NC COMMUNITY COLLEGES | COLLEGE & CAREER READINESS

From the State Director

This April, we highlight student success at Mitchell CC and applaud Beaufort County CC's CCR program and President Loope for the commitment to improving access to the CCR community they serve. The support Beaufort County CC, CCR program provides shifts the student experience to a student-centric approach.

I was fortunate to attend the Career Credit for Leadership Institute 2022. I was energized to see the familiar faces-the whole face- and reconnect with CCR team members from around NC. Thank you to Michael Tilley for leading us in an interactive session to problem solve and share ideas on Enrollment. The good news is that our CCR enrollment is up by 38%.

Take note of the instructional strategy article. This article speaks to the need for sufficient intensity and duration of instruction for learning. And thank you, Digital Navigator Network, for your work on reducing the digital divide.

Enjoy the spring weather. We hope it is right around the corner.

Gilda Rubio-Festa, State Director, Title II
AVP for College and Career Readiness

In this Newsletter:

Professional Development update

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Beaufort County Community College Makes It Work with Marketing and Funds

And much more!

BurlingtonEnglish for IELCE Programs:

The goal of the BurlingtonEnglish state purchase is to provide IELCE programs a resource to implement more distance learning options for IELCE students. Distance learning allows for flexibility and still provides the sufficient intensity and duration required for student progress. Burlington English has customized their training specifically for NC IELCE providers and will demonstrate how to use career modules to contextualize instruction. Please read the BurlingtonEnglish IELCE Implementation FAQS for further information.

BurlingtonEnglish Training Schedule for IELCE Providers

TITLE & REGISTRATION LINK: *Teaching with Burlington Core*
TIME: Monday, April 4th, 2:00 PM - 3:30 PM
DESCRIPTION: This training is designed to teach ESL instructors the program fundamentals of teaching with Burlington Core.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *Teaching with English in America*
TIME: Tuesday, April 5th, 2:00 PM - 3:30 PM
DESCRIPTION: This training is designed to teach instructors the fundamentals of teaching with English in America. English in America is a curriculum designed to help students improve their language skills and gain important life skills.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *Career Exploration and Soft Skills*
TIME: Wednesday, April 6th, 2:00 PM - 3:30 PM
DESCRIPTION: This training is designed to teach instructors the fundamentals of Career Exploration and Soft Skills. Career Exploration and Soft Skills is a program designed to put your students on the Path to Career Success.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *Scope & Sequence + English for Specific Careers*
TIME: Thursday, April 7th, 2:00 PM - 3:30 PM
DESCRIPTION: In this training session, BurlingtonEnglish will review a customized Scope and Sequence designed for NC IELCE programs.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *BE Best Practices & Troubleshooting*
TIME: Friday, April 8th, 2:00 PM - 3:30 PM
DESCRIPTION: This session is designed to review BurlingtonEnglish "Best Practices", Downloading the Burlington App, Microphone setup, Tech Troubleshooting, etc.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *BurlingtonEnglish - Checking Progress*
TIME: Wednesday, April 13th, 2:00 PM - 3:30 PM
DESCRIPTION: This session is designed to review BurlingtonEnglish "Best Practices", Downloading the Burlington App, Microphone setup, Tech Troubleshooting, etc.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *BurlingtonEnglish – English for Specific Careers*
TIME: Wednesday, April 20th, 2:00 PM - 3:30 PM
DESCRIPTION: In this training session, BurlingtonEnglish will delve deeper into the customized Scope and Sequence designed for NC IELCE programs.
TARGET AUDIENCE: IELCE Instructors and Coordinators

TITLE & REGISTRATION LINK: *Advanced BE Features for Student Engagement*
TIME: Wednesday, April 27th, 2:00 PM - 3:30 PM
DESCRIPTION: In this training session, BurlingtonEnglish will share advanced features build into BurlingtonEnglish for keeping students engaged in the coursework.
TARGET AUDIENCE: IELCE Instructors and Coordinators

Always On-Demand Professional Development Opportunities

- 2021-22 LEIS Form Training
- An Introduction to Title II Performance and Accountability Requirements
- Conquering Your Data Challenges
- IELCE Certificate of Completion Training Course (2021)
- Title II Performance and Accountability: Post-exit Primary Performance Indicators

Please visit the NCCCS CCR Professional Development Web Page for registration and information.

Combined Course Library Class Plan Moodle Repository

All program directors are registered in a Moodle course in the CCR Moodle Portal entitled, The CCR Combined Course Library. The repository contains the course plans for all of the BSP Courses currently in the Combined

BSP 3100 - NRS Beginning ABE Literacy Level 1	BSP 3650 – NRS High Adult Secondary Math Level 6
BSP 3150 - NRS Beginning ABE Math Level 1	BSP 4002 – Transition English
BSP 3200 - NRS Beginning Basic Education Level 2	BSP 4003 Transitions Math
BSP 3250 - NRS Beginning Basic Education Math Level 2	BSP 4010 – Transition Digital Skills
BSP 3300 - NRS Low Inter Basic Ed Literacy Level 3	BSP 4011 - Transition Digital Applications
BSP 3350– NRS Low Inter Basic Education Level 3 Math	BSP 5100 – NRS Beginning ESL Literacy Level 1
BSP 3400 – ABE Level 4 English	BSP 5200 - NRS Low Beginning ESL Level 2
BSP 3450 - ABE Level 4 Math	BSP 5300 – NRS High Beginning ESL Level 3
BSP 3500 - NRS Low Adult Secondary Education Level 5	BSP 5400 – NRS Low Intermediate ESL Level 4
BSP 3550 – NRS Low Adult Secondary Level 5 Math	BSP 5500 - ESL Level 5
BSP 3600 - NRS High Adult Secondary Education Level 6	BSP 5600 - ESL Level 6

As more BSP courses are added to the Combined Course Library, their course plans will also be uploaded to this repository.

If you or a member of your staff needs to be registered to the Combined Course Library Moodle, please contact Matthew Brown at brownm@nccommunitycolleges.edu
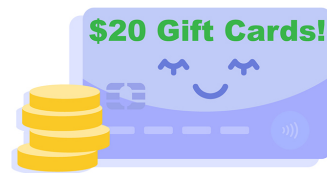
CASAS needs 4,000 adult learners to field test the new CASAS Math GOALS series

Students earn a $20 gift card for each math field test they complete!

- Now through May 31, 2022
- ABE and ASE students are eligible
- ESL students at NRS 4, 5 & 6 are eligible
- Students can complete two field tests
- Administer via eTests or paper tests
- Programs receive 100 WTUs

For more information visit Field Testing Opportunities.

Perseverance Success Story in the Making For a Mitchell Community College Student, Patience Pays

Jeniffer Aponte's path to success was not a straight one, but it was one forged from perseverance.

The Statesville mother of three had to interrupt her schooling seven years ago when, as an unwed mom, she was forced to drop out of high school and enter the workforce.

The jobs came and went, while Jeniffer maintained a burning desire to finish high school. She began studying under Mitchell Community College instructor Pam Stewart when Stewart taught an off-campus high school equivalency course, but the goal of finally finishing her schooling always seem distant for Jeniffer. "I was very frustrated, and I felt like I was stuck in a series of dead-end jobs," she recalls. "I didn't have the credentials I needed to get a good job.

Remembers Stewart, who is now Mitchell's HiSET/GED Test Coordinator, "She was very determined, but having a child and not being married, things were not easy for her. She needed support financially and continued to work different places, but yet kept studying."

That studying and dogged effort finally paid off when Jeniffer took her HiSET tests and passed.

But her success story was only beginning.

She is now working toward finishing an Associate's degree at Mitchell online and works full-time as an In-School Suspension supervisor at East Iredell Middle School.

"I am so blessed," Jeniffer said. "(Stewart) pushed me to continue in the (High School Equivalency) program. By that time, I had had a second child with severe autism, and I had to take time to make sure his needs were met, but the teachers at Mitchell kept encouraging me to get my HiSET, and gave me the confidence to do it.

"It took some time, but I finally did it."

Success stories like Jeniffer's are what fuels teachers like Stewart and her colleagues. "What an accomplishment … and so driven!" Stewart said of her former student. "Mitchell Community College is so proud of her."

Submitted by - Sherry Clark, Mitchell Community College

Career Credit Leadership Institute 2022 Collaborative Planning Session

On March 21st and 22nd, College and Career Readiness staff had the opportunity to attend the 2022 Career Credit Leadership Institute. This gathering allowed participants to network with peers, connect with speakers for greater details on important questions impacting their programs, and hear about highly relevant issues and topics. One of the sessions offered was CCR Issues & Updates. During this workshop, CCR directors and staff participated in a collaborative planning session regarding improving enrollment. The collaborative planning session engaged participants through an interactive activity. Staff identified barriers, solutions to the identified barriers, and action items for three thematic areas

- Engagement & Recruitment
- 21st Century Teaching & Learning, and
- Clear Pathways & Success/Transition.

The following template contains some of the barriers, solutions, and action items to each identified thematic area. This template includes some of the obstacles, potential solutions, and steps needed for action items specified by CCR staff. Contact Michael Tilley at tilleym@nccommunitycolleges.edu   if you want additional information on developing your collaborative planning session for CCR enrollment.

College and Career Readiness Enrollment Themes

	Barriers	Potential Solutions	Action Items
Engagement & Recruitment	• Institutional knowledge about CCR • Finding qualified instructors • Exclusion from college-wide outreach efforts	• Invite yourself to team meetings of other departments & vice versa • Share full-time instructor with other programs/departments • Have an enrollment event - end and beginning of classes	• Identify regularly scheduled meetings • Connect with another program/department with similar issues • Select dates for event
21st Century Teaching & Learning	• Access to devices and technology • Instructor comfort level with technology • Limited knowledge of androgogy	• Library rents laptops & hotspots • Utilize a digital navigator for staff and student • Professional development	• Contact library to determine technology loan procedures • Conduct a needs assessment for technology gaps • Schedule quarterly PD sessions
Clear Pathways & Success/ Transition	• No official IET/career pathway • Limited transition program options	• Establish a guided career pathway model • Partner with CE/CU and employers to find pathways into family-sustaining jobs	• Attend state-wide professional development on guided career pathways • Meet with a consortium of CE/CU staff and employers to develop guided career pathways

Repetition and Review:
The Road Crew of Instruction

There was a pothole in the road in front of my house. After a snow/ice storm this year, the road clearing crews must have nicked the road with the plow causing a large pothole. We spent months slowly crossing over the pothole, ensuring we did not damage our car in the process. We used caution or had consequences when approaching the hole in the road, but luckily they have removed the obstacle, and we are back to moving quickly and safely down the road.

We also must maintain the pathways created in the adult learners' brains in our classrooms. Instructors work hard to map out the roads and connections necessary for students to get where they want to go. But expanding the network of pathways in the brain needs to be well worn to become foundational. Neuroplasticity helps our brains create new meanings from the experiences we make in the classroom. We are forging ahead, straightening curves, flattening the hills, and working to remove the obstacles in our brains preventing understanding. One way to maintain a well-worn pathway in the brain is to incorporate repetition and review as consistent instructional features.

According to "Learning Over Time," repetition, when well designed, is very effective in supporting learning. The study recommends spacing learning events such as presentations and practicing over time. Learning does not commonly occur in a one-time event but happens over time with multiple interactions with the material. Repetition increases a student's critical thinking and can be a student's self-correction technique.

Moving new skills to the subconscious takes deliberate and sustained instruction and practice over multiple days each week for months. Much like the work crew filling potholes and cracks in the road, we must travel down old pathways to see what work must be done to make sure we can move free of obstacles.

-Matthew Brown, Professional Development and Distance Education Specialist

 (n.d.). Spacing Learning Events Over Time: What the Research Says, from https://www.worklearning.com/wp-content/uploads/2017/10/Spacing_Learning_Over_Time__March2009v1_.pdf

(2020, April 7). Adult Learning Theories and Principles - Western Governors .... from https://www.wgu.edu/blog/adult-learning-theories-principles2004.html

 (n.d.). THE EFFECTIVENESS OF REPETITION - Academy Publication., from https://www.academypublication.com/issues/past/jltr/vol01/03/01.pdf

Call For Articles

Lessons From the Pandemic:
The Impact of COVID-19 on Adult Education

The *COABE Journal* is a theme-oriented and practitioner-focused journal that is published semi-annually. The *COABE Journal* seeks contributions from Adult Education professionals to share best practices, research, innovations, reflections, and reviews for the Fall 2022 edition, focusing on the impact of the COVID-19 pandemic on adult education.

The Novel Coronavirus (2019-nCoV) otherwise known as COVID-19 and subsequent variants have had a profound worldwide impact. Among these was the sudden and unexpected spring 2020 shutdown of many industries and essential services, including adult education programs. As we have passed the two-year anniversary of the initial shutdowns, society and the manner in which business is conducted has changed significantly.

The "Lessons From The Pandemic" edition seeks article submissions focusing on how adult education programs, classrooms, practitioners, and students have been impacted by COVID and how the pandemic has resulted in innovations in instruction, program delivery, budgets, and teacher development and training.

Articles for consideration should focus on one of the topics listed below and follow the criteria for the type of article noted in the submission guidelines.

The Submission Deadline is May 17, 2022

Submit Article

All submissions must follow the criteria and style of the **7th edition of the *Publication Manual of the American Psychological Association***. Check here for general paper formatting, grammar, and citation and references guidelines. Please review and apply the principles outlined in the COABE Journal Style Guide prior to submitting your article.

Beaufort County Community College Makes It Work with Marketing and Funds

Penelope Radcliffe is busy at Beaufort County Community College. She directs the Career and College Readiness program with two full-time staff to cover three counties. But with a dedicated team of part-time instructors and the support of college president Dr. David Loope, the CCR program is now providing free GED practice and official tests and transportation for students. The increase in access increased BCCC CCR enrollment and test success rates.

BCCC can offer free GED testing through 2023 with money from Beaufort Promise American Rescue Plan (HEERF III). The free testing promise advertised on the digital sign in front of the college has brought in students who, until now, were reluctant or unable to pay the testing fees. The $18,400 allotted pays for practice and official tests into 2023.

CCR students can now take advantage of the transportation voucher from local transit companies offered by BCCC. Mrs. Radcliffe said she felt fortunate to provide transportation to the rural parts.

The new students begin with a revamped cohort-based orientation. The orientation lasts three days and initiates students' connection to the college and each other. The camaraderie within the cohorts keeps the students socially engaged, with a feeling of responsibility towards one another. Penelope stated she has seen positive relationships form among the students within the cohorts to support each other.

The program has seen increases in retention and success rates on the GED test (76% of first-time test takers pass) as these new programs are advertised to the community.

Penelope expressed her appreciation for the college president Dr. David Loope, and the time and money invested in the CCR program. He has been an advocate for them as they revive and rebuild the program post COVID.

PODCAST EPISODE

Perseverance with Fran Langley

BCCC Talks

Spotify Link

Take a listen to the episode of "BCCC Talks" on Perseverance with Fran Langley, a student in the CCR department.

The impact of positive relationships and growth mindset are on full display in the episode.

Hosted by:

Sara Haghighi and Erin Vobornik

Produced by:

Jeffrey Abramowitz

The Adult Ed Advocast is adult education's first podcast devoted to helping you become a stronger advocate for our field. In each episode, experts and experienced advocates will tackle a specific topic. You'll hear about advocacy in various forms: social media outreach, forging partnerships, meeting with legislators, and much more! Develop your advocacy skills and become a champion for adult education.

This Episode's Guests:
Sharon Bonney, COABE CEO, and James Bonney, COABE Creative Director.

Learn more about COABE's Adult Education Podcast by visiting the
COABE Advocast Page

2021-2022 Measurable Skill Gains Rate

For the 2021-2022 program year, the North Carolina AEFLA negotiated level of performance is a state-wide measurable skill gain rate of 43.6%. Measurable skill gains are achieved for participants by earning an educational functioning level gain or by the attainment of a secondary school diploma or its recognized equivalent.

Research & Performance Management (RPM)

The Basic Skills dashboards listed below have been updated with the 2022 Period 8 data.
Public-facing dashboards on RPM website:

- Basic Skills MSG Rate – Provider Outcomes
- Basic Skills MSG Rate – Peer Comparisons
- Basic Skills Pre and Posttest Practices

Access-controlled (behind a login) dashboards on Power BI site:
Provider Dashboards:

- NCCCS – Basic Skills/CCR, which includes:
  ◦ Basic Skills Overview
  ◦ NRS Tables
- NCCCS – State Performance Measures, which includes:
  ◦ Basic Skills MSG Rate (PM1) report

Digitally Speaking
Digital Navigator Network Update: *Submitted by Jennifer Bean, Coastal Carolina CC*

Greetings from the Digital Navigator Network (DNN)! As we have continued our project throughout March, DNN participants realize that it takes a lot more than good luck to promote successful digital programming. It takes a good deal of hard work, intentional action, and a passion for student success to ensure that our adult learners have the resources and tools they need to learn and work in the 21st century.

March saw many DNN participants get their BSP 4010 and BSP 4011 classes off the ground. Students in these classes are starting to learn essential digital skills. We hear from instructors and digital navigators alike that these students are enjoying themselves and acquiring knowledge and skills they never thought would be within reach. Every program in the DNN is meant to run at least one digital skills class as part of their grant. At the same time, all participants have indicated that they have a class running – or preparing to run – on their campus or at their main site; many participants are also running BSP 4010 and BSP 4011 elsewhere in their communities. Here are some examples of locations where Title II programs are facilitating digital skills classes:

-	Churches	-	Homeless shelters	-	Housing authorities
-	Libraries	-	Senior centers	-	NCWorks offices

This is just an example of how the DNN participant programs are showing an impact in their communities. Students of all ages from various backgrounds are receiving the opportunity to grow their digital skills in a safe, enjoyable atmosphere. We look forward to seeing where else our participants will run these fantastic classes.

Thousands of free and open activities to learn #digitalskills, added by educators for educators

visit

digitalskillslibrary.org

Check out the updated
Digital Skills Library!

This is the product of a collaborative effort of over fifty educators! Thank you to WES Mariam Assefa Fund and the Digital Resilience in the American Workforce initiative for supporting the creation of the Digital Skills Library as well as the adult educators across the nation that contributed to the library.

EdTech CENTER @ WORLD EDUCATION

Check Out Ed Tech Center's New Look!

LATEST NEWS & STORIES

For Colleges Only

Recruitment: Guided Pathways Coaches

Pathways Coaches Recruitment
Share/distribute this message and attached flyer that through April 22, 2022, the NC Student Success Center (SSC) is recruiting Guided Pathways Coaches. Guided Pathways Coaches are essential in helping the SSC maintain its commitment to key players to translate the big picture of change into actions to help community colleges to meet their Guided Pathways goals. Selected applicants to become Guided Pathways Coaches will be compensated $4,225 (per service agreement year) for coaching services and training participation, provided training during fall 2022 (required), and connected with Guided Pathways Colleges to serve as a Guided Pathways Coach. Coaches are regarded practitioners who have experience with both the NC Community Colleges and Guided Pathways. It is ideal to serve as a Guided Pathways for at least two-consecutive years.

Guided Pathways Coaches Role
Coaches provide direct, customized, multi-year support to colleges implementing pathways. They help colleges address a broad range of issues, such as effectively engaging stakeholders and considering how changes in one part of an institution affect other elements of the system. Most important, coaches help colleges make sure they keep students at the

Application

Form: NC Student Success Center Guided Pathways Coach Application

More Information about the Guided Pathways Coaches
Student Success Center

Director of Equity and Guided Pathways

Jairo McMican, Central Carolina Community College
McMicanj_tmp@nccommunitycolleges.edu

Lead Guided Pathways Coaches

Dr. John Paul Black, Lenoir Community College
jpblack73@lenoircc.edu

Dr. Heather Woodson, Gaston College
Woodson.Heather@gaston.edu

HSE Office Update

The updated Multiple Pathways to High School Equivalency (MPHSE) Diploma Program Operating Guidelines are available in the College and Career Readiness webpage. Information contained in the December 2021 Multiple Pathways to High School Equivalency (MPHSE) Diploma Program Operating Guidelines supersedes previously published operating guidelines.

During the next phase of MPHSE, McDowell Tech Community College has been identified to facilitate the transition of the program operations to the NCCCS's HSE office. Penny Wacaster, Director of College and Career Readiness & Human Resource Development, will serve as the first point of contact for local colleges regarding MPHSE questions and implementation. She can be reached at pmwacaster83@go.mcdowelltech.edu

Multiple Pathways to
High School Equivalency

The Multiple Pathways to High School Equivalency (MPHSE) diploma program is a standardized performance assessment program for the completion of a high school equivalency diploma. The student is required to demonstrate high school-level competencies in the five selected content areas. Once a student has satisfactorily completed all requirements, a high school equivalency diploma will be awarded through the North Carolina State Board of Community Colleges

Who is eligible?

The MPHSE Diploma Program is available to individuals based on the same eligibility guidelines as with other College and Career Readiness programs for persons seeking to earn a high school credential.

MPHSE Content Areas

The five required content competency areas are:

- English Language Arts/Literacy

- Mathematics

- Science

- Social Studies

- Technology

Elements to Determinate Credit

The following may be used in combination to demonstrate completion of content areas:

- High School Courses

- Adult High School Courses

- High School Equivalency Assessments

- BSP Transition Courses

- NorthStar Certification