

A Note from the State Director:

Dear Colleagues,

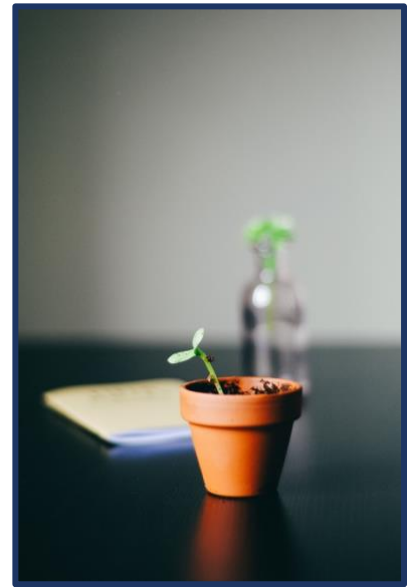
Thank you, Mitchell Community College, for sharing your best practice. Using a Growth Mindset in orientation sets a positive tone and creates that supportive environment essential for students' growth.

As we pass our midyear mark, we can take pride in our persistence during these unsettling times. It is also an excellent time to check your program's performance and post-test rate. Our team will answer questions and provide technical assistance as you implement your plan.

We want to thank Central Carolina Community College, Wake Technical Community College, and Lenoir Community College for allowing their ELL instructors to be a State Trainers the researched-based Standards in Action training. Seats will be limited, so sign up fast.

Regards,

Gilda Rubio-Festa, NC State Director, WIOA - Title II
Associate Vice President, College & Career Readiness



Professional Development Update:

Virtual Institute on Implementing Standards-Based Instruction for English Language Learners

Last Summer North Carolina sent a cohort of instructors to the Standards-in-Action (SIA) Virtual Institute on Implementing Standards-Based Instruction for English Learners offered through a grant from OCTAE. The NC instructors thoroughly enjoyed the SIA virtual institute and frequently commented that it was the best training that they had ever attended.

Throughout the month of March we will be duplicating the SIA Virtual Institute for ESL Instructors. The series will be led by Matthew Brown, CCR Professional Development Specialist and facilitated by three state trainers who attended the SIA institute last summer.

The three state SIA trainers/coaches are:

- Julia Herbon, Lead ESL Instructor, Central Carolina Community College
- Mohammed Essack, Instructional Program Specialist, Wake Technical Community College
- Wendy Hicks, ESL Instructor, Lenoir Community College



The highly participative virtual training will be offered as a series of ten two-hour workshops which will include a mix of large and small group activities focused on how to design instruction for English language learners (ELLs) that addresses two critical needs: language and content development. Participants will spend the majority of the workshops collaborating in small groups with their SIA coach to create standards-based ESL lessons.

Participants will experience a model English language arts/literacy lesson designed for ELLs. They will explore both assorted research-based, instructional activities to engage ELLs in the content while promoting language development as well as instructional activities to engage ELLs in robust levels of discourse and reasoning about content.

Participants must commit to attending all ten of the live virtual workshops held on every Tuesday and Thursday in March from 2:00 – 4:00: March 1, 3, 8, 10, 15, 17, 22, 24, 29, and 31. These workshops will NOT be recorded and posted on the CCR PD website.

Participants will be limited to a maximum of thirty ESL instructors chosen based on their responses to the submitted applications. If you are interested in participating in the virtual institute, please submit an application below.

[Application to Participate in SIA Virtual Institute on Standards Based Instruction for ELLs](#)

Now Accepting Applications for March 2022 CORE Credential:

The Core Credential is a ten-week online asynchronous course with scheduled assignments due every week. Topics include:

- Lesson planning
- Teaching adult learners
- Metacognition
- Contextualized Instruction
- Components of reading
- Math concepts
- Integrating technology into instruction

Applicants must commit to spending approximately three hours per week completing the required assignments. Applicants must also commit to beginning the course on March 21, 2022, and completing all required course assignments by the weekly due date. Lastly, applicants must commit to completing the course by May 27, 2022.

[Register for the March 21, 2022 CORE Credential](#)

Registration Process for On-Demand VLC Courses:

Each faculty member or staff person who would like to take one of our on-demand professional development courses will need to follow the links on the [CCR PD Website](#) to register for the specific course in which they are interested.

The first time that someone registers for a course, there will be a twenty-four-hour turn-around for the VLC to create an account and a username. After the first time, the new user can use the same account to register for all of our other CCR PD courses.

It is also important to note that the VLC can only create accounts for institutional email addresses. This means that every user from your organization who would like to take an online CCR course will need to have an email address that ends in .org or .edu. The VLC cannot create accounts for email services that end in gmail.com, yahoo.com, hotmail.com, etc.

If you have any difficulty registering for one of the on-demand courses, please contact the VLC helpdesk at vlcqacenter@surry.edu

2022 ApprenticeshipNC Annual Conference

Is your organization interested in starting or revising a pre-apprenticeship program in 2022? If so, attend the 2022 ApprenticeshipNC Annual Conference March 15th - March 16th, hosted at the Hotel Ballast in Wilmington, NC, to learn how to connect your pre-apprenticeship models to high-quality, registered apprenticeships. The registration deadline is on Friday, February 25, 2022; you can register for an in-person or virtual option. More information can be found at the following website. <https://www.apprenticeshipnc.com/events/2022-apprenticeshipnc-annual-conference>

Conference Theme — *Revive and Thrive: Creating an Inclusive Workforce Post Pandemic*

Workshop Titles include:

- The Global Economy: Sustaining a Registered Apprenticeship during a Pandemic
- Registered Apprenticeship; Another State's View During the Pandemic
- Integrating Today's High School Talent into the Workforce of Tomorrow
- Building and Growing Apprenticeship with Diversity and Equity in Mind
- Serving the State through Community College Registered Apprenticeship Programs
- Revitalizing and Recovery; Sustaining the Workforce during the Pandemic

Research to Practice: Growth Mindset in Action

Submitted by: Christine Verolme, Advisor/Instructor, Mitchell Community College

A growth mindset is a way of viewing obstacles and challenges in one's life. A student with a growth mindset will look at a challenge as something they can succeed at, even if it is not something they are good at right now. They are not afraid to give new things a try and don't give up as soon as there is an obstacle. They don't believe that one's knowledge or skills are set in stone and will take criticism to improve. A student with a growth mindset is ready to learn and knows that their skills will improve over time with work.

The flip side to a growth mindset is a fixed mindset. Someone with a fixed mindset generally doesn't challenge themselves. A fixed mindset will give up on a goal when the first obstacle comes along. Not succeeding right away confirms their thought that they can't do it. Any whiff of criticism is taken as further proof that they can't achieve their goal. They are often "always or never thinkers." "I always screw up." "I will never learn an equation."

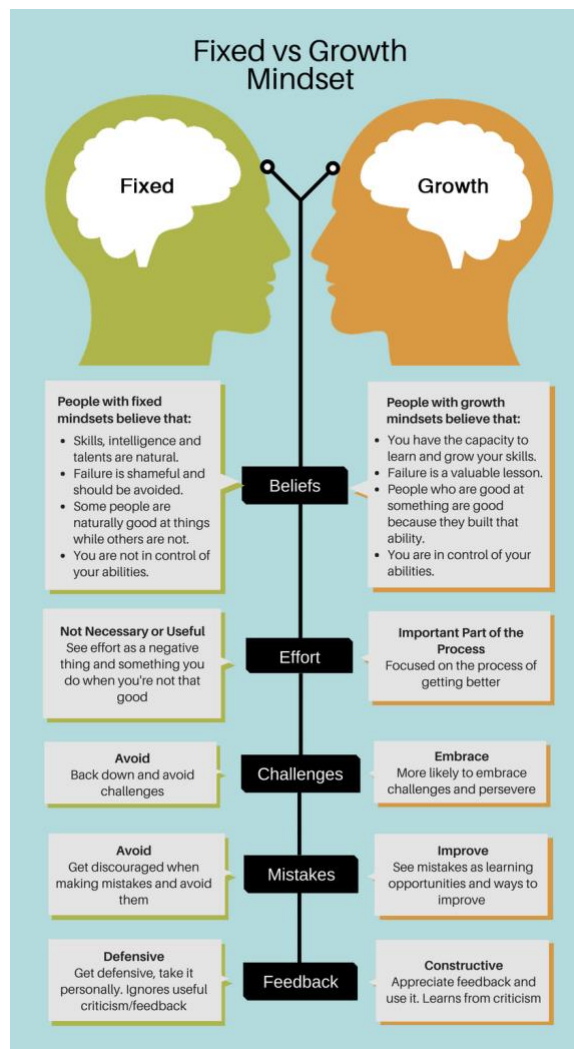
At Mitchell Community College, we talk to our students about having a growth mindset. Many of our HSE students come in leaning towards a fixed mindset, and we make it our job to demonstrate to them how just showing up for Orientation is a step in the right direction. We introduce the concept in Orientation and talk about some things to look out for to avoid a fixed mindset.

A great way to demonstrate how a growth mindset has worked out is to show some examples of famous failures. Michael Jordan is an excellent illustration. He failed at many things; he has missed more than 9,000 shots in his career, lost almost 300 games, and missed the game-winning shot 26 times. Yet still, he is arguably the greatest basketball player of all time. Michael Jordan is quoted as saying: "If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

Another touching story is about Justice Sonya Sotomayor. She grew up in the impoverished projects of the Bronx. Her mother was an orphan from Puerto Rico, and her father had a third-grade education. She overcame her circumstances and eventually made it to the Supreme Court. There are a lot of stories like Justice Sotomayor's and Michael Jordan's.

Our instructors will weave these stories into their course curriculum. We do this on both the Continuing Education side and the Curriculum side because we want our students to know that failure does not have to be the end of the road. We encourage students to pick themselves up and keep trying.

Another way we approach a growth mindset is to talk to our instructors about giving feedback to our students. We take it in stages rather than dumping a load of feedback on a student and asking them to fix it. A great video demonstrates this with kids drawing a butterfly (the video is linked below; it is worth watching). Also, we focus on teaching the "Power of Yet." So instead of saying, "I can't do it,"



we want to encourage our students to realize they can't do it yet. Hopefully, they can get there with more practice and some more coaching.

Illustrating what we learn from a mistake is another technique that helps a student become more of a growth mindset student. If we are doing a math problem, we might try a guess as an answer and see how that works out. If it doesn't, we can point out what we learned. When writing essays, we might start with our outline and notice that we don't have the evidence to make our point. Showing how to spot mistakes and learn from them are great tools for our students to have.

Yet another way we reinforce a student's growth mindset is by having the program advisor talk about "Plan B." What happens if your kids get sick? How will you get to school if you don't have a license? They look at potential obstacles in a student's journey to help them think ahead to solutions. The advisors let them know that they **will** fail at something. We all fail at times. We help them think about how they can reframe their failures into opportunities for growth.

A growth mindset is not the idea that everyone gets a trophy. Instead, it is the idea that we look at progress versus just looking at results. We praise the effort and not just the talent. In our diverse classrooms, we will often have students who excel naturally and those who struggle. When action is exerted by those working, we should praise them more than those who can get the concept right away. A growth mindset isn't the only piece of what makes a student successful, but it is important. Homelife, support systems, resources, etc., are huge pieces of the puzzle as well. We never want to tell our students they can do anything if they just have a growth mindset. I always tell my students that I will never be able to do gymnastics. This is based on facts that go beyond a growth mindset.

Resources:

- [Carol Dweck on Growth Mindset](#) (youtube)
- [How many times should you try?](#) (youtube)
- [John Legend on not giving up.](#) (youtube)
- [6 problems of Growth Mindset](#)
- [Michael Jordan Failure commercial](#) (youtube)
- [Butterfly drawing feedback](#) (youtube)



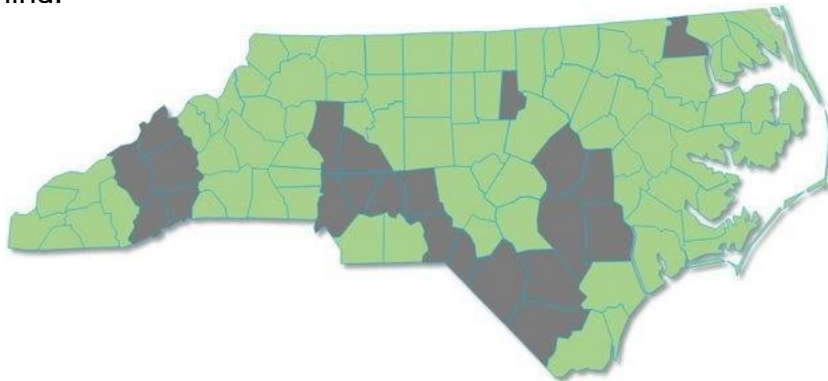
If you have an example from your institution of an instructor utilizing best practices to strengthen retention, contextual instruction, or integrate technology, please share with Matthew Brown at brownm@nccommunitycolleges.edu

Digital Equity Update

During the January meeting of the State Board of Community Colleges, approval was given to begin expanding broadband access to twenty-five rural community colleges. The project will deliver improved broadband design, technology infrastructure, and network security improvements for the twenty-five colleges. [Here](#) you can find the full board item.

Phase III - Digital Navigator Network

- The Digital Navigator Network (DNN) project kicked off in January. Seventy-nine counties in NC are being served by this network
- The DNN is comprised of thirty-nine community colleges and four community-based organizations.
- The goal of the Digital Navigator Network is to create a network of trained student support staff to provide assistance to programs to implement the Transition Digital Skills (BSP 4010) and Transition Digital Skills Application (BSP 4011) courses and to assist students in navigating resources to help them transition to post-secondary programs of study or credentialed training.



Green: Digital Navigator Network service area

For Colleges Only

Help your Students' Voices Be Heard!

The N4CSGA (Student Government Association for the Community College System) has released a survey for ALL students in the Community College System. The purpose of the survey is to gain a better understanding of community college students, their community college experience, and how North Carolina community colleges can more effectively meet their needs. The information will be used to help identify issues and opportunities for the next NC Community College System strategic plan. Please distribute the survey to your students – the link is at

[North Carolina Community College Student Survey.](#)

ADVANSYS Update

ADVANSYS provides a statewide student reporting system that meets National Reporting System (NRS), WIOA reporting requirements. ADVANSYS, developed specifically for Title II adult education reporting, is an automated, individual student record system with a relational database structure.

Phase I-Data migration into ADVANSYS completed for four pilot colleges:

- Central Piedmont Community College
- Central Carolina Community College
- Mitchell Community College
- Rowan-Cabarrus Community College

Phase II - The project team convened an Advisory Committee, non-pilot colleges, to assist in making decisions about interoperability between the three data management systems. The non-pilot college cohort:

- Wilkes Community College
- Pitt Community College
- Richmond Community College
- Guilford Technical Community College

A detailed memo regarding the ADVANSYS system project was emailed by Patrick Fleming, Senior Vice President and Chief Information Officer for the System Office IT to colleges on December 15, 2021.

Phase III- Cohorts 1, 2, and 3 have begun the training and validation process. Colleges within Cohorts 1, 2, and 3 are:

Beaufort Community College, Forsyth Technical Community College, Haywood Community College, Lenoir Community College, Piedmont Community College, Sandhills Community College, Surry Community College, Wake Technical Community College, Cape Fear Community College, Craven Community College, James Sprunt Community College, Martin Community College, Pamlico Community College, Roanoke-Chowan Community College, Stanly Community College, Wilkes Community College, Alamance Community College, Asheville-Buncombe Technical Community College, Brunswick Community College, Carteret Community College, Cleveland Community College, Sampson Community College, Southeastern Community College, Wayne Community College

A memorandum along with a Knowledge-Based Article has been shared with the remaining colleges to assist with the transition to the ADVANSYS system.

News from Distance Learning

Please click for the [NCCCS Distance Learning Team Updates](#)

NC Student Success Center to host Guided Pathways Series of Virtual Workshops

The NC Student Success Center (NC SSC) is pleased to announce its upcoming NC GPS 100 Series Virtual Workshops.

Guided Pathways is an institution-wide approach to student success. It streamlines students' journey through college by giving each student a clear, coherent, and structured educational experience that builds in a variety of academic and nonacademic supports.

Guided Pathways institutes are a series of intensive workshops where colleges dive deeply into guided pathways and learn how to implement this institution-wide change. The NC SSC 2022 guided pathways institute will be a series of six virtual workshops — called the NC GPS 100 Series — that began on January 27, 2022.

The NC GPS 100 Series is open to all 58 NC Community Colleges. For the series, colleges can participate in whichever combination of workshops and include as many faculty and staff most helpful. We recommend that colleges new to Guided Pathways participate in all five sessions.

For more information: [NC SSC Guided Pathways](#)

Community College Webinar Series

Join the WorkforceGPS and the Department of Labor for a series of three roundtables exploring how community colleges can better measure equity in their programs and incorporate strategies to improve employment-related outcomes for historically marginalized groups.

[REGISTER NOW](#): February 10, 2022 1:00PM-2:30PM
Defining and Assessing Equity in Community Colleges

[REGISTER NOW](#): February 24, 2022 1:00PM-2:30PM
Evidence-Based Strategies for Addressing Inequities in Community Colleges

[REGISTER NOW](#): March 10, 2022 1:00PM-2:30PM
Historically Marginalized Populations in the Community College System