interview



Communicating at Work

**Examples of Some of the Many Courses Available**

**\*You Must First Make A Free Account To Access Pitney Bowes Workforce Collection**



**Courses Have Additional Worksheets and Resources That Can Extend Activities in the Classroom**

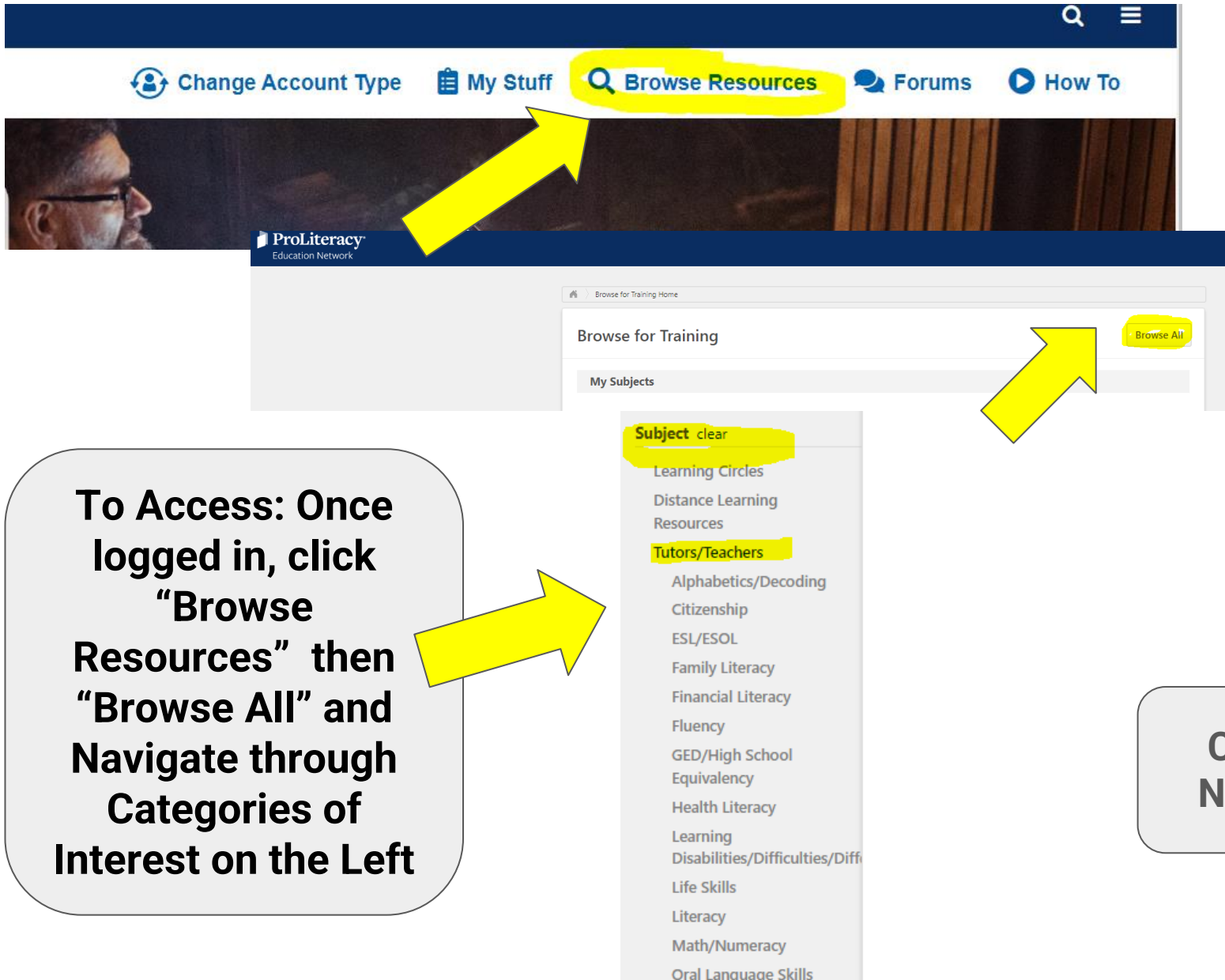


**Exploring Personal Finance Workbook (Student Edition)**

**Teacher Guide**

**Click to Access More ProLiteracy Resources**

# Favorites to Share from Proliteracyednet.org/workforce



**In addition to the Pitney Bowes Workforce Collection, the free account you make on this site opens up a wealth of other instructional resources for adult educators.**

**To Access: Once logged in, click "Browse Resources" then "Browse All" and Navigate through Categories of Interest on the Left**

**Click to Access More Career Navigation Toolkit Resources**

# Additional Career Navigator Resources Mentioned:

Click on the Images or Buttons Below to Launch Resources



Another great resource for career navigating with students is NCcareers.org. Students make a free account and all the surveys they complete save their results.

[GET STARTED](#) < 
 [REALITY CHECK](#) > 
 [INTEREST FINDER](#) > 
 [CAREER CLUSTER MATCH](#) > 
 [BE YOUR OWN BOSS](#) > 
 [WORK VALUES SORTER](#) > 
 >

Resources Collected from the Atlanta COABE Conference  
Session: Workforce Development Resources for Adult Ed Students  
Presenter: Lauren Osowki

\*Presentation Design Inspired by another COABE Session titled "Non-Linear Learning: How Interactive Google Slides Can support Digital Resilience and Independent Learning for Students" by Joey Lehrman

Click to Share Some of Your Own Favorite Career Navigation Resources for Adult Learners



# Career Navigation Toolkit for Adult Educators



Use this QR Code to Access These Resources Now  
<https://bit.ly/careernavigationtoolkit>



**Rockingham**  
COMMUNITY COLLEGE

**College and Career Readiness**

**Email Questions to:**

**Katie Coleman**

**[colemank9855@rockinghamcc.edu](mailto:colemank9855@rockinghamcc.edu)**

## Amy Burke



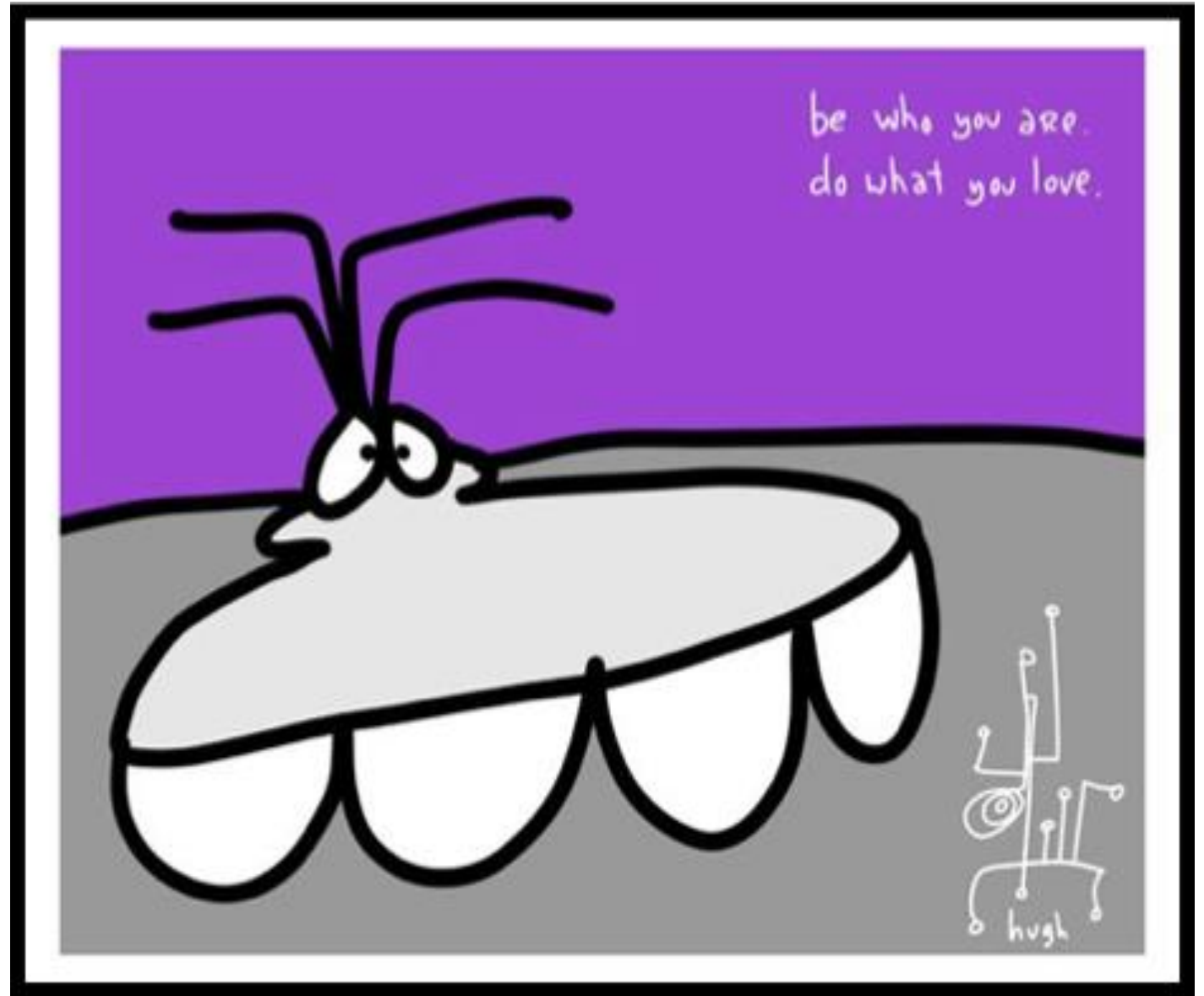
- GED instructor and Professional Development Facilitator at Pamlico CC
- 35 years teaching English and Humanities (public & private)
- Trained in the Paideia model of education
  - Served as Paideia Coordinator & liaison with National Paideia Center
  - Presented and conducted training sessions at National Paideia Conference
  - Developed 200+ originals seminars
- Published author
  - 16 educational books, in the area of Language Arts

# WHY TEACH ENTREPRENEURSHIP?

Amy Burke, Pamlico CC



--based on "Top 10 Reasons to Integrate Entrepreneur and Certification Education Across Adult Education Programs" presented by Dr. Cheryl Ayers, COABE, 2023

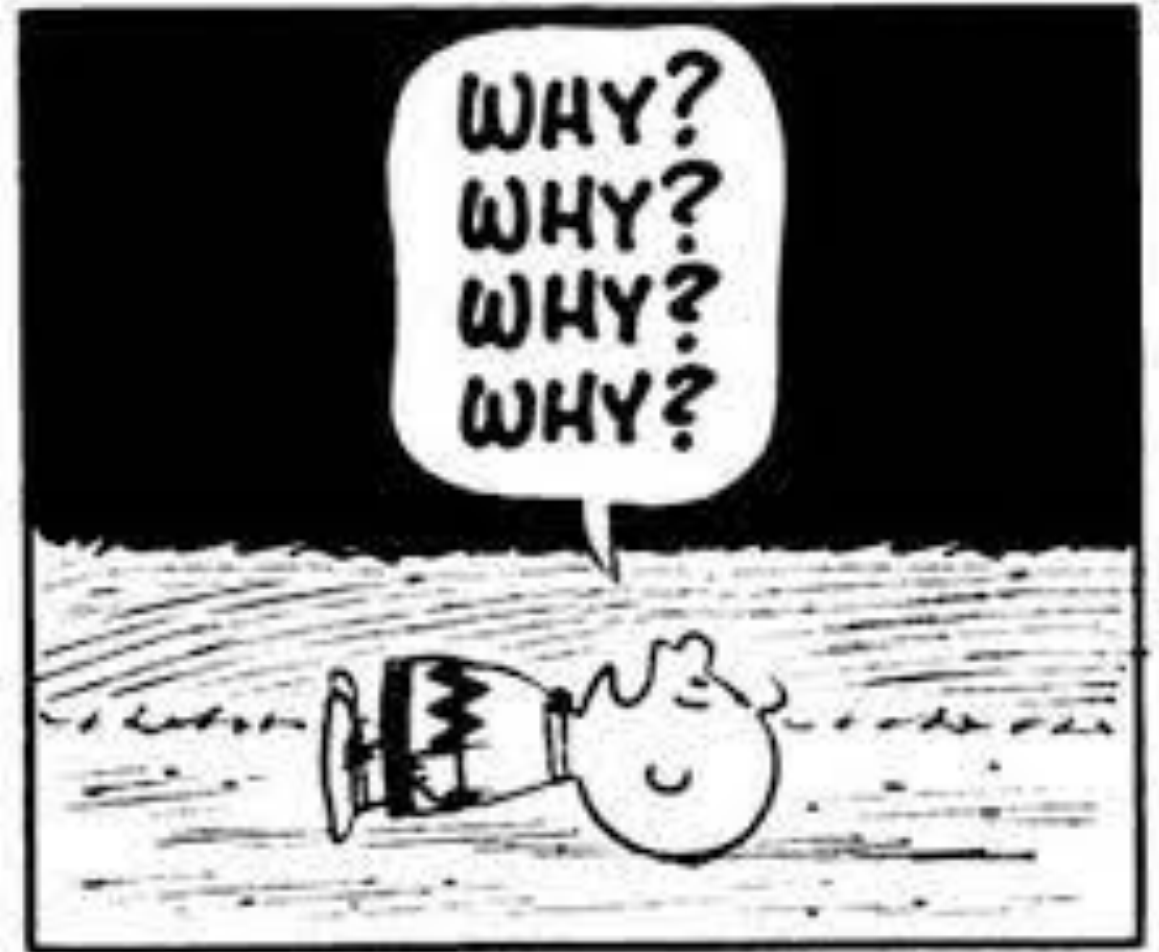


1) Nearly 60% of today's young people say they intend to start their own business someday.

2) "Our current education system is not set up for entrepreneurs. Our system was created at the time of the Industrial Revolution when we needed to turn rural kids into urban employees capable of working on an assembly line, in mass-market factories. So, we ended up with a school system focused on memorization and measurable, predictable results."

3) Entrepreneurship education teaches students skills they can use well into their adult years, regardless of what they end up doing for a living.

Which is an "a-ha" statement for you?  
Type in the chat.





SCOPE

- **Topic #1: Introduction to Entrepreneurship**  
*(Definitions; characteristics; advantages/disadvantages; assessment)*
  - **Topic #2: Entrepreneurial Goals and Mindset**  
*(Setting goals; entrepreneurial mindset)*
  - **Topic #3: Vision and Social Responsibility**  
*(Vision; social conscience)*
  - **Topic #4: Entrepreneurial Journey**  
*(Big-picture thinking; mission statement; gig [freelance] economy)*
  - **Topic #5: Innovation, Creativity, Problem-solving**  
*(Skills for problem-solving, inventing, innovating, creativity)*
  - **Topic #6: Choose a Business Venture**  
*(Self-assessment; developing the idea of a business)*
  - **Topic #7: Pitch**  
*(Presenting idea to others; communication skills)*
- 



# Students will be able to:



AVAILABLE  
**NOW**

You are **already** teaching some of these skills and concepts. What do you recognize in your current curriculum and how can you integrate other entrepreneurial skills into your classroom lessons/subject area(s) and activities?

- Without a dedicated time-slot for Entrepreneurship, the **key** is to **CONTEXTUALIZE** and integrate academic skills with entrepreneurial content.



## *What to do...*

---

**1-Identify the problems** about which your students are passionate.

**2-Identify a solution** to those problems in the form of a business.

**3-Identify** the math, reading, vocabulary, writing **skills related** to starting and building a business.

**4-Integrate** those academic and entrepreneurial **skills**.



START



Instead of asking students,  
“What do you want to do,” ask,  
“What problems do you want to solve?”



What are the differences between the two questions?  
How do you think your students' responses might differ?

# Example

**TOPIC #3: Entrepreneurial VISION Statement (what students want their business to look like in the future.)**

**Workforce Training Objective:**  
**Students will understand the benefits of creating a Vision Statement.**

**Workforce Preparation Skills:**  
**Students will demonstrate planning, vision, and goal-setting.**

**Tech/Communication Skills:**  
**Word processing, research, writing, editing.**

## **Contextualized ELA:**

1-Students will define the word “vision” as it is used in entrepreneurship.

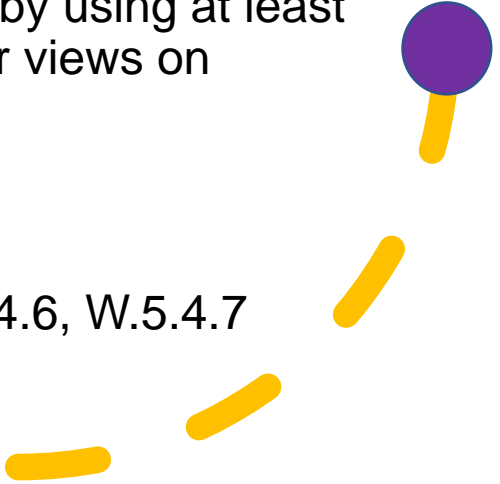
2-Students will summarize, write, and edit a vision statement for their business. (35 words; 2-3 sentences).

3-Students will research the vision statement for a well-known business (Starbucks, Amazon). What does it mean, does it “fit” the company, how could it be improved?

4-Students will write an essay in which they analyze a quotation about “vision” (“*Someday isn’t a real day like Monday or Tuesday; it’s just another word for never*”) and will explain (by using at least one example) its meaning. Students will give their views on whether they agree with the quotation.

## **NCCCS Adult Education Standards:**

R.2.4.1, W.5.4.1, W.5.4.2, W.5.4.3, W.5.4.5, W.5.4.6, W.5.4.7





1. PREPARES STUDENTS FOR AN UNCERTAIN FUTURE

2. ALLOWS FOR FOR CREATIVITY AND COLLABORATION

3. TEACHES PROBLEM IDENTIFICATION

4. DEVELOPS GRIT

5. MAKES THE WORLD A BETTER PLACE

6. CONTINUE LEARNING

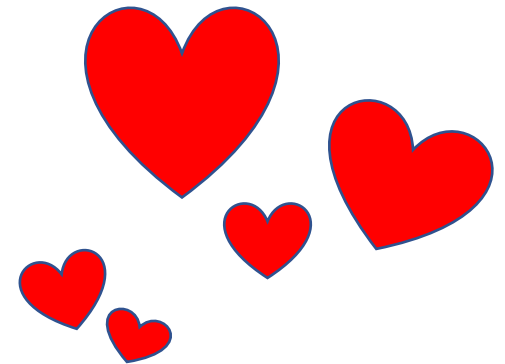
7. LEARN A WIDE VARIETY OF BUSINESS SKILLS

8. LIVE A LIFE THEY LOVE



**“It’s not that I’m so smart, it’s just that I stay with problems longer.”**

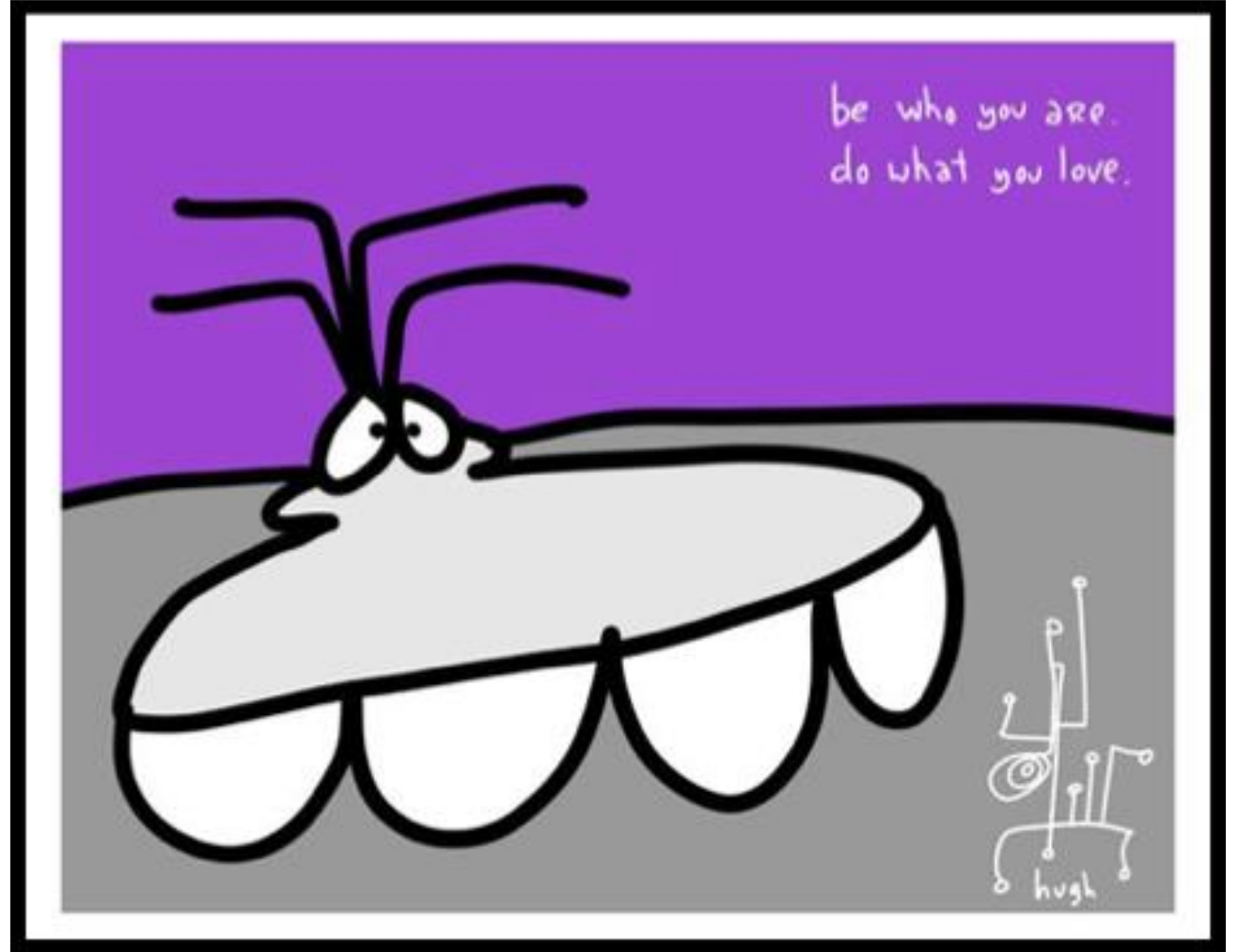
***Albert Einstein***



# Consider:

TEACHERS make the best entrepreneurs. They already are some of the best innovators, problem-solvers, and fundraisers, and they are passionate and persistent people.

Entrepreneurships helps students build their dreams.



## Nichole Shores



- CCR Coordinator of Instruction and Talent Development at Surry CC
- 14 years of experience in Surry CC's CCR program
- Started at Surry CC as an 18-year-old GED work study tutor while working towards her associate degree
- B.A. in Elementary Education (*Lees-McRae at Surry CC*) and M.A. in Adult Education
- Credentialed in:
  - Career Development Facilitator, Adult Education Specialist, STAR (reading strategies) certification, Working Smart Trainer, and Standards-Based Instruction trainer



# Embracing Work-Readiness Mindset Using The 5 Chairs of Communication



**“ 5 Chairs 5  
Choices”**

**Nichole Shores**

**SURRY**   
*Community College*™

*Serving Surry and Yadkin Counties*  
www.surry.edu

Louis Evans - The 5 Chairs of Communication  
<https://www.youtube.com/watch?v=4BZuWrdC-9Q>

# ZOOM POLL

Your boss denies your vacation request. In your five years at the company, you have over 100 hours of unused Paid-Time-Off. You save your time and often come into work when you don't feel like it. You gave a 3 week notice of that vacation request; the company policy is a 3 day notice. Also, you've purchased non-refundable concert tickets and a hotel for an overnight stay valued at \$600.

How do you respond to your boss?

# ZOOM POLL: RESPONSES

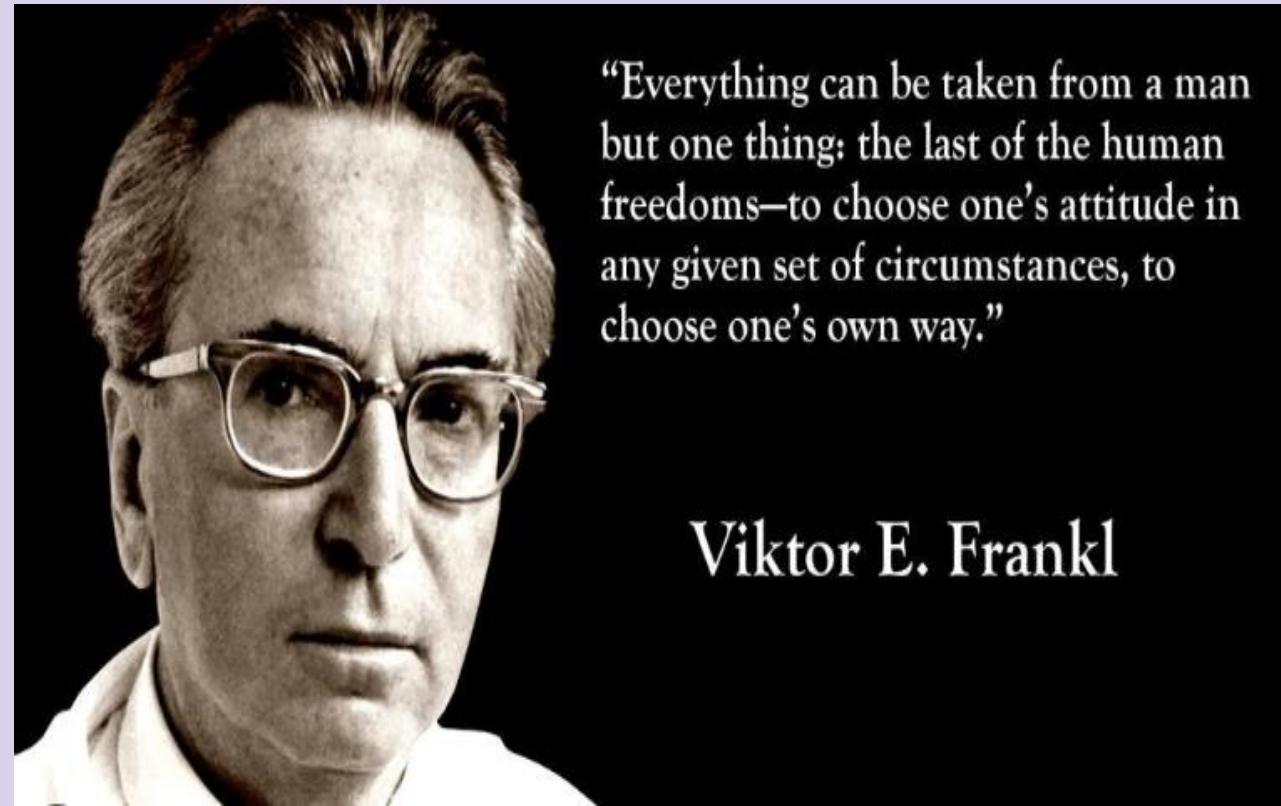
- A)** Call, text, email, or go to your boss **immediately and question** why there was an issue with your request. Surely they made a mistake.
- B)** Accept that you're just "out the money" and your boss needs you at work. The concert isn't a necessity and it was your fault for paying for the concert without checking with your boss first.
- C)** Wait for at least a day to pass, for you to calm down, and then approach your boss about the situation.
- D)** Call or text your closest coworker to see if they have ever experienced a "denied leave request" from your boss. Let that be the determining factor as to how you proceed with your boss.
- E)** Contact your boss within a hour, and set a time to calmly discuss the situation. Keep an open mind, and work together to determine a solution that allows you to go to the concert and stay on good terms with your boss.
- F)** Ignore your boss's response and enjoy the concert. Afterall, you gave a notice and you have the time to cover the trip. \$600 is a lot of money for an educator.
- G)** Update your resume and LinkedIn Profile. Go to the concert; the vacation denial was "the sign" you've been looking for to move-on.

# BECOME LESS REACTIVE AND MORE RESPONSIVE

Discuss Appropriate Workplace Behaviors

Model Professionalism

Practice having difficult conversations



“Everything can be taken from a man but one thing: the last of the human freedoms—to choose one’s attitude in any given set of circumstances, to choose one’s own way.”

Viktor E. Frankl

**Red Chair** - This is the Jackal Chair. Opportunistic animals, always looking out to attack. This is the chair where we misbehave the most. “In this chair, we love to blame, to complain, to punish, to gossip, but our supreme game in this chair is to judge”. “This is the *I’m right* chair”.

## The Jackal



“The more we judge people, the less time we have to love them.” -Mother Teresa.

**Yellow Chair** - This is the Hedgehog Chair. Vulnerable, self-protecting from the dangers, from what they feel is an evil world. “We turn the red chair against ourselves and we say: I’m not intelligent enough, I can’t do this, nobody believes in me (...) We have fears of being rejected, fears of disappointing, fears of failing, and we also play the victim.” Sometimes it’s difficult to admit that we’re on the yellow chair because it’s the chair of self-doubt.

## **The Hedgehog**



**Green Chair** - This is the Meerkat Chair. The meerkats wait, they're observant, very conscious. The WAIT chair, What Am I Thinking? Here we become interested, curious. It's the "sliding door chair." When we make the right choice, we move into successful living.

## The Meerkat



**Blue Chair** - This is the Dolphin Chair. Playful, intelligent, it communicates beautifully. Detect. “We become Sherlock Homes of ourselves.” We become self-aware, “we know who we are, we know what we want, we know where we’re going, we know we’re not afraid to speak our truth but we also create boundaries, we look after ourselves in this chair, we’re very, very powerful, we don’t give our power away.” This is the chair where we grow into our full power. “We become assertive but not aggressive.”

## The Dolphin





**Purple Chair** – This is the giraffe chair. Very beautiful, very difficult. Giraffes have the biggest heart of all land animals. They also have the longest neck, incredible vision. “When we’re in this chair, we’re displaying empathy, and compassion, and understanding. In this chair, we put our egos on the back burner and we listen to people, we hold people in our presence and we care for them. And stepping into somebody else’s shoes and understanding them is a great act of generosity.”

## The Giraffe



501 Lesson 4.5 Class Scenario Response: Javier Feedback

### The 5 Chairs – HSE Class Scenario Response

Javier is a self-employed roofer. He is responsible for new construction and repair work. He comes to class tired, dirty, and hungry. The other students seem more comfortable in an educational setting and indoors. Javier works very hard to exceed his instructor's expectations, but his performance is improving more slowly than he and his instructor would prefer. A new instructor, Ramona, has transferred to his location from another site. She wants to see Javier graduate to be eligible for a new roofing company where he would have a larger crew and gain medical insurance.

From each chair, describe how Ramona would respond/react.

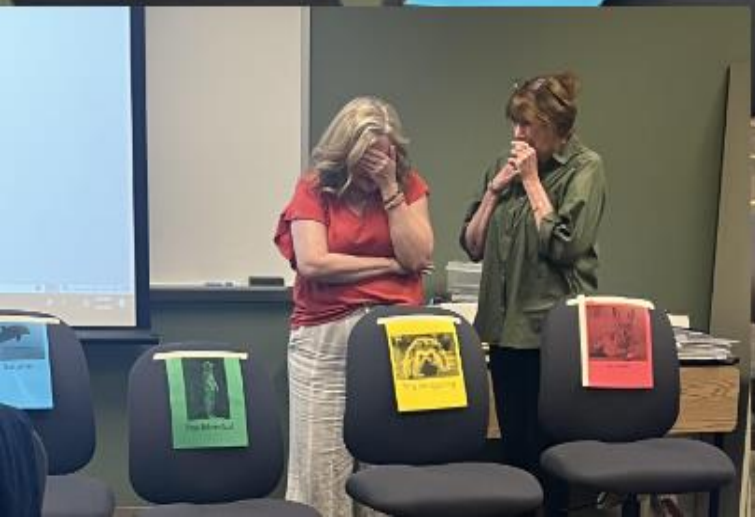
**Red Chair – Jackal** – I can't believe he hasn't graduated yet. He needs to work harder. He will never make it! He smells – I don't enjoy working with him.

**Yellow Chair – Hedgehog** – I haven't done a good job of helping him grow. I am not doing as well at this new center, especially working with the students that are so needy.

**Green Chair – Meerkat** – He seems to be trying. Maybe all he needs is more time to try to get it. I need not to compare him to all the faster students.

**Blue Chair – Dolphin** – How can I help him? I need to have a talk with him to get to know him better, establishing a personal relationship. How can I get the message across to him without offending him, but still hold him accountable?

**Purple Chair – Giraffe** – How can he best learn this? What does he need to motivate, learning environment, or style? Is he hungry, or tired? Can I help meet his needs to help him be more effective?



Notice your default position and next time you want to snap, argue or punish ... to stop, think, and see if you can take a different approach.

## **We can reflect on questions such as:**

- What impact am I having on the people around me?
- Am I in control of my emotions, or are they in charge of me?
- Am I willing to have the difficult conversation and call out bad behavior?
- Am I seeking to be everything I can be?
- What will people say about me when I'm not in the room?

# ZOOM POLL: REVISIT

**A)** Call, text, email, or go to your boss **immediately and question** why there was an issue with your request. Surely they made a mistake.

**B)** Accept that you're just "out the money" and your boss needs you at work. The concert isn't a necessity and it was your fault for paying for the concert without checking with your boss first.

**C)** Wait for at least a day to pass, for you to calm down, and then approach your boss about the situation.

**D)** Call or text your closest coworker to see if they have ever experienced a "denied leave request" from your boss. Let that be the determining factor as to how you proceed with your boss.

**E)** Contact your boss within an hour, and set a time to calmly discuss the situation. Keep an open mind, and work together to determine a solution that allows you to go to the concert and stay on good terms with your boss.

**F)** Ignore your boss's response and enjoy the concert. After all, you gave a notice and you have the time to cover the trip. \$600 is a lot of money for an educator.

**G)** Update your resume and LinkedIn Profile. Go to the concert; the vacation denial was "the sign" you've been looking for to move-on...

A) Jackal Chair

B) Hedgehog Chair

C) Meerkat Chair

D) Dolphin Chair

E) Giraffe Chair

F) Jackal Chair

G) Jackal Chair



# COLLEGE & CAREER READINESS

---

## Fostering a Work-Readiness Mindset (Breakout Session)

- 1) Move to your assigned breakout room for 15 minutes
- 2) Briefly introduce yourselves
- 3) Discuss the 5 Chairs of Communication scenarios
- 4) How would introducing this behavioral concept to your students prepare them for the workforce and help develop a *work-readiness mindset*?

# SCENARIO

You are working at a furniture company as lead carpenter. Your assistant, Bradley is a hard-worker and a good helper. But Bradley is late to work more than twice a week. He doesn't make excuses or try to hide that he's coming in late. He always stays after if a project isn't finished at shift-end. As his supervisor, you want to see him continue to grow and move up in the company. He has the skills and ability to be one of the best carpenters on the team. His old supervisor said Bradley never had an issue with tardiness when he worked for him.

## DISCUSSION

Describe how each supervisor "chair" would respond to the work situation.

**Red Chair** – Jackal

**Yellow Chair** – Hedgehog

**Green Chair**- Meerkat

**Blue Chair** – Dolphin

**Purple Chair** - Giraffe

## REFLECTION

- If you were Bradley's supervisor, how would you respond?
- What advice would you give Bradley?
- Can you relate to Bradley's situation?

## Breakout Session Debrief

Let's hear from a few of you about your thoughts on...

- 1) The 5 Chairs of Communication scenarios
- 2) How introducing this behavioral concept to your students would prepare them for the workforce and help develop a *work-readiness mindset*.

# Any Questions?

Feel free to contact us.

**Amy Burke**

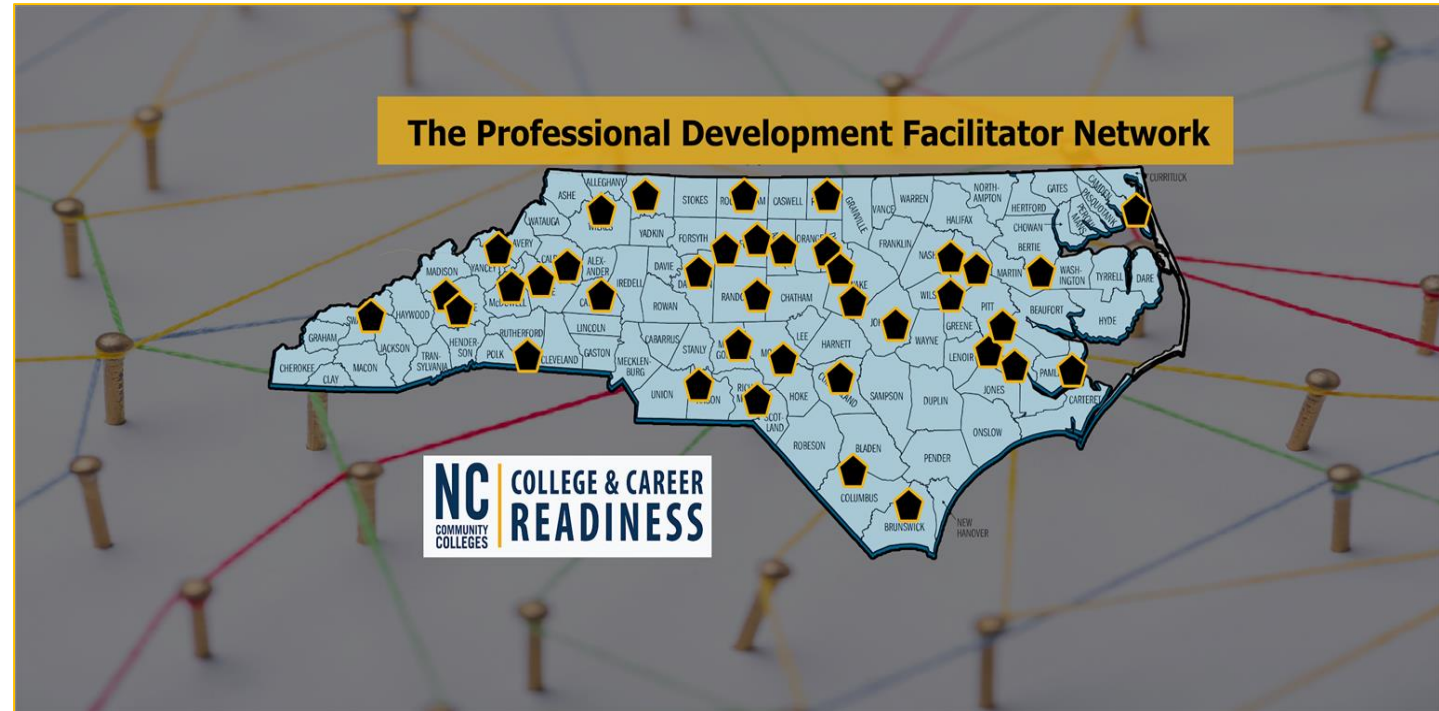
[aburke@pamlicocc.edu](mailto:aburke@pamlicocc.edu)

**Nichole Shores**

[shoresrn@surry.edu](mailto:shoresrn@surry.edu)

**Katie Coleman**

[colemank9855@rockinghamcc.edu](mailto:colemank9855@rockinghamcc.edu)





**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: Topic

By Person Webinar Reset

< > View Month **December 2023** >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		28 1:00 pm - 3:00 pm Event Registration Event Registration	29	30 1:00 pm - 3:00 pm Fundamental Principles Disseminating Common Principles	1	2
3	4	5 1:00 pm - 3:00 pm Common Principles Common Principles Event Registration	6	7 1:00 pm - 3:00 pm Common Principles Common Principles Event Registration	8	9
10	11	12	13	14 1:00 pm - 3:00 pm Event Registration Event Registration Event Registration	15	16
17	18	19	20	21 1:00 pm - 3:00 pm Event Registration Event Registration Event Registration	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

[Subscribe to calendar](#)

[www.nctitle2.org/events/](https://www.nctitle2.org/events/)

On Demand Courses [Blog](#) [Blog Archives](#) [Calendar](#) Monthly Report

NC COLLEGE & CAREER  
READINESS

**College & Career Readiness Blog**

**Student Success Story from Pitt CC**

January 27, 2024

Read about Solomon Tyson's successes at Pitt Community College!



Submitted by Melissa Morlock, Director of Transitional Studies

"The struggle will lead to a better you," Melissa Tyson, a 20-year-old SED graduate explains. "Everything happens for a reason. Even though life isn't easy, never give up."

Melissa shares a little about life being rough, her road to Pitt County from Atlanta, Georgia after being in foster care and residing with adoptive families. At 15, he was living in a homeless shelter with no place to stay, however, he knew that he wanted a better life for himself and believed that he would be able to achieve it.

At the homeless shelter, he met someone who knew Ms Teresa Station, program coordinator in Transitional Studies at Pitt CC, and referred Solomon to her. With her help, he enrolled in A&S classes with the Mission Keyes. In July 2023 he graduated with a CED.

We worked with SED to find housing and is currently working a part time job at Burger King, saving up for a new apartment, and seeking towards enrolling in college.

When asked what he would like to do, Solomon has a difficult time narrowing it down. "Modeling, Art, Biochemistry, or Graphic Design," he says, all in one breath. He did say that his true passion is music. He would love the opportunity to write and produce music. He said that he loves to write lyrics.

Solomon recently stopped by to check in with Ms. Station and told her that "transitional studies makes him feel good because it feels like family. We are so proud of all of our students and Solomon!"

Like this post? Share it using the links below.

[Facebook](#) [Twitter](#) [LinkedIn](#) [Pinterest](#)

Share your new-worthy content, files the field, to Leigh Davidson, CCR PG and D3 Specialist. [Contact Us](#)

[www.nctitle2.org/blog/](https://www.nctitle2.org/blog/)

## Professional Development Webinar 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

**January 25, 2024**  
2:00 pm [A Cycle of Service: Imparting Community Partners into Advice](#)  
10:00 am [Title II Success Update Meeting - The Coronavirus Grant](#)

**January 16, 2024**  
2:00 pm [2023 COABE Session Four - The Productive Struggle](#)

**January 11, 2024**  
10:00 am [New Director Orientation Session Three - Performance & Monitoring](#)

**January 9, 2024**  
2:00 pm [2023 COABE Session Three - Creating Community and Career Transitions](#)

**December 14, 2023**  
10:00 am [New Director Orientation Session Two - Answers & Help for Title II Directors](#)

**December 7, 2023**  
2:00 pm [GET and COABE Update Training for 2023-24](#)

**December 5, 2023**  
2:00 pm [COABE Session Two - Encouraging Positive Self-Efficacy in Adult Learners](#)

**November 30, 2023**  
2:00 pm [Pathway Partners - Connection Career Pathways across Programs](#)

**November 28, 2023**  
2:00 pm [Join Our Session: Get up with System/Faculty](#)

**November 9, 2023**  
10:00 am [New Director Orientation Session One - Title II Director Responsibilities](#)

**November 1, 2023**  
2:00 pm [2023-2024 Survey Form Review](#)

**October 26, 2023**  
2:00 pm [Advocacy in CCR - The Key to a Successful IET](#)

**October 24, 2023**  
2:00 pm [Keynote Address: Previews from the 2023 COABE Conference - Session One](#)

**August 24, 2023**  
1:00 pm [2023-2024 Title II Time and Effort Webinar 2](#)

[View All](#)

<https://www.nctitle2.org/professional-development-webinar-archives/>



# COLLEGE & CAREER READINESS

## NC's Roadmap for Disseminating Instructional Best Practices and Prioritizing Local Professional Development Monday 03/18 (3:50 - 5:00 in CANAL E)

Penelope Radcliffe, Beaufort County CC, Dr. Kimberly Gregory, College of the Albemarle, Devonne Jimison, Southwestern CC, and Leigh Davidson & Daniel Loges, NCCC System Office

## Developmental Education in Adult Education: Transitioning Adult Learners into Curriculum Courses Tuesday, 03/19 (8:00 - 9:10 in RYMAN BALLROOM BE)

Susan Honeycutt & Londa Pickett, Davidson-Davie CC, and Arbyon Cooper, NCCC System Office

## Federal-State-Local: NC's Journey to State-Wide Implementation of the Standards-In-Action Virtual Institute

Tuesday, 03/19 (2:00 - 3:10 in CANAL E)

Carolyn Briggs-Gaul, Durham Literacy Center, Kevin Johnson, Lenoir CC, Gina Coffey, Mayland CC & Caldwell CC & TI, and Leigh Davidson & Daniel Loges, NCCC System Office

# NC Representation at COABE 2024!

If you are attending the 2024 COABE Conference in Nashville, please complete our [brief survey](#) so we can stay in touch.

Support your peers, your colleagues, your directors, and your friendly system office team while they share all of the incredible things NC has done and is continuing to do on a national platform!



# COLLEGE & CAREER READINESS

Register for our upcoming...

## WEBINARS (Career Pathways Series)

Scheduling for Career Pathways Across Settings

March 14<sup>th</sup>

Basic Skills Plus and Other Funding Mechanisms

April 18<sup>th</sup>

Supporting Enrollment and Boosting MSGs through  
Workplace Literacy

May 23<sup>rd</sup>

Teaching Strategies for Contextualizing IETs

June 20<sup>th</sup>

## Instructor Credentialing Courses

CORE

March 25 – May 31, 2024

## Register for our upcoming...

### Standards-in-Action Virtual Institute Credentialing Course

**March 26 – June 11, 2024**

Ten live 2-hour virtual workshops

- Every **Tuesday from 2-4pm**
- Breaks on **April 30th** and **May 28<sup>th</sup>**

**1.5-2 hours** weekly Moodle assignments

The screenshot shows the NC College & Career Readiness Blog homepage. At the top, there is a navigation bar with links for 'On Demand Courses', 'Blog', 'Blog Archives', 'Events Calendar', and 'Professional Development Archives'. The main header features the 'NC COLLEGE & CAREER READINESS' logo and a 'Moodle Portal' button. The page title is 'College and Career Readiness Blog'. A 'Recent blogs' sidebar lists several articles, including 'Standards-in-Action Virtual Institute, an Adult Ed Credential, Coming Spring 2024'. The main content area features a featured article titled 'Standards-in-Action Virtual Institute, an Adult Ed Credential, Coming Spring 2024' with a red running figure icon. Below the title, it says 'Submitted by' and includes a photo of a group of people holding certificates. The article text describes the annual Standards in Action (SIA) Virtual Institute Credentialing Course, mentioning that it will run from March to June 2024 and is led by Daniel Loges and Leigh Davidson. It also lists three state SIA trainers: Gina Coffey, Julia Herbon, and Kevin Johnson.

Thank you for coming!

