



COLLEGE & CAREER READINESS

Message from the State Director



Thank you for the incredible work you have done for NC adult education students. During this time of great stress and uncertainty, we experienced a major shift in the way we deliver our activities and services. And, yet, NC served a little over 40,000 students. As we close this year and begin a new year, we know the accelerated digital transformation is here to stay. While it has been challenging, it has allowed us to serve students who otherwise might not be served. And, we can be hopeful that with the passing of the Digital Equity Act, states will be able to address digital inequities.

From the NC System Office, CCR team, we send our warmest holiday wishes and a happy and safe new year.

Gilda Rubio-Festa
Associate Vice President, College and Career Readiness
State Director, Title II, NC
North Carolina Community College System

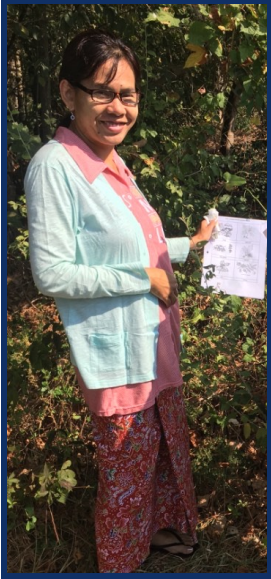
Welcome, Sandra Thompson! Assistant State Director, Title II

We are excited to welcome our newest NCCCS CCR team member, Sandra Thompson, Assistant State Director, Title II. In this role, Sandra will provide leadership and management of operational activities, including compliance, budget and assessment, and instructional programs such as Adult High School and Corrections. She will work with the team to set priorities and oversee significant statewide projects. Sandra will assume her new role on January 3, 2022.

Sandra comes to the NCCC System Office through Central Carolina Community College, where she served as Associate Dean for College and Career Readiness. She brings extensive leadership experience in adult education from both Virginia and North Carolina. Her vision is for all adult education students to access high-quality educational programs that lead to postsecondary opportunities and gainful employment. When not at work, she finds the most pleasure in spending time with her 9-year-old granddaughter, Anna, and her 2-year-old corgi, Snoopy.



Reflection on Creating the Conditions for Success



Saein Oo ("Sane Oh-oo") has been a student in Wake Tech's College and Career Readiness program since 2019. She immigrated to the United States from Myanmar (Burma) in 2017 and two years later began ESL classes. In less than one year, she had made incredible progress, graduating through five levels of ESL, from ESL Level 1-2 to Level 6. Her dedication was clear from the start. Rain or shine, she would ride her bike to class and arrive before most other students. She rarely missed a class and never failed to complete her assignments on time. Saein tackled learning English with all her energy.

The College and Career Readiness program at Wake Tech intentionally meets the conditions Saein Oo needs to persist. According to "Making it Worth the Stay: Findings from the New England Adult Learner Persistence Project," students persist for several factors, and meeting the affective needs of the students has a strong influence on a student's desire to persist. Affective needs include a sense of belonging and community, clarity of purpose, agency, competence, relevance, and stability, to name some examples. We will look at how Wake Tech supported a sense of belonging and agency to impact Saein Oo's success positively. Oo's eagerness to learn and Wake Tech's CCR's attention to her affective needs created a nourishing educational environment.

Sense of belonging and community: Oo's instructors witnessed her patiently helping classmates who struggled, as well as staying after class to assist. The classroom culture created made Oo comfortable and willing to invest in other students' success. Instructors need to encourage collaboration as much as possible to open opportunities for students to connect while working through the material. Research has shown adult students benefit from a group learning environment. Students are more likely to communicate about absences or stopping out, show more profound concern for one another when a student is absent, have livelier classroom discussions, and ask more probing questions.

Agency: According to "Making it worth the stay," humans "strive to control events that affect their lives and are proactively engaged in their development." Oo's immigration and enrollment into ESL classes at Wake Tech signals a strive to control the events affecting her life. Biking to class, in the rain, weekend classes, during the pandemic, Saein took multiple courses to improve her English, using only a cell phone. Nothing seemed to slow her down. Saein enrolled in the morning, evening, and Saturday ESL classes simultaneously, as well as add-ons and electives. She also worked regularly with a volunteer tutor to learn as much as possible. In September 2020, thanks to funding from the CARES Act, Wake Tech's College & Career Readiness program provided Saein with her laptop, which has helped immensely. This semester, Saein reached her goal of enrolling in the Nurse Aide program.



Despite the hardships that brought her to the United States and her difficulties since arriving here, Saein Oo has worked harder than most to learn English and educate herself. In the words of one of her instructors, "There is no other student I can think of who is so deserving." This remarkable woman clearly has a bright future ahead of her.

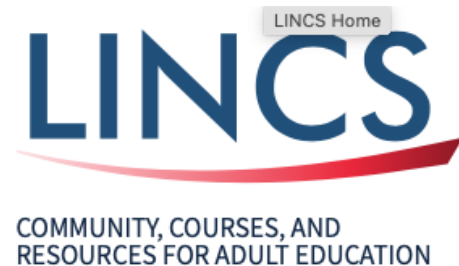
Wake Tech's CCR department has addressed affective needs by providing predictable, consistent opportunities for students to connect with each other and their learning goals.

(n.d.). Making it Worth the Stay: Findings from the New England Adult Retrieved December 2, 2021, from <https://lincs.ed.gov/professional-development/resource-collections/profile-266>

Professional Development Update:

Spring 2022 LINCS Instructional PD Opportunity: Serving All Students

One out of every 4 people in the U.S. self-identify as having a disability, according to the CDC (2019). That number includes adult learners, adult educators, and program administrators and staff. People with disabilities cross all categories and demographics of learners and program employees, which include race/ethnicity, gender, sexual orientation, culture and language, geography, and economics.

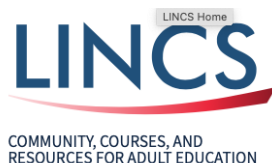


LINCS has invited North Carolina to send a large cohort of instructors to participate in a series of webinars and a community of practice focusing on Serving All Students. The training will consist of six one-hour monthly webinars beginning in January and running through June 2022. The dates and times of the webinars are yet to be determined.

During this training from LINCS, participants will have the opportunity to learn from Dahlia Shaewitz, Vice President of Transition, Disability & Employment for the Institute for Educational Leadership. Ms. Shaewitz will provide a deep dive into disability awareness that includes learning about disability prevalence, ableism, and inclusion, and a discussion about why this is important in supporting States' goals for equity and inclusion in adult education programs. Participants will have an opportunity to share perspectives with colleagues, identify strategies to expand their network of partners, and begin to build their plan to improve disability diversity inclusion in adult education.

If you would like to participate in this unique professional development opportunity, please complete this VERY brief form: [Request to Participate in LINCS Serving All Students Cohort Spring 2022](#)

New On-Demand Courses from LINCS



[Creating Adult Pre-Apprenticeships](#)

[Teaching Adults to Read: Teaching Beginning and Intermediate Readers](#)

[Teaching Adults to Read: Teaching Advanced Readers](#)

New users can [create a new account](#) on LINCS.

LINCS UNIVERSAL TA



USCIS' Adult Citizenship Education Program and Naturalization Test

Audience: States, Local Programs, IELCE Programs and Practitioners

Date: January 26, 2022

Registration:

Time: 3:00PM (EST)

<https://air-org.zoom.us/meeting/register/tJEtdu2hpzkvH9zYVerCVX0EpB5X2V-PpHo8>

Objectives:

- Overview of the USCIS Adult Citizenship Education Program Development Guide
- Overview of the U.S. Naturalization Test
- Overview of the Citizenship Resource Center
- Overview of the [Interagency Strategy to Promote Naturalization](#)

On-Demand Professional Development Opportunities:

- [2021-22 LEIS Form Training](#)
- [An Introduction to Title II Performance and Accountability Requirements](#)
- [Conquering Your Data Challenges](#)
- [IEL/CE Certificate of Completion Training Course \(2021\)](#)
- [Title II Performance and Accountability: Post-exit Primary Performance Indicators](#)

Spring 2022 Instructor Credentialing Courses:

Registration is now open for the following Spring 2022 credentialing courses:

- [CORE – February 7– April 15, 2022](#)
- [ASE Math – February 7– April 15, 2022](#)

Upcoming Webinars:

[December 6: IntelliBoard - Saving Instructors Time through Automating Data Reporting: A Case Study with Nash Community College](#)



Title II 90 Day Look Back Period State Policy Webinar

The system office staff has been reviewing the current 90-day look-back period state policy and its impact on program services (i.e., EFL gains, testing of students, etc.). As part of this process, local providers supplied feedback on possible changes to this policy via a survey in September. A webinar is scheduled for Friday, December 10th at 10 a.m. to present and discuss the options being considered for a new look back period state policy and the benefits of the new options. The 90-day Look-Back Period State Policy webinar will include a review of the current policy, options and benefits of a new state policy, and an opportunity for providers to give feedback.

Register Here: [Title II 90 Day Look Back Period State Policy Webinar](#)

Podcast Recommendation:

The NRS Story: From Policy to Practice - Past, Present, Future

The National Reporting System (NRS) has served the adult education community for several decades in various capacities. In this podcast presented by the National Reporting System for Adult Education, Larry Condelli, director of the NRS Support Project at the American Institutes for Research, talks about the history of the NRS and how it has evolved. He describes why and how the National Reporting System came into existence, and he calls out what needs the NRS serves today and discusses the future of the NRS.

Dr. Larry Condelli directs the state technical support project for the National Reporting System and provides training and technical assistance to states on accountability and using data for program management and improvement.

Listen to the podcast here: [The NRS Story](#)



NATIONAL
REPORTING SYSTEM
for Adult Education

Digital Literacy Project Update:

The State Board of Community Colleges approved an allocation of \$1,075,000 to support Phase III of the Digital Literacy Project to forty-three Title II providers during the November meeting. The award notifications are being prepared and budget forms have been requested.

The focus of Phase III of the Digital Navigator Network is to create a network of trained student support staff to provide support to programs to implement the courses Transition Digital Skills (BSP 4010) and Transition Digital Skills Application (BSP 4011) and to assist students in navigating resources to transition to post-secondary programs of study or credentialed training. All Title II providers were invited to apply to participate in the Digital Navigator Network project. The providers listed in the table below submitted applications.

Coastal Carolina Community College has been supporting the overall management of the Digital Literacy Project since February 2021 and will continue in this role through June 2022.

Alamance CC	Forsyth Technical CC	Piedmont CC
Beaufort County CC	Gaston Community College	Pitt CC
Brunswick CC	Guilford Technical CC	Randolph CC
Caldwell CC/TI	Halifax CC	Rockingham CC
Cape Fear CC	Isothermal CC	Sandhills CC
Carteret CC	Lenoir CC	South Piedmont CC
Catawba Valley CC	Martin CC	Southwestern CC
Central Carolina CC	Mayland CC	Surry CC
Cleveland CC	McDowell Technical CC	Tri-County CC
Coastal Carolina CC	Moore County Literacy Council	Vance-Granville CC
College of The Albemarle	Nash CC	Wake Technical CC
Craven CC (Interim)	Orange County Literacy Council	Western Piedmont CC
Davidson-Davie CC	Pamlico CC	Wilkes CC
Edgecombe CC		Wilson CC
Fayetteville Urban Ministry		YMCA of Northwest NC

225 Corrections Grant in Action:

Sandhills Community College

SCC began an adult education program at their local Moore County Detention Center in the Spring of 2021, and has already guided two justice-involved individuals to complete their HSE diplomas! They have been utilizing *HSE in the Community* and their instructor has been able to Zoom with her students weekly to provide support and supplemental instruction. Their allotment of Section 225 funds also supports a program in the *Sandhills*

Adult and Teen Challenge program, a residential substance abuse treatment center. The Teen Challenge program serves residents needing their HSE, as well as those who want to improve their skills with the hope of going to college when they complete their program.

Mayland Community College

After more than a year and a half, MCC is finally operating a class in each of their two DPS facilities. MCC started in the second facility just mid-November, so they are extremely pleased to be offering face-to-face instruction to the justice-involved men in these facilities. Both classes are mixed-level classes serving mostly new students plus a couple who were with them pre-pandemic. There is significant enthusiasm within the population for classes. The focus within the classes right now is on language arts and math instruction, but they do have plans to move towards integrating re-entry skills content.

Beaufort Community College

BCC has formed a collaboration between their CCR and HRD programs, which has blended to the development of the "Strive for Five Program". This program supports justice-involved individuals working towards the following five credentials while incarcerated:

- High School Equivalency
- Career Readiness Certificate
- NorthStar Digital Literacy
- HRD - Interview Skills
- HRD - Resumes for the Win

Additionally, they are striving to begin Broadband Telecart Classes via Zoom at Tyrrell Prison Work Farm.

Guilford Technical Community College

GTCC offered High School Equivalency classes and Hi-SET testing in the High Point Detention Center during the fall 2021 semester. Although the classes had to be cut short due to the jail's Covid restrictions this semester, they did have their first two HiSET graduates at that location and plan to celebrate their success with a small ceremony at the Detention Center in December. In Spring 2022, they are planning to offer HSE classes and testing at both their High Point and Greensboro Detention Centers, and are hoping to offer ServSafe Food Manager training and/or Forklift training as well to their students.