



COLLEGE & CAREER READINESS



From the State Director

Congratulations on closing out another program year in which you assisted adult learners in NC meet their educational, life, and career goals.

At the CCR SO, we are preparing for PY 2022-2023 and look forward to reconnecting with you all at a CCR kickoff in August. More details will be forthcoming. For the ILECE community, we will convene in August for training, exchange of ideas, and discussions - all focused on improving access for ELL adults in NC as we prepare them for careers.

Changes are afoot! The CCR team and SO IT team are managing major changes as all Title II programs will be transitioned to ADVANSYS by December 2022. We are doing our due diligence to create guidance on earning new MSG types, 3, 4, 5. As an initial step, Dr. Everett shared OCTAE guidance on these MSGs. As we now have a data management system that allows for tracking and reporting, detailed information will be released soon on the new ways to measure progress for students enrolled in IETs and the workplace.



Career pathways and IETs will be a priority for PY 2022-23.

Effective career pathways require partnerships among community, institutional, and workforce development stakeholders. Our WIOA and employer partners are key to successful implementation. To

ensure collaboration with workforce partners, CCR Directors will be negotiating their NC Works MOU. See the spotlight in the newsletter for more information.

Title II allocations for 243 and 225 funds will be presented to the NC Community College State Board for approval at the upcoming July meeting. Allocations for 231 funds will be presented to the Board for approval at the August meeting. CCR is waiting for data to calculate each program's share of infrastructure costs. Complete information on infrastructure costs can be viewed in [OCTAE Program Memorandum 17-3](#).

Have a wonderful summer!

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

The National Association of State Directors of Adult Education (NASDAE) and the Coalition for Adult Basic Education (COABE), represent the professionals who provide adult education services for the federal program, would like to hear from employers regarding their perceptions of alternate secondary credentials and high school equivalency diplomas/certificates.

[Take the Survey](#)



Professional Development Update

Instructor Credentialing Scholarships

Research studies prove that the quality of instruction has the most significant impact on student performance. As a result, federal and state agencies and other national organizations require higher standards for instructors. Since 2012, the CCR Professional Development Team has offered a process and credentialing system to train instructors in evidence-based teaching methodologies. Courses highlight metacognition, Maslow's Hierarchy of Needs, informal assessment strategies, reading, writing, and math instructional strategies all based on the tenets of andragogy - adult learning theory.

The credentialing courses and credentialing process funded through the NC Community College System are accessible to all full or part-time basic skills instructors or community-based volunteers. The CORE Credential, ASE Language Arts, and ASE Math courses are offered 100% online via the NCCC Virtual Learning Community. The goal of the credentialing courses is to ensure that North Carolina meets the requirements of WIOA's Thirteen Considerations which includes that all Title II Providers deliver instruction based on current best practices derived from the most rigorous research available and that the instruction is provided by well-trained instructors.

The CORE, ASE Language Arts, and ASE Math courses are ten-week, online, asynchronous courses with scheduled assignments due every week.

All prospective students of these credentialing courses must complete an application for a scholarship to participate in the course. Scholarship applicants must commit to spending approximately three hours per week completing the required assignments by the weekly due date. Applicants must also commit to completing the course by the course end date.

Once you have discussed your professional development goals with your program director, you may submit a scholarship application.

On the following page is the credentialing schedule for PY 2022-2023. This information can also be found on the [CCR Professional Development Website](#). Scholarship links for the courses will be open to receive applications six weeks prior to the start of each course.

2022 – 2023 Credentialing Course Schedule

- Core Credential – September 12, 2022 – November 18, 2022
- ASE Math Credential – September 19, 2022 – November 25, 2022
- Core Credential – October 10, 2022 – December 16, 2022
- Core Credential – January 16, 2023 – March 24, 2023
- ASE Language Arts Credential – February 6, 2023 – April 14, 2023
- Core Credential – March 27, 2023 – June 2, 2023

IELCE Program Year Kickoff!

CCR directors, IELCE coordinators, and IELCE instructors, we are thrilled to announce this two-day, in-person workshop which includes training sessions on creating compliant career pathways and IET programs, student reporting, funding, budgeting, Moodle for IELCE, and BurlingtonEnglish distance learning software.

Dates and Times:

August 25, 2022, from 10 am - 5 pm

August 26, 2022, from 9 am - 2 pm

Location:

Johnston Community College

Wilson Building, Room C1111

245 College Rd., Smithfield, NC 27577

Please register at: [2022-23 IELCE Registration](#)

You will receive a confirmation letter, which includes directions to Johnston Community College and a list of nearby restaurants.

Memorandum of Understanding Training

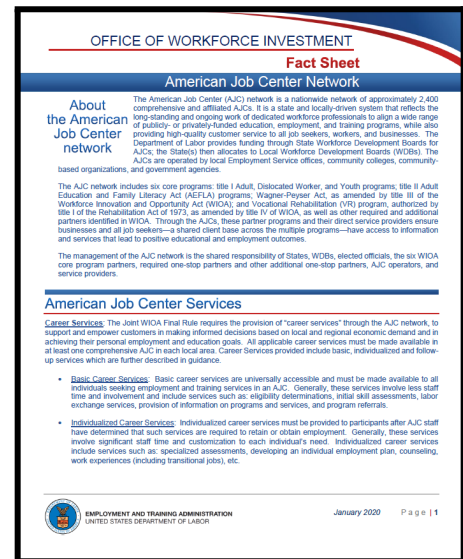
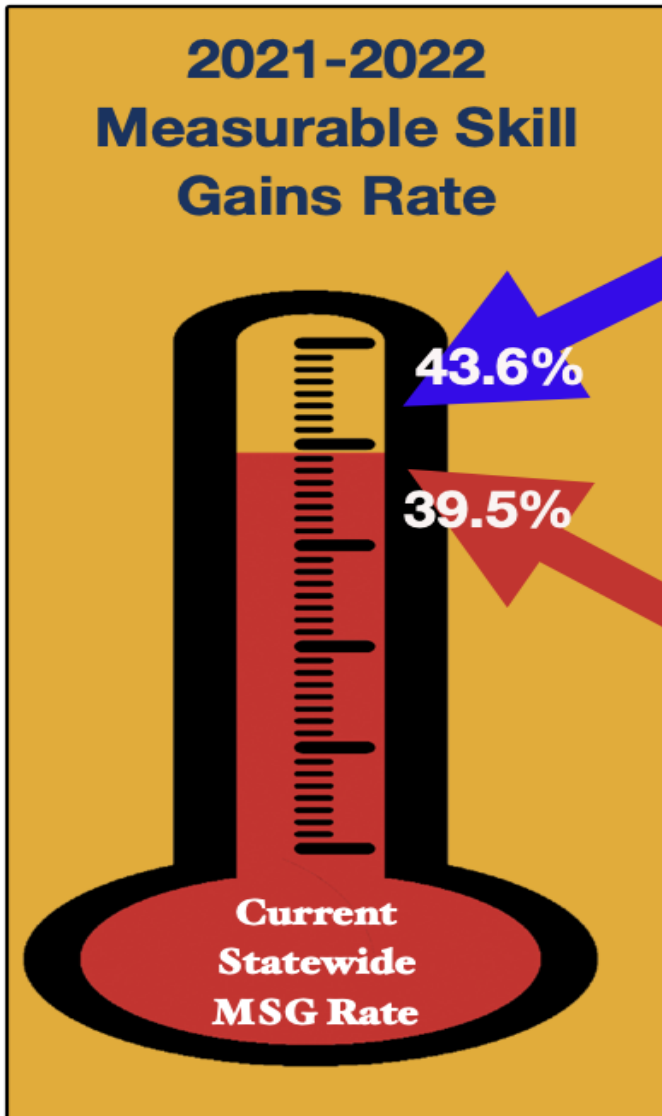
The NC Works Career Center Memorandum of Understanding (MOU) is a WIOA requirement. As a NC Works One-Stop Partner, Title II participates in the MOU negotiation process. The authority to negotiate and sign local MOUs has been delegated to CCR directors.

CCR directors will need to complete the MOU training accessible in MOODLE before participating in the negotiation and signing of MOUs. The on-demand training will provide information that can aid participants in better understanding MOUs by focusing on its development, the partners involved in its creation, and its major components. For more information on the MOU, please see [OCTAE Program Memorandum 17-3](#). To learn more about the services offered at NC Works, American Job Center, see the [American Job Center Fact Sheet](#).



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Sign up for the Memorandum of Understanding Training at the [CCR Professional Development Website](#) under the On-Demand Professional Development Opportunities.



OFFICE OF WORKFORCE INVESTMENT
Fact Sheet
American Job Center Network

About the American Job Center network

The American Job Center (AJC) network is a nationwide network of approximately 2,400 comprehensive and affiliated AJCs. It is a state and locally-driven system that reflects the long-standing and ongoing work of dedicated workforce professionals to align a wide range of publicly- or privately-funded education, employment, and training programs, while also providing high-quality customer service to all job seekers, workers, and businesses. The Department of Labor provides funding through State Workforce Development Boards for AJCs; the States then allocate to Local Workforce Development Boards (LWDBs). The AJCs are operated by local Employment Service offices, community colleges, community-based organizations, and government agencies.


The AJC network includes six core programs: title I Adult, Dislocated Worker, and Youth programs; title II Adult Education and Family Literacy Act (AEFLA) programs; Wagner-Peyser Act, as amended by title III of the Workforce Innovation and Opportunity Act (WIOA); and Vocational Rehabilitation (VR) program, authorized by title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, as well as other required and additional partners identified in WIOA. Through the AJCs, these partner programs and their direct service providers ensure businesses and all job seekers—a shared client base across the multiple programs—have access to information and services that lead to positive educational and employment outcomes.

The management of the AJC network is the shared responsibility of States, WIOAs, elected officials, the six WIOA core program partners, required one-stop partners and other additional one-stop partners, AJC operators, and service providers.

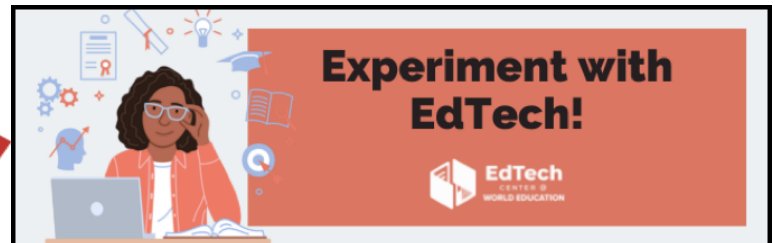
American Job Center Services

Career Services: The Joint WIOA Final Rule requires the provision of "career services" through the AJC network, to support and empower customers in making informed decisions based on local and regional economic demand and in achieving their personal employment and education goals. All applicable career services must be made available in at least one comprehensive AJC in each local area. Career Services provided include basic, individualized and follow-up services which are further described in guidance.


- Basic Career Services:** Basic career services are universally accessible and must be made available to all individuals seeking employment and training services in an AJC. Generally, these services involve less staff time and involvement and include services such as: eligibility determinations, initial skill assessments, labor exchange services, provision of information on programs and services, and program referrals.
- Individualized Career Services:** Individualized career services must be provided to participants after AJC staff have determined that such services are required to retain or obtain employment. Generally, these services involve significant staff time and customization to each individual's need. Individualized career services include services such as: specialized assessments, developing an individual employment plan, counseling, work experiences (including transitional jobs), etc.

 EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

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Experiment with EdTech!

 EdTech
WORLD EDUCATION

Take advantage of the Experiment with EdTech workshops starting **Friday July 8th at 1PM EST!** During these workshops, Rachel Riggs, Digital Learning Specialist, invites attendees to either bring ideas or tools they'd like to try out OR just come and observe while we explore new developments and strategies in educational technology. These will be casual workshops with no fixed agenda, no single presenter, and no pressure. Come as you are and get inspired!

[Click here to find out more](#)

Digitally Speaking

The Digital Navigator Network Update

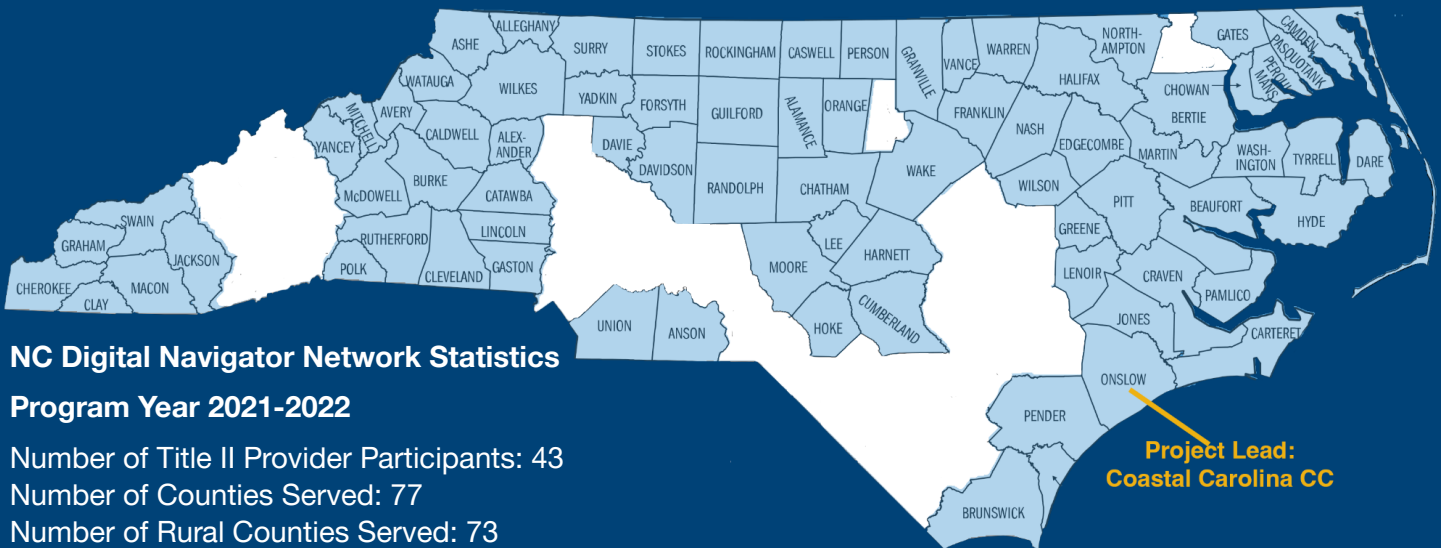
After six months in action, the Digital Navigator Network (DNN) project, led by Michele Hall and Jennifer Bean of Coastal Carolina Community College, has yielded some new understandings for Title II programs seeking to bridge North Carolina's digital divide.

Through participating in the DNN Network, participants have learned:

- The importance of making connections and forming relationships. Connecting with students ensures that the students feel safe in approaching the Digital Navigator with their concerns. Connecting with businesses and organizations in the community allows the Digital Navigator to find resources that students can utilize.
- Outreach is the most effective way to serve those who need services; pushing into classrooms and other relevant sites ensures that those who need the services of the Digital Navigator will be aware of their presence, as opposed to simply establishing "office hours" for students or clients to drop in to see them.
- The importance of local resources. While there are excellent programs and organizations at the national level providing devices and services to those who need them, those in a Digital Navigator's community are most attuned to the specific needs and challenges that are experienced by individuals living in that particular area.

While the Digital Navigator Network Project has come to an end for Program Year 2021-2022, the state license for NorthStar Digital Literacy will be renewed for the coming program year. The hope is that the network will continue to operate throughout the state changing lives for years to come. We owe a debt of gratitude to Michele Hall and Jennifer Bean at Coastal Carolina, Claudia Farnandez at Central Carolina, and to all of the Digital Navigators whose dedication yielded incredible results during PY 2021-2022. The Digital Navigator Network Project has been a tremendous success.

Digital Navigator Network Project Coverage



NC Digital Navigator Network Statistics

Program Year 2021-2022

- Number of Title II Provider Participants: 43
- Number of Counties Served: 77
- Number of Rural Counties Served: 73
- Percentage of Counties Identified as Rural Served: $73/94 = 78\%$
- Total Number of BSP 4010 & 4011 Courses Offered: 125
- Total Number of Digital Navigators: 43
- Total Number of Certificates Awarded: 6,067
- Total Number of Unduplicated Students Served: 1,132

Career Pathways Leadership Certification Workshop for Adult Educators

On May 19th and 20th, six college teams consisting of CCR and Continuing Education team members participated in a two-day Career Pathways Leadership Certification Institute presented by the [Center for Occupational Research \(CORD\)](#) and held at the Belk Center for Community College Leadership.

The participating college teams:

Blueridge Community College
Catawba Valley Community College
McDowell Technical Community College
Randolph Community College
Rowan-Cabarrus Community College
Wilson Community College



Five members of the NCCC System Office staff also attended the institute:

Gilda Rubio-Festa, Sandra Thompson, Daniel Loges, Jessica Rieger, and Ivana Hanson

This introductory workshop, Career Pathways Leadership Certification, is designed to be the catalyst for the development and implementation of a Career Pathways system. The workshop is intended for professionals in CTE, adult ed, counseling, and workforce development. On the first day attendees learned how to assess their current programs and plan next steps. On the second day attendees explored strategies for upgrading their existing pathways in order to improve student recruitment, retention, and outcomes.

We are looking forward to seeing the exciting Career Pathways work that will be developed at the participating colleges as a result of their attendance in this institute. The Title II State Office is currently exploring possibilities for future partnerships with CORD.

The Center for Occupational Research and Development (CORD) is a national nonprofit organization that helps educators and workforce development professionals prepare learners for success in college and careers. Since 1979 CORD has led federal, state, and local initiatives supporting the design and development of Career Pathways and stackable credentials; creation of extensive math and science curriculum; professional development for thousands of U.S. and international teachers; and over 50 national conferences on Career Pathways and technician education.

CORD believes that all educational programs (at least beginning with the last two years of high school) should lead participants along clearly defined pathways to careers. Career Pathways align with industry standards and provide opportunities for learners to acquire credentials that qualify them for careers in specific occupations and clusters. Career Pathways accommodate the circumstances of nontraditional students and enable learners to move through the education-to-careers pipeline faster.



Implementing Standards-Based Instruction

In March 2022, twenty-four of NC's Title II instructors and three state coaches participated in the Implementing Standards-Based Instruction for English Language Learners Virtual Institute. The institute developed a toolkit of active learning activities connected to the content standards.

The structure of standardized content gives you high-quality, leveled instruction based on an increased degree of order or uniformity. Content Standards define the breadth and depth of valued knowledge learners are expected to know. Content standards also reduce curriculum disparities and are essential for equity-based instruction.

Implementing Standards-Based Instruction for English Language Learners addressed two critical needs; Language and Content Development. The participants developed a toolbox of strategies for learning content by reinforcing the skills needed to master the language.

From April to June the participants worked with their coach to implement the strategies into lesson plans. This support deepened the participants' understanding of the value of the toolkit and engaged instruction. Please check out the Implementing Standards-Based Instruction for English Language Learners Showcase in the Professional Development Archive. The participants talked about how they could implement their toolkits within the learning structure.

Instructional Strategies To Support English Learners

Build knowledge about the text and topic of the lesson through:

- Short readings and discussions that relate to learners' various interests, reading abilities, experiences, and cultures;
- Visuals, movies, photographs, or illustration.
- Tap students' funds of knowledge about the topic and content of the lesson and provide opportunities for them to share with their peers.
- Make explicit links to past learning and experiences in class.
- Provide graphic organizers to help learners capture and reflect on new knowledge related to the text and topic of the lesson.
- Use a variety of collaborative learning activities to help learners reach a mutual understanding, retain information, and develop their English.

Source: August 17 - September 2, 2022, Implementing Standards-Based Instruction For English Learners [\[Handout\]](#)

Coaches	<p>Mohammed Essack, Instructional Program Specialist, Wake Technical Community College</p> <p>Julia Herbon, Lead ESL Instructor, Central Carolina Community College</p> <p>Wendy Hicks, ESL Instructor, Lenoir Community College</p>
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Participants	Valeh Abbasi	Abraham Encinas	Tracey Kimrey	Christi Russell
	Leeann Anderson	Rashida Faizi	Alison LaCarter	Gitte Sato
	Luis Bastidas Garay	Linda Grattafiori	Diane Mabry	Pilar Small
	Janet Bobo	Crispina Hall	Sara Miller	Emily Spangenberg
	Leigh Davidson	Jonathan Howard	Douglas Orr	Alma Tapia
		Kelly Howes		Valerie Trujillo

Participating Providers	Alamance CC Craven Literacy Durham TCC Guilford TCC	Lenoir CC Cafe Fear CC Mitchell CC Orange Literacy	Randolph CC Richmond CC S.Piedmont CC Tri-County CC	Wake TCC Wilson CC YMCA of NW NC
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Celebrating YouthBuild Success at Central Carolina

- Submitted by Lindsay Tipton, Director YouthBuild, CCCC

The YouthBuild program at Central Carolina Community College celebrated the achievements of their students at a graduation ceremony on May 19, 2022. Twenty-two students were recognized for receiving at least one credential, with many graduating with multiple certifications.

YouthBuild is a program funded by the Department of Labor that serves individuals between the ages of 16-24. To qualify, students must have separated from high school prior to graduation in addition to meeting at least one other qualifying factor that has placed them at risk.



While seeking a High School Equivalency or Adult High School diploma through CCCC's College and Career Readiness program, participants simultaneously work through continuing education toward a credential in construction, culinary arts, or nursing.

The program is designed to break down barriers that may have previously contributed to the student experiencing difficulty completing school. Intensive advising coupled with support such as a monthly stipend, transportation, child care, leadership opportunities, job development, social skills training, and more provide a circle of support maximizing individual potential. Students also partner with Habitat for Humanity to earn community service hours. During the course of the grant cycle, the program is required to

contribute at least one unit of low-income housing to the community. Since August of 2021, participants have been working on a house on Goldston Avenue in Sanford alongside the future homeowners and other members of the community. The home will soon be inhabited by a family who will benefit from the dedication and handiwork of the students in the program.

While these students are graduating, this is not the end of the road. Upon completion of program requirements, participants enter into a one-year follow-up period. During this time, the YouthBuild Job Developer works with students to ensure a smooth transition into either the workforce or postsecondary education.

Since coming to Central Carolina Community College in 2019 under the direction of former Associate Dean of College and Career Readiness, Sandra Thompson, Central Carolina YouthBuild has served over 100 students. Their strong, dedicated team consisting of Assistant Director James Thomas, Job Developer Lauren Pickens, and Student Success Advocate Cameron McNeill have lent their minds and hearts to this program. Their caring guidance and persistence, paired with the



collaboration of many additional departments at CCCC have led to the success of these participants. Many additional internal partners contribute to the positive outcomes of the YouthBuild program. Tammie Quick, Anita Greene, and Tyra Johnson from the College and Career Readiness department have been integral in the high number of students earning measurable skills gains, diplomas, and high school equivalencies. Deanna Brown, Dane Jacobs, and Joan Vasilisk have graciously led our CNA students to state certification. Chefs Regina Minter and Kathryn Horrell have worked with the Youthbuild students in the instructional kitchen as well as at the Cougar Cafe, where culinary students engage in work experience by running the dining center in the student union. The expertise of CCCC's grant team, Meghan Brown, Kelly Klug, and Sara Delvalle-Blair has not only brought generous federal funding to the college, but they also offer continual guidance on grant requirements on a daily basis. There are also countless individuals in the business office, registrar, and other administrative areas without whom the program would not be able to operate. These successful partnerships have led to Central Carolina YouthBuild being recognized as a model among the Department of Labor YouthBuild programs.

Under the new leadership of Dean of Career and Academic Engagement, Claudia Farnandez, the current grant cycle will run through October 2023.

For Colleges Only

Final LEIS Flat File Submission for the 2021-2022 Program Year

Gentle reminder regarding the submission of the final LEIS flat file for the 2021-2022 PY:

- Submission, revisions of the final LEIS Flat File for the 2021-2022 program year will be accepted by the System Office starting July 1st-July 14th, 2022.
- The deadline to submit the final LEIS Flat File for the 2021-2022 program year is July 14, 2022.
- All colleges must submit their final LEIS flat file by July 14th, 2022.

If you have any questions or need assistance in submitting your flat file, please contact System Office IT by submitting an incident report through [Service Now](#).

ADVANSYS Cohort Assignments and Schedule Information

The ADVANSYS project team confirmed a six-month extension to the project schedule. This allows the NCCCS to fully transition to the new software solution in December 2022.

Colleges will move in three cohorts, listed below. Refer to the email from Patrick Fleming, Senior VP and Chief Information Officer, NCCC System for further information.

Colleges in the first cohort are:

Asheville-Buncombe Technical CC
Gaston College
Isothermal CC
McDowell Technical CC
Rowan Cabarrus CC

Colleges in the second cohort are:

Alamance CC	James Sprunt CC	Southeastern CC
Brunswick CC	Lenoir CC	Stanly CC
Cape Fear CC	Pamlico CC	Surry CC
Central Carolina CC	Piedmont CC	Vance-Granville CC
Central Piedmont CC	Roanoke-Chowan CC	Wayne CC
Craven CC	Sampson CC	Wilkes CC
Forsyth CC	Sandhills CC	

Colleges in the third cohort are:

Beaufort CCC	Davidson-Davie CC	Mayland CC	South Piedmont CC
Bladen CC	Durham TCC	Mitchell CC	Southwestern CC
Blue Ridge CC	Edgecombe CC	Montgomery CC	Tri-County CC
Caldwell CC & TI	Fayetteville TCC	Nash CC	Wake Tech CC
Carteret CC	Guilford TCC	Pitt CC	Western Piedmont CC
Catawba Valley CC	Halifax CC	Randolph CC	Wilson CC
Cleveland CC	Haywood CC	Richmond CC	
Coastal Carolina CC	Johnston CC	Robeson CC	
College of the Albemarle	Martin CC	Rockingham CC	

ADVANSYS Hands-On Training to be Offered at IIPS Conference

We are pleased to announce that the team from ADVANSYS will be offering an in-person all-day hands-on ADVANSYS Training Lab on Tuesday, July 19th during the 2022 NCCCS Summer IIPS Conference. This day-long session will allow attendees to test drive the new system and continue to validate their data with the ADVANSYS team on-site! Attendees will need to bring their own device to the ADVANSYS Lab.

There will also be a separate session led by Janice Heller and Dr. Marlena Everett entitled *Crosswalk to ADVANSYS*.



NCCCS IIPS Summer 2022 Conference

Please find the current agenda at <https://2022summeriipsconference.sched.com/>

North Carolina Community College System Conference



The Great 58 - Building Our Economic Future

Teaching, Learning, & Student Success

October 9-12, 2022

Raleigh Convention Center, Raleigh, NC

