



# COLLEGE & CAREER READINESS



## Message from the State Director:

Happy New Year! This past year has been transformational. The CCR team is honored to be part of the Adult Education community. We have seen changes in how we work, learn, and lead our programs. As we move to the middle of the program year, we will continue to listen to you to understand factors impacting program activities and services. We will continue to view our programs through an equity lens in the new year.

**Alert:** NC is currently revising the WIOA unified state plan. State plans outline the vision for cross-program planning to provide a broader range of coordinated and streamlined services to ensure the state workforce system matches skilled individuals with jobs and employers. The plan will be

published for public comment. We will keep you posted when it is available.

Read about the innovations happening in corrections and tips on improving your partnerships with your partners. Contact your regional representative to implement Transition courses aligned to entry into post-secondary gateway math and English.

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

### Tell us what you think:

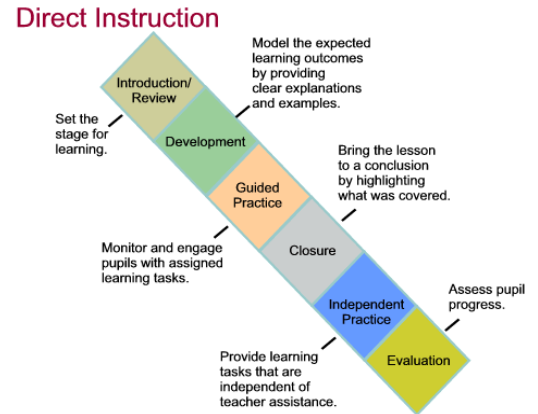
We are looking for feedback on the monthly newsletter produced by the NCCCS CCR office. Everyone who reads this newsletter is invited to participate in the questionnaire.

Please follow this [link to the questionnaire](#).

# Best Practices: Direct and Explicit Instruction Method

## - Matthew Brown

The past two years have forced a lot of change. The way we deliver instruction has had to shift as the ways students receive our services were required to change. Face-to-face students have moved online; classroom teachers are now teaching in a hyflex classroom or entirely online. These new opportunities offer many new ways of delivering instruction including, live streaming via an LMS such as Moodle, ALPaCa's, and face-to-face, hybrid situations. One thing has remained, the value of direct and explicit instruction. The slow release of responsibilities, allowing for practice and scaffolding, and gradually freeing the student to independent practice leads to material mastery, like teaching someone how to ride a bike. You explain and demonstrate how the bicycle works, running behind the rider and holding on to the seat, and letting them go riding independently of your support. This slow-release provides the student with the support they need to work towards independent mastery material. The tables below outline steps for direct instruction and a list of teaching strategies.



Provide Clear Explanations (I Do)	Model the Learning Process (I Do)	Engage in Scaffolded Practice (We Do)	Allow Independent Practice (You Do)
<ul style="list-style-type: none"> <li>Introduce the strategy and explain its steps</li> <li>Discuss the context and rationale</li> <li>Use learner-friendly language</li> <li>Connect with previous learning</li> </ul>	<ul style="list-style-type: none"> <li>Model the strategy by doing - correctly, clearly, &amp; concisely</li> <li>Model the skill using a "think aloud"</li> <li>Provide an "expert learner" model for students</li> </ul>	<ul style="list-style-type: none"> <li>Give guided practice with feedback</li> <li>Check on understanding and use of skills</li> <li>Engage in short practice exercises with feedback</li> <li>Problem-solve with individual students as needed</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress and give immediate, positive and corrective feedback throughout</li> <li>Provide practice with a variety of materials at students' instructional levels</li> </ul>

### Teaching Practices

- Teach vocabulary, especially definitions, in different contexts
- Connect instruction to real world applications such as college and careers
- Teach about college pathways and careers that require/need this concept
- Be explicit about how activities and content relate to the subject
- Use photos, videos, graphics to teach concepts
- Provide time for hands-on activities and discussion

(n.d.). What Is Evidence-Based Reading Instruction and How Do You .... Retrieved December 30 2021, from <https://lincs.ed.gov/publications/pdf/EDVAE09C0042EBRILAUDS.pdf>

## Integrated Education and Training Services in IELCE: Relationships Are Everything - John Storm, Reading Connections

In a recent open call, one veteran IELCE program shared their best insights with new providers, emphasizing the importance of relationship building. “Relationships are everything,” they said. Indeed this sentiment is central to the Integrated Education and Training (IET) set of services, which requires educators to integrate with many players within the local workforce development system to provide concurrent and contextualized adult education activities. They added that, especially in the beginning, IELCE program providers need to focus on listening with intent.



Any program seeking to launch IET services may begin their planning process by asking “Who could, and *should*, I invite for coffee?” It is in such relaxed environments that listening and learning takes place, and value propositions and visions can be shared by literacy providers. This is where long-lasting relationships are born. And, since IET services involve many external partners, these relationships should be formed simultaneously. Here are a few tips to consider when engaging key stakeholders and program partners:

### **Talking with your prospective job training partner:**

Whether your training partner is a Continuing Education instructor, someone at an external training program, or someone in house at a potential employer’s company, one aim is to determine their pain points around working with English Language Learners. Do ELLs ever sign up for their training classes? If so, how do they fare? Can they handle the English needed to pass, or do they struggle or even drop out? Do the ELLs need more support than the instructor has the time or training to give? Does your job training partner need help filling seats in their classrooms? This line of questioning opens up the conversation to exploring partnerships with shared outcomes - a helpful position to take when collaborating with other educators.

### **Talking with your ELL community partner(s):**

While it is important to know about the needs and interests of students enrolled in your courses, providers are best positioned for program success when *partnering* with ELL communities outside the walls of our organizations. If you do not have a staff member who can serve as a cultural liaison, identify one at organizations or advocacy groups

that serve the population you wish to reach. Ask your contact about the best way to



garner authentic feedback from the community, and then follow their lead. When in conversation with those in the ELL community, use both open-ended questions like “What careers are you interested in?”, as well as close-ended questions such as “If we built a program to support you with the English skills to succeed in *this specific* training, would you be interested?” Open communication and program exploration with the ELL communities in your service area are vital to planning successful programming, as these efforts will better outline to those you seek to serve your vision for a program that meets their needs as well as those of your local workforce system.

### **Talking with potential employers:**

Businesses are constantly thinking about their bottom line, so we should approach introducing our vision to prospective employers as value propositions. Learn what pains employers are presently experiencing, and share with them how our programming can “turn pains into gains”. What are the positions they are having trouble filling? What specific skills and competencies would make job candidates attractive for hire? Could we, as an education provider, attract the ELL community to the idea of starting a new, exciting career at their company? Pinpointing potential employers’ needs puts you in a position to offer a collaborative solution through IELCE programming.

Relationship building takes time, and successful IELCE programming requires the input of multiple stakeholders, each with different interests and concerns. However, everybody is interested in conversations that lead to solid solutions, and some of those conversations can be had in the length of time it takes to share a cup of coffee.

### **Digital Equity Update:**

The Emergency Broadband Benefit Program (EBBP) was an [FCC program](#) designed to help families and households struggling to afford internet service during COVID-19.

When the program ended on Dec. 31, the [Affordable Connectivity Program](#) began and replaced the EBBP.

- Households fully enrolled in the Emergency Broadband Benefit Program as of December 31, 2021 will continue to receive their current monthly benefit until March 1, 2022.
- The benefit will provide a discount of up to \$30 per month toward internet service for eligible households and up to \$75 per month for households on qualifying Tribal lands
- Eligible households can also receive a one-time discount of up to \$100 to purchase a laptop, desktop computer, or tablet from participating providers if they contribute more than \$10 and less than \$50 toward the purchase price.

# Professional Development Update: Registration Now Open for Spring 2022 Instructor Credentialing Courses:

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

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

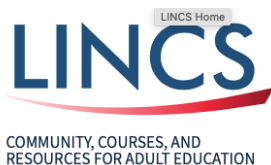
The ASE Math Credential is a ten-week online asynchronous course with scheduled assignments due every week. Topics covered include

- Mathematical mindsets
- From Concrete to Abstract
- ASE Content Standards and HSEs
- Active Learning in the Math Classroom
- Algebraic Inequalities and Graphing
- Preparing Students for Postsecondary Math and Teaching Geometry
- Using Calculators and Probability
- And much more

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

Applicants must commit to spending approximately three hours per week completing the required assignments. Applicants must also commit to beginning the course on February 7, 2022, and completing all required course assignments by the weekly due date. Applicants commit to completing the course by April 15, 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/tJEtdu2hpkvH9zYV-erCVX0EpB5X2V-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](#)

## Always Available 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](#)

## The 225 Grant in Action:

### Catawba Valley Community College:

Catawba Valley Community College has utilized grant funding to provide their justice-involved students with both new computers as well as Aztec Software's Companion Devices and Aztec's high-quality software programs to aid them in reaching their goals of completing high school. Aztec's Companion Device has been the perfect solution to offer Aztec's software program to our students at Alexander Correctional Institution (AXCI). Using the Companion, correctional classrooms are able to access Aztec content in a LAN format with **NO INTERNET REQUIRED**. AXCI has two classrooms that now have ten new computers each for their two full-time classes. Aztec offers Fundamentals, Foundations, Pre-HSE, and the HiSET prep programming to assist students in improving their reading, math, and writing as well as preparation for their High School Equivalency exam.

After several years, CVCC is proud to also have reopened night classes at their Catawba Prison location in Newton. This location will have a room with eight new computers where they will also offer Aztec's programming. Both the Catawba and AXCI locations additionally offer Essential Education including: TABE 11/12 Academy, CASAS Goals Academy, and HiSET Academy. CVCC is proud to have dedicated instructors working with great technology and software programs to provide their justice-involved students in both Alexander and Catawba Counties with a quality education.

### **Wake Technical Community College:**

Wake Technical Community College's CCR Division is excited to showcase how the 225 Grant is servicing their justice-involved learners. Thanks to the 225 Grant funding, offline and online versions of the HiSET® Academy software were purchased to provide contextualized instructional and learning materials for programming. In addition, WTCC welcomed three individuals to the team, one Academic Advisor and two Learning Mentors. These new staff members specialize in serving justice-involved learners to support their academic journey towards restored citizenship.

Despite challenges that persisted with pandemic-related restrictions, the Wake Tech team developed a process to continue program facilitation. With the support of Embedded Mentoring, created and implemented in January 2021, learning packets were provided to offer a more customized curriculum to support individual learning needs for students via correspondence. In October 2021, this model was successfully implemented at the Wake County Detention Center, made possible by the upgraded, accessible technology. Now, Learning Mentors may join the class via Microsoft TEAMS for one-hour sessions throughout the week to help with timed readings, facilitating open discussions, and demonstrating test-taking strategies. WTCC looks forward to seeing more successful outcomes in the future as our students continue their academic journey.



### **WANTED: State Advocates for Adult Education Fellowship**

**COABE is seeking activists and leaders to champion the cause of adult education WIOA Title II programs. The State Advocates for Adult Education Fellowship (SAAEF) is a hands-on advocacy training program for adult educators, adult learners, and friends of adult education. During the yearlong program, fellows will learn how to work with the media, their communities, and policymakers to create change benefiting adult learners and adult education programs.**

**For more information, please refer to [the SAAEF Position Description](#)**

# For Colleges Only:

## ADVANSYS

A communication will be shared shortly from the System Office detailing how colleges may start preparing for the transition to the ADVANSYS system.

For more information, please read this [memorandum](#) from the System Office.

## Why Career READY?

Career READY was developed as part of the redesign of developmental instruction. This component of the process included offering Transition Math and Transition English courses through the College and Career Readiness (CCR) /Adult Literacy programs within the North Carolina Community College System (NCCCS). Many programs joined the efforts by offering the courses in both CCR and Curriculum, by offering the courses in community-based organizations as college and high school equivalency preparation, or by offering the courses solely through CCR. Other programs have reached out to the Eastern and Western coordinators to learn more.

What are the benefits of offering Career READY as a part of your adult literacy program? First and foremost, for students themselves, the courses are free thus saving money and not using up financial aid allotments. Transition Courses offered through adult literacy programs may be scheduled flexibly with start and end dates that are not necessarily tied to traditional semesters and terms. The courses may also be offered as self-pacing so that students can work at their level and pace based on their needs, strengths, and weaknesses. These courses are research-based and provide necessary skills for students to be able to succeed in college gateway classes. Because of the content and design of the courses, students may take the courses for Adult High School credits, for high school equivalency test preparation, for English Language proficiency, as college readiness, and/or as a transition option to college to build confidence and develop academic and study skills for college success.





Adult literacy programs may find benefits in offering Career READY as a developmental education option because students may enroll in these classes immediately upon recruitment and interest rather than having to wait until the next registration period. Students experience higher rates of success if they have the flexibility to take the classes at a slower or faster pace. Some programs direct incoming students into the Career READY courses prior to fall enrollment so that the students can attain the completions necessary for advanced math and gateway English classes.

Ultimately, Career READY provides the solid foundation needed for success in college and careers. The program boosts student confidence, saves them time, and offers a smooth transition to college enrollment. Offering students options and flexibility is crucial in ensuring academic, career, and college success. Career READY is evidence-based, helps in eliminating barriers to college enrollment and success, reaches non-traditional students who may need the extra support, and provides additional options and opportunities than traditional developmental programs.

Please join us for upcoming informational webinars in the spring semester. All providers will receive invitations about the upcoming webinars from the NCCCS Professional Development Office.

Adult literacy programs that are interested in implementing Transition Courses, please reach out to your area coordinators listed below. Area coordinators are available to provide technical assistance and guidance as necessary.

For more information contact:

**Eastern Regional Coordinator**

Laurie Weston,  
Director of Transitional Studies  
Pitt Community College  
Email Address:  
[lweston@email.pittcc.edu](mailto:lweston@email.pittcc.edu)  
Phone: 252-493-7439

**Western Regional Coordinator**

Susan Huneycutt,  
Dean of Arts, Sciences, Business, and Technology  
Davidson-Davie County Community College  
Email Address:  
[shuneycutt8987@davidsondavie.edu](mailto:shuneycutt8987@davidsondavie.edu)  
Phone: (336) 249-8186 ext. 6495

## **MPHSE Update:**

On behalf of the College and Career Readiness team, we would like to recognize the Multiple Pathways to High School Equivalency (MPHSE) Advisory Committee members for their work on revising the MPHSE Operating Guidelines manual and getting it ready to go before the NC Community College System Senior Leadership for final approval. The advisory committee members are: Jill Storey-Davidson-Davie CC, Rachel Clark-Haywood CC, Debbie Woodard-Wilkes CC, Penny Wacaster- McDowell Tech CC, Brad Bostonian-Central Piedmont CC,

Amanda Bradshaw-Sampson CC, Renita Dawson-Wayne CC, Nikki Proctor-Lenoir CC, Diane Matlock-Carteret CC, Lisa Johnson -Alamance CC, and Jennifer McLean- NCCC System Office.

The purpose of the Multiple Pathways to High School Equivalency (MPHSE) committee is twofold: (1) to review the draft MPHSE Operating and Implementation Guidelines and give strategic advice or recommend changes to the NCCCS's HSE Office; and (2) to guide effective implementation of MPHSE throughout the North Carolina Community Colleges' 58 colleges. The advisory board reports to the NCCCS's HSE Office.

Once the MPHSE Operating Guidelines are approved by the NC Community College System Senior Leadership, training will be offered.

## **Announcement Reminder:**

### **Student Success Center Professional Development Workshops for Spring 2022**

Visit the Student Success Center at [Workshops – NC Student Success Center \(ncssc.org\)](https://ncssc.org) for registration and to access a list of NC SSC Spring 2022 Workshop Offerings and How to Make the Most of the NC SSC Workshops Plan. The workshops will be 60- or 90-minutes featuring experts as thought leaders for basic needs, equity, guided pathways, and teaching and learning.