NC COMMUNITY COLLEGES | COLLEGE & CAREER READINESS

JUNE NEWSLETTER

The month of June is known for wedding toasts, graduation speeches, the Summer Solstice, Flag Day, and Juneteenth celebrations, and for those of us in College and Career Readiness, data, and contract closeouts. If that were not enough, we also do the last bits of planning and implementation to start a new program year! As we hit the midpoint of the calendar year, we celebrate the new directors who have just completed the redesigned, directors' orientation which included topic-focused virtual sessions and a months' long mentoring process with some of their colleagues. In this edition, we also offer congratulations to the workforce development instructor at Alamance Community College.

As part of our dissemination of best practices, please take note of the resources that are provided for you regarding informal assessment, instructional content standards and professional development. This issue also contains vital information about required data collection and reporting. As we get ready for the new program year fast approaching, let's take a moment to reflect on what's been accomplished during such a challenging period and recommit ourselves to our students who consistently place their hopes for a better future in the opportunities our programs provide.

Nancye Gaj, Assistant State Director, Title II

New Directors' Training and Mentor/Mentee Partnerships Update

In the Fall of 2020, for the first time we offered a New Director's Virtual Orientation that introduced our newer directors to Title II requirements and best practices. The second part of the orientation consisted of a mentor/mentee process which began in December 2020 and concluded in May 2021. Experienced directors were paired with their newer colleagues. The mentors shared their experiences, expertise, and knowledge to ensure their mentees were provided individualized support and guidance. The mentees and mentors also met monthly as cohorts. Congratulations to the new CCR directors who completed this comprehensive training: Michael Ammons, Deanne Brown, Marvilo Gay, Kimberly Gregory, Trina Jones, Tina Lawrence, Jennifer Pardue, Nikki Proctor, Penelope Radcliffe, Suzanne Ross, Cindy Threlkeld, Penny Wacaster, LaShawnda Washington, and Gloria Wiggins. Additional thanks go to the following directors for serving as mentors: Sandy Bayliss-Carr, Joy Buff, LaVoice Faison-Stevens, Lori Giles, John Kester, Michele Hall, Travis Locklear, Chanell Morello, Browning Rochefort, Kelly Stegall, Ivana Stevens, Lauri Stilwell, Sandra Thompson, and Debbie Woodard.

The energy and effort shown by both new and established directors is sincerely appreciated. Many lessons were learned which will benefit all of those who participated in the months to come.

Emergency Broadband Benefit Has Begun

May 12th was the start of the FCC Emergency Broadband Benefit program to help families and households struggling to afford internet service during the COVID-19 pandemic. This new benefit will connect eligible households to jobs, virtual classrooms, critical healthcare services, and much more.

What will the Emergency Broadband Benefit provide? For eligible households, the benefit will provide:

- a discount of up to $50 per month towards broadband service
- 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.

To learn more about the Emergency Broadband Benefit, visit the FCC EBB webpage.

Consider these steps to help our adult education students and their families and communities:

- Become an Outreach Partner: Sign up to receive timely information from the FCC about EBB program developments (on the EBB webpage, scroll down to add your email to become an Outreach Partner).
- Get the word out with materials from the EBB Outreach Toolkit in English and multiple other languages
- Direct students to the GetEmergencyBroadband.org website where people will sign up to participate and consider how to support students who may need assistance.

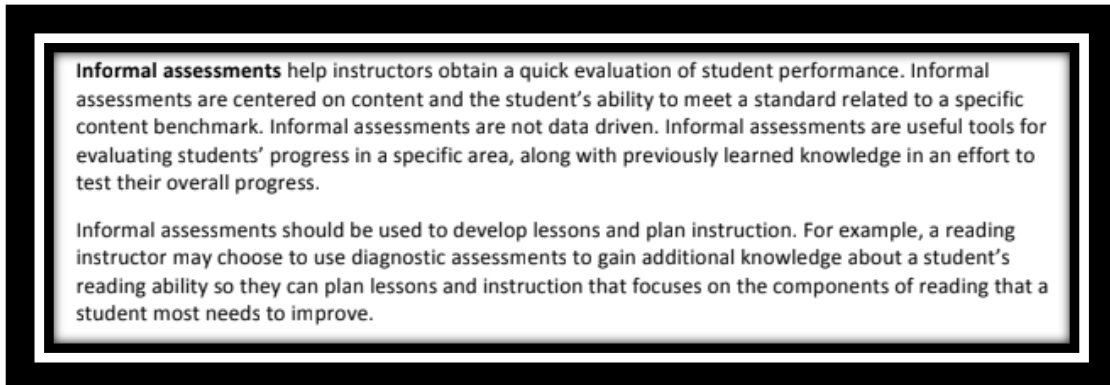# Carrie Russell - *Workforce Development Instructor of the Year* at ACC
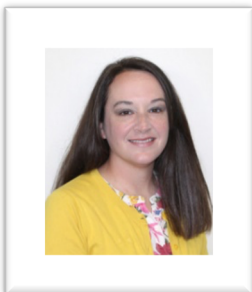
Carrie Russell was named Alamance Community College's (ACC) Workforce Development Instructor of the Year for 2020-2021. According to the announcement made by ACC, Carrie is the High School Equivalency Online instructor in the Academic and Career Readiness (ACR) department. In addition to this role, Carrie also serves as the professional development facilitator for the ACR program.

Carrie earned a Bachelor of Science degree from Wingate University in Elementary Education and a Master of Library Science & Information Management from UNCG. She taught second grade and was a media specialist in the Alamance-Burlington School System before becoming a full-time mom. Carrie began teaching in the Academic and Career Readiness program in 2011.

"One of the greatest accomplishments in working for the Academic and Career Readiness program is being able to walk alongside my adult learners as they are working on their high school equivalency credential," says Russell. "They are in my class for a short period of time before they move on to the next part of their education or work journey, but it's gratifying to know that I get to be a part of the bigger picture."

Content Standard Highlights - Informal Assessments

The North Carolina Community College System College and Career Readiness Content Standards, Adult Basic Education Level 1-4, contain the standards, benchmarks, assessment measures, and many other great resources. The first 19 pages of the document explain how the content standards are numbered, how to use the content standards in planning and assessment, and core competencies for teaching adult learners. This month we are highlighting the informal assessment discussion on page 1.11. The section is cut out below.

> **Informal assessments** help instructors obtain a quick evaluation of student performance. Informal assessments are centered on content and the student's ability to meet a standard related to a specific content benchmark. Informal assessments are not data driven. Informal assessments are useful tools for evaluating students' progress in a specific area, along with previously learned knowledge in an effort to test their overall progress.
>
> Informal assessments should be used to develop lessons and plan instruction. For example, a reading instructor may choose to use diagnostic assessments to gain additional knowledge about a student's reading ability so they can plan lessons and instruction that focuses on the components of reading that a student most needs to improve.

As we begin to see students face-to-face again, we should reacquaint ourselves with teaching practices proven to work through practice and reflection. Many informal assessment techniques may need to be reimagined as we can no longer "think, pair, share" the same way as we did before COVID. Classroom assessment techniques can also work in a digital environment if we adapt them to meet the assignment's needs.

Have you found a new informal assessment technique or adapted a favorite to meet the situation we find ourselves in? Please share with Matthew Brown (brownm@nccommunitycolleges.edu) any ideas or strategies to informally assess students as you teach the content standards. We will present a few of the suggestions in next month's newsletter.

You can find the content standards available for download at:
https://www.nccommunitycolleges.edu/college-and-career-readiness/adult-education-content-standards.

Professional Development Update

We have four webinars scheduled in the next five weeks. You can register for all of the webinars on the CCR Professional Development webpage.

▸ June 8: Evidence-Based Reading: Appropriate Text Selection for Adult…
▸ June 10: Enrollment Support: Round Table Discussion on Increasing…
▸ June 15: Assessment Manual Training
▸ July 13: Evidence-Based Reading: Guided Reading & Fluency

We also have two on-demand professional development opportunities from the *Center of Excellence for Adult Education Performance* (CEAEP) which can be accessed at the CCR Professional Development webpage.

On Demand Professional Development Opportunities

▸ An Introduction to Title II Performance and Accountability Requirements
▸ Conquering Your Data Challenges

The Professional Development office is working with the CEAEP on releasing the third installment of the on-demand Title II Performance and Accountability training opportunities, ***Exit Based Primary Performance Indicators****.* It, along with an updated on-demand ***LEIS Form Training*** will be available very soon.

During program year 2021-2022, instructor credentialing courses will continue to be offered via the NCCC System Office Virtual Learning Community. The schedule for the credentialing courses has not been determined at this time. An announcement will be made as soon as the schedule has been finalized.

Performance and Partners Update

Power BI Training:

The System Office's Research and Performance Management (RPM) team will be presenting training on Power BI for CCR/Basic Skills. In this training, providers will be shown how to use the detailed student-level view of the data that is submitted monthly to the Data Warehouse and processed by RPM and will include helpful monitoring tools for the providers that extend the functionality of the NCCCS Dashboards.

RPM has scheduled two separate 90-minute sessions for maximum flexibility. The training will last approximately 60-70 minutes with time for Q&A at the end. **You only need to attend one session.** The content presented at both sessions will be identical and the sessions will be recorded. Click on the time of your choice to register for the training.

[Power BI Launch - Basic Skills Session 1 – Monday, June 21, 2021 1:00pm – 2:30pm](#)

[Power BI Launch - Basic Skills Session 2 – Tuesday June 22, 2021 10:00am – 11:30am](#)

Who Receives HSE Gains:

What matters is where the student received service, not where the student did their test. If the student **received 12 hours of service at College X** and they exit him because they know the student completed an HSE test, then College X will get credit for the gain for that student (assuming we can match the data to the Diploma Sender database).

If the student **also received 12 hours of service at another Community College (where the student did their test)** that college will also get credit for the gain for that student (Again, assuming we can match the data).

College End of the Year Close-Out Training and New Error Checks For Colleague:

The College End of the Year Close-Out and New Error Check Training will be held on Thursday, June 10th, 2021 from 10:30 a.m.-Noon. This meeting is being held to prepare and provide colleges training on the new error checks and how to do the end of the year close out in Colleague. Click on the link below to register for the training.

[College End of the Year Close-Out & New Error Check Training – Thursday, June 10, 10:30 am – 12:00 pm](#)

CBO End of the Year Close-Out Training For ADVANSYS:

The CBO End of the Year Training will be held on Tuesday, June 15, 2021 from 11:00 a.m.-Noon. This meeting is being held to prepare and provide CBOs training on how to do the end of the year close out in ADVANSYS. You should have received a calendar invite pertaining to the CBO End of the Year training. This calendar invite was sent by Angelica Smith, project manager. If you did not receive the invite for the training, please contact Angelica Smith at picketta@nccommunitycolleges.edu

Employment Barriers

English Language Learner, Low Levels of Literary, and Cultural Barriers are important employment barriers that must be indicated for each participant. It must be noted on the LEIS form (#12 Student Data) and in Colleague or ADVANSYS per NRS guidance detailed in the 2021 NRS Technical Assistance Guide. These measures allow for a description and an understanding of the characteristics of those who attend adult education programs. Collection of this data is important because this information is used for adjustments for performance with recognition that serving students with these barriers may require additional time and resources. Further, this data is used at the federal level to make adjustments to state performance through a statistical adjustment model.

Detailed information and instructions pertaining to employment barriers is posted on the main page of the CCR website under the "News" Section and under the "Resources" Section of the CCR Program Quality and Accountability webpage. This new error check will also be discussed in further detail during the New Error Check/ End of the Year Close Out webinar on Thursday, June 10th 10:30 a.m.-Noon. Please see the Colleges End of the Year Close Out/New Error Check section within this newsletter for registration details.
https://www.nccommunitycolleges.edu/college-and-career-readiness

For Colleges Only:
Summer Listening Tour

The NC Community College System Office is embarking upon several efforts to learn from those in the field. We want to learn and listen to you and your partners in a Talent Response and Collaboration Listening Session. The full purpose is to hear from the folks on the ground who are working with students through the workforce board career centers, local college Perkins (CTE), and College and Career Readiness. We are interested in promising practices of collaboration, innovative or intra-organization efficient and effective workflows, Finish Line grant experiences, comprehensive local needs assessment experiences, Title II collaborative practices, and anything on the minds of your team members that can help the system office support your efforts.

The Listening Tour sessions are scheduled by workforce development board region. If a college serves more than one WDB, the college may pick which session to attend. We are also encouraging local teams to invite members from local industry (perhaps advisory board members) to participate as well. These listening sessions will continue through September. Please see the June session dates below:

❖   **June 14** -   10am -11am - Cape Fear (Cape Fear, Brunswick, Southeastern)

❖   **June 15** -   1:30pm - 3pm –   Davidson Works (Davidson-Davie CC)

❖   **June 16** -   10am - 11:30 – High Country (Caldwell, Wilkes, Mayland)

❖   **June 21**-   10 am - 11:30 - Guilford (Guilford CC)

❖   **June 25** -   10 am - 11:30 - Western Piedmont (Caldwell, Catawba Valley, Western Piedmont)

For more information, please contact Dalanda Bond at bondd@nccommunitycolleges.edu.

Combined Course Library Class Plan Repository

All program directors will soon be registered to a new Moodle course in the CCR Moodle Portal entitled, *The CCR Combined Course Library*. Once you have been registered, the Combined Course Library Course will automatically be available to you when you log into the CCR Moodle. You will be able to find the course plans for all seven of the BSP Courses currently in the Combined Course Library:

1. BSP 3400 – ABE Level 4 English
2. BSP 3450 – ABE Level 4 Math
3. BSP 4002 – Transitions English
4. BSP 4003 – Transitions Math
5. BSP 4010 – Transition to Digital Skills
6. BSP 5500 – ESL Level 5
7. BSP 5600 – ESL Level 6

As more BSP courses are added to the Combined Course Library, their course plans will 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